Appendix 1

Transcript conventions followed.

<table>
<thead>
<tr>
<th>T: teacher</th>
<th>[P]: longer pause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ss: students</td>
<td><em>italics</em>: other than titles of books, indicates stress</td>
</tr>
<tr>
<td>Bs: boy students</td>
<td></td>
</tr>
<tr>
<td>Gs: girl students</td>
<td>{italics}: Malayalam word/sound</td>
</tr>
<tr>
<td>BS: boy student</td>
<td>(=): meaning</td>
</tr>
<tr>
<td>GS: girl student</td>
<td></td>
</tr>
<tr>
<td>Mfb: male front bencher</td>
<td>[ ]: teacher’s action</td>
</tr>
<tr>
<td>Mfbs: male front benchers</td>
<td>( ): student/s’ action</td>
</tr>
<tr>
<td>Gfb: girl front bencher</td>
<td>/phonetic script/: pronunciation</td>
</tr>
<tr>
<td>Gfbs: girl front benchers</td>
<td>A-B-C: spelling as spelled by T or Ss</td>
</tr>
<tr>
<td>bb: blackboard</td>
<td>xxx: missed conversation</td>
</tr>
<tr>
<td>[p]: short pause</td>
<td>--: incomplete utterances</td>
</tr>
<tr>
<td>xx: missed conversation</td>
<td>______: overlap of words</td>
</tr>
</tbody>
</table>

The sequences are reproduced as close to the original data as possible. Hence only those letters as used for beginning a new sequence are used in capital letters. At S I, the pauses and punctuations as adhered to by the teacher are reproduced as they are, and hence the grammatical and punctuation errors found in the transcript. In order to retain the authenticity of the transcript, the utterances are given *verbatim*, without any alterations or modifications. At S II, all the communication extraneous to the dictation of notes is in Malayalam, and the literal translation is given.
Appendix 2

Transcript (SI)

School: St. Mary’s H S S
Class: XII M
Students: 45
Total strength: 50
Date: 13.09.2002

Transcript

Teacher comes in. Ss rise. T places the books and chalk on the table.

Ss: Good morning, teacher.
T: Good morning. Prayer.

T folds her hands and closes her eyes. Ss stand quietly, some of the girls with bowed heads. After 30 seconds T raises her head. Ss sit down.

T: Do you have your other text with you?

Murmur indicating ‘no’ among the Ss.

T: The Web of Our Life. Do you have it with you? Yesterday I forgot to tell you. Come on, go and get copies of the text.

Comments/questions

Formal. Routine.

Routine beginning. Allows the T and the Ss to focus on the session to come. Break from the previous sessions.

Communication gap. T has come prepared with one text, which the Ss have not brought.
T admits her omission.
Two boys from the back and one Gfb leaves. Slight murmur among Ss. T checks her notes, faces the class, turns and looks at the bb. The Ss return with copies of textbook. T gives permission to enter. They go to their seats. The copies of the textbook are distributed.

T: You are all familiar with Helen Keller, isn’t it? [waits]
Ss: xxx
T: Yes, very good. eh-- was she only blind?
Ss: Deaf.
T: deaf, and
Ss: dumb
T: dumb [P] In spite of all her infirmities or incapacabalities or deformities or handicaps, though she has all limitations, she rose up in life. Rose up. And she became very great, you know? She wrote after that with the help of her teacher— Her teacher’s name? Her teacher’s name?

Nominates 1 BS.

S: Don’t remember.
T: Don’t remember? Don’t remember? Her teacher’s name. Louder.
Gs: don’t know.
T: Louder. Anyone? Anyone? VIII standard English you all studied. Then. [P] The teacher of Helen Keller. Very famous teacher. [waits] No one is remembering? [waits] Annie Sullivan. Annie Sullivan. (murmur among Ss) You all keep silence. [P] With the help of her teacher she was able to learn a lot. And later, by her courage, hard work and tireless effort or diligence she—she became even a tea—writer, and she wrote

Ss do not complain. Leave to get copies from other classes, not library.

Could have made small talk, to relax the atmosphere. Possibly she is tense because of the recording.

Ss understand that it is an introduction, but it is too general, to relate it to the text. Ss soon realize the implication, and give the answer that is nearest to the lesson. Thus meets TER.

T accepts, but wants a more specific PR, and prompts. Ss respond accordingly.

Lengthy introduction. T trying to connect the lesson to their existing knowledge, but Ss cannot see the relation to the lesson.

Hence the S cannot give the TER.

T disappointed, tries again.

Throws the question open to the class. Tries again, prompts, gives clues.

Finally gives the TER herself. /suli:van/
It strikes a chord of memory.
T interprets the murmur differently, and becomes apprehensive, so the warning.

Explanation, so as to drive her point home.
so many books and became fam-world famous. And also you know about Ludwig van Beethoven, isn’t it? What do you know about him?

Another example to reinforce her point.

Nominates Mfb.

S: eh?
T: Beethoven?
S: (silence)
T: Who was he?

Roping in the indifferent Ss.

Nominates the next two boys. The fourth one answers.

T: Musician.
S: Great composer.
T: A great composer?
S: Composer
T: of
S: of music.
T: of music. Very good. Ag—see, and he learned at? At the age of four, he started learning music then and at seven, he started composing music. Started composing music. And you know something about him. Isn’t it? [P] Very soon he became totally?

S can guess the TER, and responds accordingly. Together they churn out the CI, so as to reach the correct TER.

Nominates Gfb. She stands up.

T: Very soon he became totally?

S: ah—blind. xxx
T: blind?

T tries a safe bet, but does not get the TER.

Nominates next GS.

S: ah—blind. xxx
T: blind?

So nominates the next S.

S succeeds in getting the response, but does not bother that it is wrong. She knows
S: Deaf.
T: Stand up.
S: (gets up) deaf. Shortly became -
T: deaf, very good. Of course. He very
soon became deaf. But at first, for
some time he was in great desp - despair.
Soon he gathered courage and continued
his musical studies, and compositions,
and he, by his performances the people
astonished with his wonderful musical
compositions. And he became a man of
strong character. Here, see, Mckinley
Kantor - know anything about that
novelist? Mckinley Kantor. Have you ever
heard about Mckinley Kantor?
1 BS: No.
Slight giggle from Ss.
T: Yes. [takes the chalk and writes the
name on the bb] See. [finishes writing and
turns back to face the Ss] Yours is very
good performance. This is the way you
have to behave in the class, understood?
[P] Mckinley Kantor is a famous
American novelist. He wrote so many
novels. And this novelist - is giving - or -
he successfully introducing a person to us,
who by his hard work and determination
became successful in life in spite of his
blindness. Under the title “A Man Who
had No Eyes”. So. Our next lesson is
about a man who had no eyes. Come on.
You come. [nominates 1 BS from the back]
Write that heading.

S comes to the front, stands by the side of
the T.

T: At the top you write. Come on. With
neat handwriting you write “A Man Who
had No Eyes”. [waits]

S writes on the bb.

Divya studies well, and it was a slip of the
tongue, and will correct herself.
So she does.
S about to repeat the entire structure, but
T does not notice, interrupts her
unnoticingly and moves on to her
explanation.

T’s lack of proper training in English is
glaringly present. Not a good exposure to
those students whose only chance for
improving their English is the classroom.
Now introduces the author. Neatly
structured, if a little elaborate.
General question, to the whole class.
Other Ss like the frank answer. T
misinterprets the situation, feels
apprehensive, and turns to write on the
bb, ignoring the giggle. Perplexed as to
how to handle it. So hurries to assure
them that they have been good so far;
keep doing it. Moves on with her lesson-
plan.

Author introduction.

Impartial in choosing the Ss for tasks.
Nominates from the back, front and
middle. Often it is the Bs, because they are
the ones to be kept harnessed.
T: [to the rest of the class] So who wrote this novel? Sony. Who wrote this novel?
Sony: Mckinley Kantor.
T: Mckinley Kantor. Yes. Who was he?

S finishes writing on the bb and waits.

T: Who was he? [to the B] Yes, go to your place. Very good. [to Sony] Who was he?

The S goes back to his place.

Sony: Writer?
T: eeh?
Sony: Writer.
T: What – um – Belongs to which country?
Sony: eh –
T: Belongs to which country? [nominates next BS] Stand up.
S: Pakistan.
T: eh?

Other Bs try to help.
T: Simply sitting absent-mindedly, isn’t it?
S: America.
T: ah, yes.
S: America.
T: Louder.
S: (giggle) America.
T: American novelist. Yes. He is an American novelist. He’s – he wrote so many novels. And in the year 1955, he was awarded with the Pulitzer prize. For his greatest novel.

T turns and writes on the bb. S sits down.

T: [without facing the Ss] No talking.
T writes “Pulitzer prize 1955” on the bb. Turns to face the class.
T: Now Anitha, you come. Safe bet. T knows Anitha can read well.

Reshmi gets up to give way. Anitha gets up slowly. Anitha is shy, and expresses it as defiance to authority.

T: Come soon. Come on. T is surprised, cannot understand the S’ attitude. But does not make a fuss.

Anitha comes slowly to the front. Stands next to the T facing the class. T expects quiet obedience.

T: Read out these things. To the class. Anitha decides to take the T lightly, thinks she can get away with it. CI is derailed. Not what the T planned.

Anitha: (makes faces at the class. Mumbles) Ma’am, I – please – T cannot understand why she is disobeyed. Tug of war for control.

Anitha makes to go back. T stares at her. Decides to be stern. Anitha misinterprets, and still adheres to her jocular defiance.

T stares at her. Pause. T disappointed and flustered that her safe bet has not paid off. T expects quiet obedience.


Anitha: (giggles) Teacher, I will read it otherwise. Decides that it cannot be ignored. T decides to be stern. Anitha misinterprets, and still adheres to her jocular defiance.

T: You stand there. Go. Stand there. [Points to the front left corner of the room] T is surprised, cannot understand the S’ attitude. But does not make a fuss. Not at all obedient.

Come on, Divya. [mumbles] Not at all obedient. Divya: Mckinley Kantor, an American novelist, was born in xxx T: Louder.

Decides that it cannot be ignored. T expects quiet obedience.

Anitha moves to the front left corner, near the Gfbs and stands. Divya gets up, stands near the T and reads. Anitha is stunned. Never imagined this sort of an outcome. Feels more sinned against than sinned, and sulks. T does not realize this. Feels puzzled.

T: You stand there. Go. Stand there. [Points to the front left corner of the room] Not at all obedient. T is trying to illustrate good reading skills, but does not let it develop into a monologue, which would slacken the attention of the Ss. Highlights the various points in between.

Tis trying to illustrate good reading skills, but does not let it develop into a monologue, which would slacken the attention of the Ss. Highlights the various points in between.

Divya: Mckinley Kantor, an American novelist, was born in xxx. His famous novels include Long Remember, published in 1934, Arouse and Beware – T: xxx Divya: Long Remember

Next safe bet pays off. Anitha’s example is also a warning to others.
T takes the chalk and moves to the bb. Writes on the bb “long remember”.

BIAS will show a long episode of PR and TQ T ↭ S

The interaction is completely directed by the T.

T: Yes. [writes] The year?
Divya: 1934
T: 19 --?
Divya: 34
T: Yes. Ah. Yes.
Divya: Arouse and Beware. 1936.
Arouse.Arouse.
T: [writing] Arouse --?
Divya: and Beware.
T: [still writing] 19 --?
Divya: 36. um – Anderson Ville and Valley Foge –
T: [writing] Anderson?
Divya: (mumbles) Ville

T writes. Divya waits.

D: and – and Valley Foge
T writes.
T: The year?
D: 1975
Waits for T to finish writing.
T: Yes.
Finishes writing. Faces the class.
D: Anderson Ville won -- won the Pulitzer prize in 1955. [T puts an arrow on the bb to show Pulitzer Prize]. He also wrote several short stories and non-fiction. [P].
In this interesting story, “A Man Who Had No Eyes”, Mckinley Kantor juxtaposes two human personalities. [T moves to stand beside her] Two survivors of a chemical explosion meet – eh – other after - a long interval.
T: Thank you.

Polite to the Ss.

T takes back the notebook. Divya sits down. T reads from the notes.
T: This story is about a chemical explosion
xxx An interval of fourteen long years
xxx

Accidently switched off the mike. T writes on the bb: Mr. Parsons, Mr. Markwardt.

T: What is this story about? Markwardt – as well as Parsons were – blind. But. By his hard work Mr. Parsons became great as an insurance agent and he became a gentleman. But ah – on the other hand, Mr. Markwardt tried to save his own life at the expense of or at the pity of others. Ever since the disaster once they were both subject to the common disaster that is chemical explosion at Westbury. Both of them became blind. Mr. Parsons, by his hard work, he became a fl – a – he became flourished in his life as an insurance agent. And his asset was his self-respect, will power and optimism. So if only is optimistic in his life. In spite of all infirmities or in spite of all limitations or in spite of all deformities one can rise up in life. That was revealed by his story “A man who had no eyes”. Here two persons. One is Mr. Parsons, the other is Mr. Markwardt. Both of them were blind in the same – the common chemical --?

Ss: Explosion.

T: Explosion at Westbury. And they became bli – blind. But what happened to Mr. Parsons? [P] He was a --?

Ss: Self-respected person.

T: Self-respected person, and he was hardworking, or he was – eh – so much diligent and he was – he made effort in his endeavour, and as a result he rose in his life and became the -- got the position as an famous insurance agent. But on the other hand see, Mr. Markwardt – what did he do? He tried to save his own life at

Highlighting the names of the protagonists.

A summary of sorts. From the text. Had the T asked the Ss to read the lesson afore hand and to give the points, it would have saved the T time and energy. Would have helped the Ss to become more independent and responsible in the process of learning. That would have helped both the good and the not-so-good Ss.

Comprehension check.
Ss respond positively. TER.

Comprehension check.
Ss respond with TER.

Not directed to the Ss. The Ss do not attempt to answer as well.
the expense of or at the pity of others. He was not at all a self-respecting person. So what did—what does this story tell us? [waits].
Ss: (silence)
T: We—We—we—You’re all students, isn’t it? Isn’t it? You all must be—eh—be may not be having the equal, equal—
Ss: (silence)

T: Intelligence. Even then, in spite of all our limitations, if one is hardworking, or if one is having that will power, to come up, we can come up in life. That story—this story, that is this particular story given by Mckinley Kantor, an American novelist under the title [reads from the bb] “A Man Who had No Eyes” [faces the class] depicts this fact very clearly to us. [P] Understood? [P] And you come to know that both of them were the victims of the same chemical explosion and Markwardt wanted to live upon the mercy of others. He never worked hard or tried hard to come up on his life. And you all know that about Beethoven, in spite of all his—all his deformities or all the limitations in his life, he acquired courage and he became a world-famous—?
Ss: Composer.
T: Composer. And—and in the same way about Helen Keller also you know, isn’t it? eh? She was—
Ss: blind
T: blind
Gfbs: deaf
T: deaf and
Ss: dumb
T: Dumb. And, in spite of all these she rose up in her life. And that was possible for her only because of her courage and

Sudden break in the narrative. Ss have lost thread of it. Cannot guess the TER.
T: Dumb. And, in spite of all these she rose up in her life. And that was possible for her only because of her courage and
will power and her firm determination to come up in her life. And thus she became a world famous -
Mfbs: World-famous woman
T: Woman. Isn’t it? She became a world-famous woman. Ah – don’t you think that you can also come up in your studies? Ah? And if you – you are having that will power, and you are in the very – only the first term was over. Now you are studying in the second term, you are preparing for the second term exams, and very soon you are going to appear for the final exams, isn’t it? eh? Will you have that firm determination that today onwards I am going to study in a better way? So don’t you heard that plan your work – plan your work – and work your plan. Come on, take down that. (Ss open their notebooks and start writing). Plan your work. And. Work your plan.

T writes on the bb.

T: [writing] Plan your work – and work your plan.
Silence. T finishes writing and faces the class.

T: And now you got this idea that one man can become a gentleman. The other one became a -
2Mfbs: beggar
T: beggar. That is Markwardt wanted to remain as a beggar. But the other one wanted to rise in his – ah, [prompts] in his
Ss: life
T: life, as a gentleman. [Changes the paper of her notes.] xxx [Accidentally switched off the mike] What do we call for a man who had no eyes? What do we call – yes – a? a?

Results in loss of time, unnecessary repetition.

Repetition, so Ss guess the TER correctly. Helpful for the weak Ss, but the bright ones also need to be taken into consideration.

Trying to squeeze in moral instigations into the lectures. Could be seen as wandering away from the point. T does it in good faith, the Ss understand it.

Ss do not respond.
T does not notice.

New for the Ss, and the T knows it. But asking them to write it down is rather like telling the children what to do.
Ss obey. A change for them from listening.

Highlighting.

Comprehension/attention check.
Ss respond positively.
TER, so accepted.

Prompting to elicit the TER.
TER.
Accepted.

Rather elementary for higher secondary
Ss. Not proper language as well.
Nominates a BS.

S: Blind.
T: Blind man. Isn’t it?
S: Yes.

S comes to the front and hesitates.

T: You can’t, eh? Come on.

S still stands hesitantly. A pause.

T: Do you have any difficulty to write with left hand?
S: (mumbles) xxx board.
T: aah, board you can’t. Come on.

He still stands there. T nominates 1 GS from the second bench. She comes forward, writes ‘blind’ on the board.

T: Yes, okay.

The girl goes back to her place. T changes the paper of her notes and picks up a copy of a picture.

T: See, now I am giving, or showing you, a picture. What do you see in this picture?

Nominates a BS.

S: (hesitantly) Mr. Parsons.
T: eh?
T: eh?
S: A beggar.
T: Only one man? Here?
S: One gentleman and a beggar.
T: aaah, very nice. Very good answer. Your answer is very good. Your answer loud - loudly.

S makes the connection easily enough, but tests the waters first.
Understands that it is not the TER, and modifies his response immediately.
It is still not the TER, so further questioning.
Exact TER.

Very pleased and lavish in her appreciation. The first attempt at visual aid is a success!
S: (louder) A gentleman and a beggar.
T: Very good. Yes.

S sits down as T moves to the center to face the class.

T: What did he say?
Ss: A beggar and a gentleman.
T: A beggar and a --?
Ss: Gentleman.
T: Gentleman.
T: Gentleman. Very good.

Turns to go to the bb.

T: [to the BS] Go to your place.

S goes. T writes on the bb “A beggar and a gentleman”. Silence.

T: So. [faces the class and shows the picture] From this picture he - he was able to recognize - one is a - one is a -
Bs: beggar
T: One is a beggar, the other --? is a --?
Ss: gentleman.
Sudhir: (a second later) gentleman.

Ss giggle.

T: gentleman. Any other - any other things can you point out? Any other things can you point out?

T moves to Sudhir.

Sudhir: One back - ah - one man is - er -
T: One man is?
Sudhir: standing straight.
T: standing straight. Very good. So that man was may be -? may be --?
Sudhir: The gentleman.

It is used well, but could have been used better had not the TER curtailed the range of CI.

Comprehension/attention check.

Repetition for highlighting.

Very happy on getting the TER.

Only now notices the BS standing there.

Repetition to highlight.

Sudhir is the sort of ‘funny fellow’ of the class - makes the class laugh with his clumsiness and anxiety. Hence the giggle.

Inadvertently Sudhir has drawn T’s attention to himself.

T trying to find out whether he was making fun of it, or whether attentive.

Prompting, to get the TER.
Sudhir: And – and other man is bending down.
T: ah, bending down. What may be the reason?
Sudhir: He was – (about to say something)
T: He was not at all -- ?
S: He was – he was begging.
T: ah, begging – begging, and we understood that because of his --?
unfaithful nature, isn’t it?
Sudhir: Yes, yes.
T: Yes, then what else? What about their
eye-sight, can you recognize?
Sudhir: er – (about to say something)
T: or both of them are blind?
S: {nga}, both of them are blind.
T: very good. Very good. Both of them are --?
S: blind

He sits down. T moves to the front. Picks up the picture, moves to the side of the girls in the centre.

T: So what incident – can you – derive from these two persons? What thing can you [P] understand from this story of these two persons one is Mr. Parsons, the other one is Mr. Markwardt . [P]

The language is difficult for the Ss to follow. Without realizing it, re-phrases her question, so as to elicit the TER.

T turns and moves to the Bs’ side in the centre.

T: Can you relate their character in your own life? Can you relate them with our own life? Can you relate? Can you relate? No? So we should be very faithful – to our our duties. What is your duty? [T moves to the front] What is your duty? Renjith?
Renjith: (without getting up) Study.
T: ah [prompt]
R: Study.

The Gs never respond unless sure of their answer.

Her questions suddenly deviate completely from the point so far discussed. She does not realize that the Ss are perplexed, and gives the answer herself.

This was what she had said earlier, and so Renjith guesses it to be the TER.
T wants to stress “all the subjects”, so
T: Studying, or learning? Learning --?
R: English.
T: English only?
Other Bs prompt.
R: Lessons.
T: eh?
R: Lessons.
You stand up please.

Renjith stands up slowly.

Renjith: Subjects
T: What are all subjects you are having?
Renjith: eh?
T: What are all subjects you are having to -
Renjith: Six subjects
T: ah, six subjects. So all the subjects you
should be - very --? faithful.
Renjith: faithful
T: In your studies means - you have to
learn your studies - lessons very well.
Very well. In all the --? Subjects, isn’t it?
Renjith: um (= yes)
T: eh?
Renjith: um (= yes)
T: So, why for this lesson is given to you
[moves forward in the center] by
Mckinley Kantor? [P] Why this lesson is
given to you?
John: We should also be hardworking.
T stands near John.

T: Why - come on?
John: (stands up) We should also be
hardworking.
T: We should also be hardworking. Very
nice answer. Come on. Okay, sit there.
(John sits down) So, now we can pass on
to the lesson.

T moves to the table and stands facing the
class.

T: [To Anitha] You go and [p] sit in your place.

Anitha goes.

T: [reads from the text] "A Man Who had No Eyes". A beggar was coming down the avenue just as Mr. Parsons emerged from his hotel. He was a blind beggar, carrying the traditional battered cane and (2 Mfbs examine the picture she has put on the desk) thumping his way before him with a half-furtive effort of the sightless. What do we call a sightless person? [waits]

Gs: blind.

T: Blind. Blind man. Very good. So Mr. Parsons - and you all knew that Mr. Parsons was blind. Isn't it? (several students nod their heads) But he noticed another blind man, or another beggar was thumping his way before him with a cautious half-furtive [p] effort of the sightless. Furitve. What is the meaning of furtive --? Furtive --? Know the spelling?

T takes the chalk, moves to the bb and writes on the bb.

Ss: F

T: F. Very good. F-U-R-- ?

Ss: T-I-V-E

T: T-I-V-E . Furtive. Means secret. [writes on the bb] So. [faces the class] somewhat he was -- ? Why half – furtive? He was -- ?

Ss: (silence)

T: He may be – he may be --? What? He may be --? [nominates BS]

S: (mumbles) half –

T: Half-furtive. Then what may be the reason for that?

such lengthy preludes?

Smoothly lets Anitha go back. No fuss, no warning, no threats.

Looks up from the text intermittently to check whether the Ss are attentive.

Ss ignore the grammar mistake, and respond positively.

T pronounces it as /fe:Su/

Knows that it is a new word for them. So highlights it. But those Ss whose exposure to the language is limited to the classroom will pick up the wrong pronunciation.

As always the Ss realize that the T is trying to help them learn a new word, and respond accordingly.

Ss cannot guess the TER, so remain silent. Prompting.

S is perplexed. Makes a guess, but it is not the TER. The T foresees the answer, and tries to help by repeating the question.
Ss: (silence)

Murmur among S. T waits.

T: eh? [waits]
Ss: blind
T: ah, blind. That is also right. And also he is -- ? What?
Gs: (hesitant) beggar?
T: Pretending, isn’t it? And he want to live on others. He want to live on others. [Reads from the text]. Half-furtive effort of the sightless. He was a shaggy, thick-necked fellow. His coat was greasy about. The lapels and pockets, and his hands splayed over the cane crook with a futile sort of clinging. He carried a black bag on his shoulder. Apparently he had something to sell. [Looks up from the text] So. The external appearance or the physical features of that blind beggar was given in this way. And as we all know most probably the beggars are having shaggy appearance. Isn’t it? Shaggy means --? [searches among Ss] Shaggy?

T moves to the Gs backside. Nominates GS.

T: Shaggy?

Gs gets up and remains silent. T moves away. The GS sits down quietly. T moves to the Mfbs. Ss murmur.

T: Shaggy?
Mfb: Raggy
T: What?
S: Raggy
T: ah, yes. eh?
S: raggy
T: What?

Waiting patiently for the Ss to come up with an answer.
Accepts it, though not the TER.

Ss guess again, but again it is not the TER. Finally the T realizes that the Ss are nowhere near the TER, and gives the answer herself.

The single sentence is read out as two sentences.

Explanation

Open question

Usual procedure – never partial, includes both Bs and Gs in the CI.

Gs never venture a guess, especially when nominated, unless they are sure of their response.

Can be considered as PV.

The T is not very sure about the answer, so makes him repeat it again and again. She accepts it, though doubtful of the word.
G-
T: aah, very good. Or another? Another word for that?
Next S: (hesitant) ugly?
Rakesh: er - what he said - [p] don't know.
T: You try.
Rakesh: [p] don't know
T: Tidy opposite.
Rakesh: Un - rrr - (giggle)

Other Bs giggle.

T: Yes?
Rakesh: Un -

Other Bs giggle.

Rakesh: (softly) untidy
T: Untidy. Yes. His physical features are - thick-necked fellow - [reads from the text]
his coat was greasy about the lapels and pockets. [looks at the Ss] Have you heard of l - the term lapel? [waits] lapel? Write the meaning of that.

Ss write down in their books.

T writes on the bb. [P] Faces the class and reads from her notes.

T: One of the two - one of the two - T-W-O two front parts F-R-O-N-T front. F-R-O-N-T front. Parts of the top of a coat [p] top of a coat that are joined to th - to the - that are joined to the collar C-O-L-L-A-R collar [waits] and are folded back - and are folded back F-O-L-D-E-D folded back

So tries to get another PR nearer to the TER.

Flustered.

Encourages.

Hesitant.

Clue.

Hides his hesitancy behind a giggle, which triggers off the group-giggle.

T ignores it, and sticks to her point.

Prompts.

Still not confident.

T accepts it - it is the TER.

Explanation.

/la:pel/
Highlights the new word, reinforces it.
More or less spoon-feeding.

Well-prepared. Not *impromptu*, which could mean that she is herself unfamiliar with the word.
So the lapels and pockets were greasy, and what about his - ah - what he kept on his hands? (Ss murmur) Yes. a - e - [reads] hands splayed over the cane's crook. Crook. C-R - cane you know? [waits] cane stick. (Ss murmur) ah, bat - ah, yes. (Chooral). (Chooral). He was holding a battered -

Gb: Cane

T: -- cane on his hand and that - that was - that cane's crook - meaning it was having hook at one end. Hooked end. You know? One hand stick like this isn't it? [draws on the bb] This is having that shape like this. [P] This is. [faces the class] Cane's crook with a futile sort of clinging. He carried a black bag on his shoulder, apparently he had something to sell. And one can - one can understand that that person was coming he was holding - he was having a - a shoulder bag and one can assume that he was coming for selling something. Such a person was called -- called a ? A person who - um - nowadays we use to say that door-to-door business - door-to-door business.

Bs: Salesman

T: ah, salesman, yes. Another word? (Ss murmur) Can you point out? Have you heard of Peddler? Peddler? Yes, the word given [writes on the bb] in our text is this: P-E-D-D-L-E-R. Peddler. Such people [faces the class]. They sell things walking from one home to another. Yes. [p] So [reads from the text] the air was rich with spring. The sun was warm and yellowed on the asphalt. [Looks up from the text] asphalt. Have you heard of that? Asphalt. Have you heard of that? Asphalt? (three Mfb's consult each other) Asphalt. A black tarry substance, Yes, asphalt. And one of the products obtained by the fractional distillation of -- ?

Comprehension check

Ss not sure about the TER.
Tries to explain in simple terms they are familiar with, something she did not do for 'lapel'.
When the Ss give the L1 equivalent, T accepts it.
Not expected by the T, so goes unacknowledged. Possibly the T did not hear it.

Not a good artist, yet attempts to make the meaning clear to the Ss.
She highlights only select words. Does not elaborate on 'splayed', for example, which would have improved their writing skills.

Clues for eliciting the TER.

Ss get it easily.
Not the exact TER. So further questions.

T pretty sure that the Ss will not guess the TER, so gives it herself.
“Salesman” was quite all right in the context, but the T had already planned to introduce the word “peddler”. She is a methodical person, who needs to have everything planned out, and cannot pick up clues on the way and develop the CI accordingly.

Introducing a new word. Does not expect the Ss to respond. But it is familiar to the Ss.

It was not exactly a question, but the Bs
Bs: Petroleum.
T: [not sure] Not petroleum, coal, I think. Isn’t it? (John shakes his head) eh, asphalt? [p] Do you remember? (Ss murmur) No? In Chemistry classes you studied in IX standard. Yo – a black substance like coal tar. Asphalt. Write it down. Write down the meaning, yes. (Ss start writing) A black substance like coal tar. That is called asphalt. [moves to the bb and writes] A-S-P-H-A-L-T. Asphalt. A black substance like coal tar. [faces the class and reads from the text] The air was rich with spring. The sun was warm and

T looks at the Mfbs murmuring among themselves. Moves to stand in front of them.

T: – warm and yellowed on the asphalt. Mr. Parsons standing there in front of his hotel, and noting the clack-clack approach of the sightless man felt a sudden and foolish sort of pity for all blind [p] creatures. See, [looks up from the text] what was the real nature of our [p] gentleman Mr. Parsons? He usually – eh [prompts] took pity on – other blind people. Or took pity on poor people. He was a – he usually sympathized with others. As usual – um – this time also he was able to recognize – or he – he was able to understand that some poor people are coming on his way. Because you know, he too was – a – blind person. So he recognized – he understood that some – or, he heard the clack – clack approach of the sightless man felt and he felt a sudden and foolish sort of pity and this was his nature – he usually yet sympathized with other people. Other poor people. And from the walk itself he understood that

T is not sure about the answer, not sure whether to accept it or not. As is usual with her, never says “no” to a PR, only suggests that it may not be correct.

Trying to relate the text to the outside world, to previous knowledge.

Ss do not argue, accept the T’s superior knowledge.

Spoon-feeding.

Notices the slight disturbance. Moves to their side to give the message that she has noticed. No fuss, no threats, no verbal abuse.

Goes on reading as if nothing serious happened.

Explanation
Trying to simplify

Highlighting Mr. Parson’s positive traits.

Repetition to highlight

Re-phrasing for better comprehension.

A main feature of any English class – the
some blind people are coming towards him. So he took pity on that fellow. [reads] And thought Mr. Parsons, he was very glad to be alive. A few years ago he had been little more than a skilled labourer. Now he was successful, respected, admired, insurance - see, and dots are given and that he became a famous, a flourished insurance agent - and he had done it alone, unaided, struggling beneath handicaps. See. [looks up] th—the real nature of Mr. Parsons is—revealed vividly, portrayed or, um—here, McKinley Kantor is giving a clear picture or a vivid picture of the real nature of our gentleman Mr—?

Ss: (murmur) Parsons.
T: Parsons. Think, he too was—a—blind man. But what was his real nature, see? In the—in his previous days also in his youth also he was a—he was a—? (Ss murmur) labourer, but in spite of all handicaps—which handicaps he was having? Now he became—? [nominates a Mb].
S: handicapped.
T: Now he became?
S: bli—blind.

BELL GOES.

T: Blind. In spite of all handicaps he became more skilled—he became a skilled labourer than before. He became a skilled labourer than before. He became a skilled labourer than before. And he was—so—and—does anybody help—give him help?

S shakes his head.

T: No. So all alone. Unaided. And because of his struggle. And he struggled hard beneath handicaps. And thus he was [p] chain of reading-explanation-reading-explanation.

Points out the punctuation, but not its significance, in this particular context or in general.

Attention/comprehension check.
Ss respond positively.
Accepts
Dummy question—no TER required.
Open question.

PR is right, but too general, not the TER.
So further questioning
S stumbles into TER.

TIME OVER.

T has exceeded her allotted time, but goes on teaching without faltering or hurrying up.

Fumbles for the right word. Aware that time is over, but bent on finishing her lesson-plan for the day.
Non-verbal, but TER.

Accepts.
Elaborates.
able to come up in his life as a famous or a flourished - ?

Ss: insurance -

T: ah, insurance agent. So he was known by - he was known by everyone, isn't it? He was known by everyone for his ?

Bs: hard work.

T: hard work. Yes. [reads] The blue air of spring fresh from its memories of windy pools and lush shrubbery thrilled him with eagerness. [p] The blue air of - that is [looks up] the season is mentioned as spring season and as a result a lush and shrub - lush shrubbery. Lush means luxuriant. Lush means luxuriant. Shrubbery means - The garden is full of - ah, green vegetation. Full of green vegetation especially shrubs. And no- nu- do you know about the difference between shrubs? Herbs and trees. Isn't it. Here the garden is full of - full of?

Gs: shrubbery

T: shrubs. So it is called lush -- ?

Ss: shrubbery.


S: er -

T: In parts of speech? Which part?

S: x x x

T: “Good girl“. “Good“ is --?

S: Adjective.


S: Adjective.


Ss guess the TER correctly. It has been repeated many times.

TER.

Accepted.

Highlighting new word.

Relating to other words in their vocabulary.

Confused mix up of ‘know’ and ‘you’.

Letting the Ss have more freedom.

Stresses the grammar part.

Gives another example to elicit the TER from the Ss. Could have used this technique more frequently with vocabulary.

S is caught off-guard. Grammar is too technical for them.

So yet another example. Clue. S easily gets it.

TER, accepted. Appreciates. Guides the Ss to see the connection.
Lush shrubbery [reads] thrills him with eagerness. He took a step forward. So [looks up] um - the he - he got favourable situations. He got favourable climate and thus, he was able to step forward just as the tap-tapping blind man passed him by. [reads] quickly the shabby fellow turned [looks up] The shabby means the untidy or the dirty fellow. That fellow was Markwardt. That fellow was Markwardt. [reads] Listen, guvnor, just a minute of your time. [looks up] Guvnor. Guvnor. It is a - it is new to you, I think. A way of addressing a man who is in a position of authority. Guvnor. Write down. G-U-V-(some Ss write down) N-O-R. G-U-V-N-O-R. A way of addressing a man - [to a Mfb] write down. A way of addressing a man who is in a position of authority. [pauses and looks out through the door] The way of addressing a man who is in a position of authority.

T pauses. Checks her watch.

T: So, in this lesson who are the personalities you are acquainted with? [nominates Mfb] Which are the two persons?
S: Mr. Parsons, Mr. - Mr. Markwardt, --
T: The two main personalities.
S: Yeah, Mr. Parsons
T: Mr. Parsons --?
S: Mr. Markwardt.
T: ah, and Mr. --?
S: Markwardt
T: Markwardt. And which character you like most?
S: Mr. Parsons.
T: Mr. Parsons. Very good. [p] What may be the reason for likeness? We all like him. [nominates a GS].
S: (groan)

Explanations are still bound closely to the text.

Knows it is new to the Ss. Spoon-feeding.

Most of the Ss know that the session is long over, and cannot be bothered. Notices the S becoming lax. So ropes him in quietly.

Knows her time is up, so checks to see whether the next teacher has come. Still goes on.

Checks once again. But decides to go on till the next teacher comes. Thereby denying a two-minute break to the Ss. Winding up. Re-capping.

TER.

But the T is pre-occupied with the time-factor, and fails to respond properly, thus making the S repeat himself. Even the presence of TER triggers off CI here.

TER.

Accepted.

S has absolutely no idea as to the TER.
T: Why do you like him? Because of his -
what?
S: um -
T: faithful and --?
S: (groan)
T: Mainly striking point is?
S: Mark - Mark -
T: Hardworking in spite of his?
S: (groan) okay, blindness.
T: aah, blindness. Very good. Okay, thank
you.

Prompts - clues
S still does not get it.
More clues.
S still at a loss.
T tries again.
Stammers - recollects vaguely some point
that was mentioned earlier.
Finally, gives up. Going at it blindly.
TER. Satisfied.
Polite to the Ss.

The next teacher comes and waits outside.
T motions to him, collects her books etc
from the table, and leaves. Outside, talks
to him briefly. Then goes. Ss stretch their
limbs.
Appendix 3

Transcript from S II

School: Medical College H S S
Class: Humanities A
No. of students: 39
Total strength: 48
Date: 24. 07. 2002
Time: 2: 15– 3: 00 p.m.


There is a din on the Bs side.

T: Mikali was a - Mikali was a fourteen-year-old boy xxx Armenia A-R-A-R-M-A-N-I-A Armenia living in a L-I-V-I-N-G to make herself heard above the din. I-V-I-N-G living in a refugee R-E-F-U-G-E refugee refugee camp living at Marseille M-A-R-S- E-I-L-L-E. Next sentence. He was an

Command, rather than a request. Moving to the safer side?
Abrupt beginning, abrupt pause to explain, then reads again to explain.
This session is a continuation of the previous session (1: 35 – 2: 15), when she had taken the text. No attempt to relate it to the lesson.

Ignores the noise, and raises her voice to make herself heard above the din.
No attempt to familiarize the text. No referring back to previous experience.
orphan O-R-P-H-A-N orphan and had the responsibility R-E-S-P-O-N-S-I-B-I-L-I-T-Y responsibility to look after his baby brother. Their T-H-E-I-R their mother had died D-I-E-D died soon after the baby’s birth. Soon after the baby’s birth. The baby was crying day and night day and night due to hunger H-U-N-G-E-R hunger. Next sentence. Because of this constant C-O-N-S-T-A-N-T constant crying C-R-Y-I-N-G no one in the camp C-A-M-P camp no one in the camp gave them a place to live L-I-V-E live. Next sentence. Mikali was a healthy and robust robust R-O-B-U-S-T robust boy. Next sentence. But he could not think of T-H-I-N-K of looking for work because of his because of his infant brother. Next sentence. Everyone chased him away. Everyone E-V-E-R-Y-N-E everyone chased C-H-A-S-E-D chased him away. Mikali wandered W-A-N-D-E-R-E-D wandered from place to place. Jeseem: from? T: from place to place with no food or shelter. S-H-E-L-T-E-R shelter. Moreover he had not eaten he had not eaten E-A-T-E-N eaten since the day before. Since S-I-N-C-E since the day before. He- he had not eaten since the day before. Moreover he had not eaten since the day before. Next sentence. All these made him think T-H-I-N-K think that life was full of horrors. Next question. Why did Mikali’s why did Mikali’s fellow Armenians A-R-M-E-N-I-A-N-S chase C-H-A-S-E-D chase him away? Answer. Mikali was living Mikali was living at a refugee camp at Marseille M-A-R-S-E-I-L-L-E Marseille along with other refugees. Jeseem: along? T: Along with other refugees. Two “ee”s for refugees. With him was his infant brother
who was crying constantly due to hunger due to hunger H-U-N-G-E-R hunger due to hunger. Next sentence. Due to hunger. Hunger. He was a healthy boy healthy H-E-A-L-T-H-Y healthy boy willing to do work. Willing to do work. Next sentence. But no one accepted his services. But no one accepted his services S-E-R-V-I-C-E-S services. Next sentence. They chased him away they chased C-H-A-S-E-D chased him away from their quarters Q-U-A-R-T-E-R-S from their quarters Q-U-A-R-T-E-R-S because they were unable to because they were unable to bear the uninterrupted howls U-N-I-T-U-R-P-E-D U-N-I-T-U-R-P-E-D uninterrupted howls H-O-W-L-S which kept them awake A-W-A-K-E awake at night. Next question. What were the reactions of the Anatolian ladies A-N-A-T-O-L-I-A-N Anatolian ladies L-A-D-I-E-S ladies upon seeing upon U-P-O-N upon seeing Mikali’s brother? Upon seeing Mikali’s brother. Answer. Upon seeing Mikali’s brother upon seeing Mikali’s brother - I’m sorry - Mikali’s brother’s dreadful figure the Anatolian women gave V-E-N-T vent gave vent vent to -

Gs: xxx
T: That is went. Meaning gone. This is started. Gave vent to various cries of horror. Next sentence. An old woman said that an old woman said that -- Arun was not made to sit here to talk - said that the baby is a vampire and that she would never have the courage that she would never have the never have the courage to feed it feed F-E-E-D feed it even if she had milk even if she had milk. Another old woman - next sentence - another old woman chased Mikali and his brother chased Mikali and his brother away crying that the baby is a devil himself - the baby is a devil himself

Has already explained the spelling once. Had she made sure they got it right then, could have avoided the repetition.

No pause to signify the break, only the announcement that it is the next question, made mechanically.

Gives mixed up, apologizes.

Girls are doubtful about the spelling. T clears it, but gives the wrong meaning for “vent”. Not on sure grounds while explaining it.

Scolds without pause while reading, and reads without pause after scolding. All in the same breath, as is her usual style of teaching.
and that he would bring and that he would bring ill-luck to them ill-luck -

Jeseem: spelling?


Gs: things and?

This was spelled out by the T for the previous lesson. She does not point it out, but gives the spelling. Probably does not remember. Did not check then, does not check now, and will not check in the future as well.

Warning in-between.

T: charms. Next sentence. He remembered that the others others used to mock he remembered that the others used to mock others in the camp used to mock him M-O-C-K mock him because of his colour and squint eyes because of his colour and squint eyes S-Q-U-I-N-T -

Gs: once more.

T: Will read once more. He remembered that the others in the camp used to mock him because of his colour and squint eyes.

Archana: Is it “t”?

T: xxx They called him they called him they called him within quotation, L and xxx in capital letters. Lee Ling, the Stinkin S-T-I-N-K-I-N Stinkin Chink “C” in capital letter. Chink C-H-I-N-K exclamation mark exclamation mark. Put exclamation mark there. A line and a dot. Close quotation. The Chinaman was kind kind and -

Jeseem: xxx

T: Don’t you listen and write? How many times do I have to say?

Jeseem: (quietly) Can’t hear. If you come here and say -

One or two Gs have not heard properly. T obliges.

The request for en core is met by the T.

“squint” is a word in the text, could have familiarized them with it while taking the text. Or else pointed out the meaning and reinforced the word.

Stresses the exclamation mark. Not quite needed there, because it is only a quotation within a sentence.

Impatience, irritation.

Inhibits the S.

It only shows that he is attentive in the
T: If I come there xxx class, but the T does not realize it. His suggestion was a solution to the T’s discomfort - it was hard for him to hear over the din in the class. She takes it to mean impertinence. All he asked was the T to move to the middle of the room. That would have made it clearer to the Gs as well. T does not see it from their point of view, and remains stubbornly at the front.

Stops. Watches Bs with arms crossed.

T: Are you starting this noise again? Harsh, tell me. xxx Trying to assert her authority.

Harsh does not respond. T glares.

Always picks up the “soft” Bs in the class.

T: There is a music teacher downstairs, keep your singing for that. Not in my class. Discipline. Way of assertion.


The pattern in proceedings has disrupted, the attention has become lax.

Girls talk among themselves. T pauses.

T: [raises her voice] Sit quietly.

Girls talk among themselves. T stands at Has lost control of the situation

Bs: Oooooooooh!

T goes to a BS’s side on the second bench.

Resorts to shouting for harnessing them, and getting back the control.

T: What do you have to say? What do you have to say? Whatever it is look into my face and say it.

The reaction shatters her attempts for control.

Rafeek: Then won’t spit on the floor.


Rafeek throws it back to her.

T: [on her way] Can’t read together two letters. And on top of it trying to be smart.

Confused. Does not know what to do. Has really lost the floor. Finally goes back to her place by the table. Safety?

Bs: Coffee – tea – there are two letters – even three.

Grumbling. Attempt to belittle the Ss to assert her own superiority.

Bs take it lightly, answer promptly.

Girls talk among themselves. T stands at Has lost control of the situation
the table. Talks to Arun. Both Bs and Gs form into groups and talk among themselves. [2: 36 p.m.] The murmur rises to a din. Girish turns and sits smiling at Sandhya. T checks her own notebook. Aravind is drumming on the bench. Six of the girls lie down with their heads on the desk. Vipin Das stands up, moves to and fro, sees T glaring at him, sits down, stands up again.

T: Vipin Das, come here.

He finishes sticking a magazine cutout of a film actress on the wall, then goes to the T. T gives him the text to read. He just turns and goes back to his seat. One or two Bs prompt him to read.

T: If you read I will not say a word against you.
Vipin Das: Say anything, it doesn’t matter.
Bs: It’s registered skin.

Silence.

T: [to the girls] Has everyone heard? He has no complaints whatsoever about whatever I say about him.
Vipin Das: No, no, no, a thousand times no.
Bs: But we have.

T stands watching.

T: After a while xxx to fill your stomach xxx parents won’t be there forever. Then xxx hairstyle. Completely. Or believes so. Hopes that if she stops teaching, the Ss will relent, and beg her to continue. Arun is a safe bet compared to the other Bs. T had told the researcher earlier that she usually did this in the classes to ‘control’ the Ss. Soon the bell will go, and she can walk out with dignity. The Ss will later remark to the researcher that she had flared at the slightest provocation, probably she is tired, and wanted an excuse to stop teaching.

Attempt to recapture the situation. Clear defiance, throwing her attempt right back into her face. Taking his own time. Giving the message that he does not acknowledge her authority. T watches helplessly. Does not know what to do.

He refuses to comply. Others try to defuse the situation. They are more sensitive to the tension. Tries bribe. Fails to bring him around. Bs try to lighten the atmosphere. Impasse.

Tries to rope in the Gs for support.

Vipin still refuses to comply. Bs warn subtly that they are a single unit, she is the outsider. Knows she is floored. Disappointment, humiliation and self-pity explode into these curse-like words.
T stands watching. Noise from both sides. Aravind drums quite loudly on the bench. Aswathy and Vinita study Economics. Vinitha, Renjini and Sruthi check greeting cards. [2: 50 p.m.] T reads the text silently. Puts it down and stands watching. The boys form into groups, talk and laugh quite loudly. Girish turns and talks to Sandhya. [3:00 p.m.] Bell goes. Bs get up and move around. T leaves.

The situation is completely lost. She cannot do anything, or so she thinks. 25 minutes are lost. All she had to do was to resume dictating the notes, and ignore the interruption. The din would have subsided. The Gs anyway would have continued writing. Either she took it more seriously than necessary, or she did not feel confident that the Ss will listen. She feels insulted, and belittled that the Ss refuse to acknowledge her authority in front of an outsider.
Appendix 4

Uptake Recall Chart

Name:

Please put a √ mark to indicate the points that have come up in your English class.

<table>
<thead>
<tr>
<th>Time</th>
<th>Grammar 1</th>
<th>Vocabulary 2</th>
<th>Spelling 3</th>
<th>Pronunciation 4</th>
<th>Punctuation 5</th>
<th>Language Use 6</th>
<th>Others 7</th>
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Of these, how many could be classified into these?

<table>
<thead>
<tr>
<th>Date</th>
<th>Completely new</th>
<th>Partly new</th>
<th>Already known</th>
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[Note: The charts were given to the students in advance to familiarize them with it. Those from students were compared with that of the teacher, and these, with the one marked by the researcher, to get a clear picture about the points taught and learnt in the class.]
Questionnaire about background and needs.

Name: ____________________________

Name: ____________________________
Age: ____________________________
Address: ____________________________
City/Town/Village: ____________________________
Occupation of parents: ____________________________
Literacy level of parents: ____________________________
Other members of the family: ____________________________
Literacy level: ____________________________
Newspaper(s) you read: ____________________________
Magazine(s) you read: ____________________________
Hobbies: ____________________________
Programmes you watch on T. V.: ____________________________
Favourite channel: ____________________________
Favourite food: ____________________________
Favourite soft drink: ____________________________
Favourite book: ____________________________
Do you go to a library?: ____________________________
Subject you like most: ____________________________
Subject you hate most: ____________________________
Teacher you like most: ____________________________
Language used for writing letters: ____________________________
Language used for writing notes: ____________________________
Language used for writing examinations: ____________________________
Language used in school: ____________________________
Language used at home: ____________________________
Language used in the neighbourhood: ____________________________
Language used with friends: ____________________________
Do you use the Internet? 

If yes, for what?

Please put a √ mark to indicate your answer.

Outside the English classroom you need English for
a) reading  b) writing  c) speaking  d) none

You can understand English when you
a) read it  b) hear it  c) none

After school you think English is needed for
a) better communication with others
b) better learning performance
c) better job opportunities
d) impressing others
e) all the above
f) none of the above

When you hear people communicating in English, you feel
a) jealous  b) insulted  c) insecure  d) at ease

Do you think improving your English will make other subjects easier to learn?
a) yes  b) no  c) don’t know

Why/ why not?

What are your plans for future?

Will good communication skills in English help you in future?
a) yes  b) no  c) don’t know

[Note: This was meant to give as much personal details about the informants to the researcher – their tastes, preferences, outlook, backgrounds, hopes, opinion about their teachers and about English.]
Questionnaire about general awareness.

The Presidential candidate of the Left Front.

The first month of the Malayalam calendar.

Do you know what this research is about?

What does UPS in relation to computers mean?

The ISD code for India.

Postal pin code for Kerala begins with  

The acronym NEWS stands for  

The year of publication of your textbook The Web of Life.

Do any of your English textbooks have quotations from the Constitution of India in the beginning?

Winner of Golden Boot at the FIFA World Cup 2002.

The home country of the manufacturing giant Philips.

The Republic Day of India falls on  

Graphology studies  

The by-line of Pepsi advertisements.

How did Subhash Chandra Bose die?

The test used for identifying acids and alkalies.

Do all automobiles have a chassis number?

[Note: This questionnaire was designed to find out how much awareness the informants had about the world around them. It was given to both the students and the teachers to find out whether they stood on an equal footing or whether there was any disparity between them.]
**Questionnaire about Teaching of English.**

**Name:**

Standard in which English was introduced:

Number of years you have learnt English:

Please put a √ mark in the appropriate box(es) to indicate your answer.

Area of difficulty in English

- [ ] grammar
- [ ] vocabulary
- [ ] spelling
- [ ] pronunciation
- [ ] punctuation
- [ ] use of English
- [ ] all

In your English class, you usually use English for

- [ ] reading
- [ ] writing
- [ ] speaking
- [ ] listening
- [ ] all

You would like more training in

- [ ] reading
- [ ] writing
- [ ] speaking
- [ ] listening
- [ ] all

Which is most important for you?

- [ ] reading
- [ ] writing
- [ ] speaking
- [ ] listening
- [ ] all

Which is most difficult for you?

- [ ] reading
- [ ] writing
- [ ] speaking
- [ ] listening
- [ ] all

Would you like your teacher to increase her use of English in the class?

- [ ] yes
- [ ] no
- [ ] don’t know

If yes, how?

- [ ] do not use Malayalam at all
- [ ] use more and more English
- [ ] make you use more English

If the teacher increases her use of English in the classroom

- [ ] you will not understand anything
- [ ] you will get more exposure
- [ ] you will feel encouraged to use it yourself
- [ ] you will feel insulted

You think the teacher should

- [ ] cover the portions before the exams
- [ ] improve your English
- [ ] both
- [ ] mind her business
Would you like to change any of these in your English class?

- [ ] the teaching method
- [ ] the textbooks
- [ ] the syllabus
- [ ] all of these
- [ ] none of these
- [ ] don’t know

When the teacher introduces a new word, usually

- [ ] she explains the pronunciation, spelling, meaning and usage
- [ ] she encourages you to guess the meaning
- [ ] she gives the meaning in Malayalam, and goes on teaching
- [ ] haven’t noticed

Usually the teacher takes the class

- [ ] according to her lesson-plan
- [ ] after asking you what you want, does it
- [ ] after asking you what you want, goes on with her plan
- [ ] haven’t noticed

Does your teacher correct your notebooks?

- [ ] yes
- [ ] no

If yes, how often?

- [ ] once a week
- [ ] twice a month
- [ ] once a month
- [ ] once a term
- [ ] once in a while

What are the points corrected?

- [ ] grammar
- [ ] spelling
- [ ] punctuation
- [ ] language
- [ ] all of these

Does your teacher put test papers before the examinations?

- [ ] yes
- [ ] no
- [ ] don’t know

If yes, how often?

- [ ] once a week
- [ ] once in two weeks
- [ ] once a month
- [ ] once a term
- [ ] once in a while

Are the corrected answer sheets given back to you?

- [ ] yes
- [ ] no
- [ ] haven’t noticed

If yes, they are returned

- [ ] promptly, with minimum delay
- [ ] after a short time
- [ ] after a while
- [ ] after a long time

Does the teacher discuss the results in the class?

- [ ] yes
- [ ] no
If yes, what are the points discussed?
[ ] writing mechanics  [ ] past and present performances
[ ] good and bad performers  [ ] tips to improve your performance

What do you think is the pattern of interaction in your class?

[ ] T → Ss  [ ] T ←→ Ss  [ ] T ←→ Bs  [ ] T ←→ Bs

Does the teacher encourage S–S interaction? [ ] yes  [ ] no

If yes, how?
[ ] by giving group tasks  [ ] by giving role plays
[ ] by encouraging to clear doubts, find meanings etc.
[ ] all the above

Does your teacher encourage you to use a library? [ ] yes  [ ] no

Does your teacher encourage you to use a dictionary/reference books?
[ ] yes  [ ] no

Does your teacher encourage you to read more English materials?
[ ] yes  [ ] no

If yes, what kinds of materials are recommended by her?
[ ] poetry  [ ] fiction  [ ] essays  [ ] others

Usually how often does your teacher use the blackboard?
[ ] never  [ ] once in a while  [ ] if the situation demands it
[ ] to let you write (words, etc., so as to familiarize the spelling etc.)

Do you think she is familiar with your background? [ ] yes  [ ] no

Are you familiar with her background? [ ] yes  [ ] no

Does she try to talk to you personally after the class? [ ] yes  [ ] no

If yes, it is
[ ] a friendly chat  [ ] a routine check-up of your performance
[ ] an admonishing session about you  [ ] an indifferent chat
Do you go to her after the class for discussions etc.? [ ] yes  [ ] no
If yes, how does she treat you?
[ ] warmly, and explains patiently
[ ] explains hurriedly, and attends to her business
[ ] explains vaguely, and pretends to be busy
If no, why not?
[ ] don’t think it is necessary  [ ] don’t have the courage
[ ] don’t think she will like it  [ ] don’t like her way of explanation
How would you describe the teacher’s attitude to you?
[ ] friendly  [ ] authoritative  [ ] contemptuous  [ ] sincere
[ ] indifferent  [ ] dictatorial  [ ] encouraging  [ ] condescending
How would you describe your English class?
[ ] interesting  [ ] boring  [ ] dull  [ ] lively
How would you describe English?
[ ] interesting  [ ] dull  [ ] beautiful  [ ] difficult
Do you have private tuition? [ ] yes  [ ] no
Do you think your tuition teacher helps you better than this teacher? [ ] yes  [ ] no
If yes, how?
[ ] by giving better notes  [ ] by giving more exposure
[ ] by giving more training in using English  [ ] by using better English
Do you have any suggestions for your teacher?

[Note: This Questionnaire was meant to provide the researcher with the perspective of the students about their teacher and English classes. It was used, after the observation period, to let the teacher know about her students’ estimation of their learning situation so that she could realize the changes she ought to make in future.]
Questionnaire about Teaching of English.

Teacher:

Standard in which English was introduced:

Number of years you have learnt English:

Educational qualification:

Reason for choosing English as a subject of study:

Reason for choosing teaching as a profession:

Number of years you have taught English:

Level of learners you have taught English:

Please put a ✓ in the appropriate box(es) to indicate your answer:

In your English classes, you usually use English for
[ ] reading  [ ] writing  [ ] speaking  [ ] listening  [ ] all these

In your English class you are most comfortable with
[ ] reading  [ ] writing  [ ] speaking  [ ] listening  [ ] all these

Which is most important for your learners?
[ ] reading  [ ] writing  [ ] speaking  [ ] listening

Which is the area of difficulty for your learners?
[ ] grammar  [ ] vocabulary  [ ] spelling  [ ] pronunciation
[ ] punctuation  [ ] use of English  [ ] others (please specify)

Which is the area they need more training in?
[ ] reading  [ ] writing  [ ] speaking  [ ] listening  [ ] all these

Why?
[ ] That is all they need to know
[ ] that is the only area they need to know more
[ ] that is all they will need English for
[ ] that is the easiest to teach

How can you give them more training?
[ ] by giving them more exposure  [ ] by letting them practice it more
[ ] can be decided only after finding out how they want it
What is the most restraining feature in your situation?

- [] time-constraint
- [] unwieldy syllabus
- [] student non-cooperation
- [] lack of adequate teaching aids

How do you think you can overcome it?

- [] with the help of students
- [] with the help of other teachers
- [] with the help of the Principal
- [] cannot be overcome at all

Which do you think is your primary aim as an English teacher?

- [] facilitating the language learning process
- [] improving their competence and performance
- [] covering the portions
- [] preparing them for the examinations

You would take extra classes if

- [] the portions are not covered
- [] you haven’t completed the stipulated number of periods
- [] the learners ask you to
- [] you think the learners need it

You take the classes

- [] according to your lesson-plan
- [] according to learner demand
- [] finding out the learner demand and modifying your lesson-plan accordingly
- [] asking learner opinion and following your plan

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**Questionnaire about Teaching of English—II.**

Teacher: 260

Do you correct the notes of all the students?

If no, why not?

If yes, how often?

What are the points you correct?

Do you put test papers before the examinations?

If yes, how often?
Which are the areas you cover?

Do you return the corrected answer papers?
If yes, is it done promptly, with minimum time-delay, or after some time?

If no, why not?

Do you discuss the results in class?
If yes, what are the points you stress?

If no, why not?

Do you keep a progress chart of your students?
If yes, what are the points you note?

What do you think is the pattern of interaction in your class?

Did you consciously mould it, or let it evolve naturally?

Do you encourage S – S interaction?
If yes, how?

If no, why not?

Do you think the pattern of interaction in your class is beneficial to your students?

If yes, in what way(s)?

If no, do you wish to change it?
How do you think you can change it to favour the language learning process?

Do you check the reference books before teaching a new word for its meaning, pronunciation and usage? (please specify all three, or any one or two).

Do you encourage students to use the dictionary?
Do you encourage your students to read other English materials?
If no, why not?

If yes, what kinds of materials?

Why?

How would your students pronounce *rendezvous*? (please use phonetic script)

How do you know?

Would your students spell *Macpherson* correctly?
How do you know?

How often do you use the blackboard?

Do you bring in other teaching aids?
If yes, what are they?

If no, why not?

Are you satisfied with the performance of your students?
Why/why not?
Do you enjoy teaching at the higher secondary level?
Do you prefer any particular level of learners?
If yes, please specify.

Why?

Are you satisfied with the syllabus/textbooks prescribed for study?
Why/why not?

Are you familiar with the backgrounds of your students?
Do you think they will need English in future?
How well do they like English?
Will improving their English make it easier for them to learn other subjects?
What is the competence level of your students?
Do they want to improve their English?
Do you talk to your students after the class?
If yes, what kind of talk?
For example, a) friendly chat  b) routine check  
c) admonishing session  d) indifferent chat  
e) others (please specify)

Do your students come to you after the class for clearing doubts or discussing a point?

Is there a handbook for teachers provided by your school or the department of education?

If yes, do you refer to it?
Have you attended any special training programmes in Teaching of English?

For example,  a) refresher course    b) in-service programmes
        c) ELT seminars          d) ELT courses
        e) others (please specify)

Are you familiar with the latest trends (preferably after 1990) in ELT?

If yes, could you mention a few?

Do you read books on ELT?

Which is the latest book on ELT that you have read?

What is the main argument of the book?

Do you agree with it/think it is viable in your situation?

[Note: This was the most important of all questionnaires, providing the perspective of the teacher about her session, the CI, her teaching style and her students. It provided vital clues to the researcher about the teaching/learning situation, and also corroborated several of her observations and deductions. Together with the questionnaire about teaching of English for the students it was used to verify the opinion this researcher had formed about the situation.]
Appendix 5

Interviews

Interview with English Teacher (S I)  
Date: 16 Sept 2002.  
Time: 1:15 – 2:30 p.m.

R: Could you tell me something about the group to which this school belongs?  
T: This school belongs to the Malankara Catholic group. There are a lot of educational institutions under this group. There are quite a few nuns and priests who are employed as teachers here, and also students who are enrolled in the seminary.

R: How many buildings and buses do you have in this school?  
T: About 14 or so school buses and 9 buildings, including the main building.

R: Do you have excursions, and study tours? What are the main extra-curricular activities allotted to the students?  
T: We have excursions, and picnics, and study-tours every year. As for extra-curricular activities, there is the school-magazine, brought out annually. Students contribute to it. Then there are the PT classes, up till the higher secondary classes. Also crafts etc., but not for the higher secondary. Then we have the science exhibition and the youth festival every year. All the students, including the higher secondary students, participate, and there is house-wise competition. There is also the sports-day, which is conducted separately. There are special coaches for the sports: cricket, basketball etcetera. And also separate courts for these. We also have special quiz programmes. This year 80 of our students are taking part in the National Talent Test. Eight zero. We also have two auditoriums, one mini auditorium, and the other Jubilee auditorium (built in connection with the Diamond Jubilee Celebrations) with balcony and all.

R: Where did you do your studies?  
T: I did only my BEd in Trivandrum. My BSc and MA, I did at the Madurai Kamaraj University, in Tamilnadu. I took my BEd in Chemistry, in Physical Science. For appointment, it is the subject for MA that matters. In between there was talk about graduate subject. But — it is MA that matters, and State Eligibility Test. (She was promoted to the higher secondary because she passed the SET).

R: Do you think the present break-time is enough for the students?  
T: (hesitates) Not at all. This is cruelty. Atrocity. At least the noon-break should be a minimum of 40 minutes. The presence of the teachers on every floor during break-time is also not quite necessary. They should have occasion for relaxing.
R: What about the system of punishment? Do you approve the use of canes by teachers? Do you think it is necessary?
T: Ah — only occasionally. That is, not all teachers use them. Not in the higher secondary. Psychologically there is no need. But on certain occasions, the teachers are forced to use it. Personally I don’t approve it. Teachers should be devoted to the children. They know they have to obey us.

R: What about the male-female segregation? I have noticed that even the teachers have separate staff rooms. Do you think this is necessary?
T: That is necessary for the students, because of their age. We teachers feel more secure if there are separate staff rooms for men and women. Physically, I mean. (She probably means that they can sit or relax more comfortably if there are no men around).

R: Do you prepare lesson-plans regularly?
T: Yes, we prepare it every week. It is general, and like a table. It is not much useful, just for a record. Because we should show the weekly lesson-plan to the principal every week. He keeps a record. Usually I cannot finish accordingly. But I won’t say there is much derailment. I usually finish about 98%. In the XI standard, the standard of the students is lower. So I may not be able to finish the planned portion. Especially the Humanities. The science students are better, and so I can teach far more than planned.

R: What is your opinion about the syllabus for the students?
T: Yes, it is enough for them. It is to be changed from next year onwards. It is necessary. We have a copy of the syllabus.

R: Do you take extra-classes?
T: Sometimes. It is mainly for giving notes. Perhaps for grammar etc. That is I give them handouts and so on, and make them do it. (The students had said that the teacher did not take extra classes to teach grammar. To finish the text, yes.)

R: What is your opinion about the BEd syllabus?
T: It used to be said “BEd means only a bed rest”. But personally I got much from the course. At that time, the BEd teachers were more experienced, and so could give more (knowledge) to the students. But today’s BEd learners don’t get that much from the teachers. I passed out in 1982. The syllabus is more or less the same even now. Perhaps it has increased in the volume, that is all. Perhaps, one text that we studied 10 chapters, now they have to study 12 chapters. The volume has increased. Perhaps the (teaching) aids are different because of the technological changes. But that is all. The syllabus is more or less the same.
R: Do you think an aptitude test will be beneficial to the BEd aspirants?
T: Aptitude test I don’t think is going to be helpful. They can pretend to be positive, to having aptitude. Nowadays everyone is going for BEd, even after MPhil or PhD. If you have BEd you will surely get the job. That is why this rush for BEd. Not all of them are interested in teaching. It is the job opportunity. Not aptitude. A teacher should never stop learning. Every one should try learning till death. Especially teachers. But you know, they never do. Even while attending training courses or evaluation camps. Teachers simply exploit (=waste) time. They could manage it fruitfully. But they always exploit time. A teacher like that undermines the value of education when she teaches a student to utilize time. When she herself doesn’t do it how can she tell a student to do so?

R: How important is time-management for a teacher?
T: Very important. A teacher has to carefully manage her time. In the class students may behave like you want, or they may behave the other way. You can’t ignore it. The teacher should manage it carefully so that it will never be repeated. Students have their own individuality and personality. It mostly depend on the environmental (factors). Their friends, books, T.V, etc. Whatever influences them, the teacher has to be careful about it.

R: What about the authority in the classroom? Would you say that the teacher should have absolute power?
T: No, no, I don’t believe in authority. There should be co-operation between teacher and the students. There will be difference in backgrounds (of the teacher and the students). Teachers should take their commitment to their students and teaching seriously. Then there will be no conflict. I am always willing to improve myself. I know my defects.

Interview with Class-teacher (S I)  
Date: 18 Sept 2002.  
Time: 1:45-3:00 p.m.

R: I had given a questionnaire to the students, in which they were asked to name their favourite teacher. All of them unanimously named you. That is part of the reason I am doing this interview. Could you tell me something about yourself?
T: Well, my subject is accountancy. And I am their class teacher, too. I have been teaching from 1998 onwards though I did my BEd only in 1996, because there was no commerce till then.

R: How would you rate the BEd syllabus? Do you think an aptitude test will be useful?
T: The present BEd syllabus is rather insufficient in moulding a teacher. It can train a teacher, but a person ought to have aptitude first, to be a teacher.
Aptitude is a must. You have to be sincere in your profession. Otherwise the students are apt to notice it. There are incidents when they have complained to me that a particular teacher had no aptitude, that she was just taking the classes mechanically, as if she had no other choice. That will affect the classes, and also the relationship between the students and the teacher. An aptitude test for the BEd aspirants would be good, but I don’t think it will be feasible.

R: What about time-constraint? Do you have to take extra-classes regularly to finish the portions?
T: Unless unexpected holidays come, say, like the hartals, time is sufficient for finishing the portions. If at all there is a need for extra-classes, I take the free periods of other teachers, like when someone is on leave. Personally, I am not in favour of taking extra-classes.

R: What is your opinion about the use of canes in the classrooms?
T: Caning should be a last resort. I never carry or use a cane with my students. But for many teachers the presence of cane has a psychological impact. Many troublemakers will remain quiet because of the dread of cane. As for me, I never use the cane, or even get angry with the students. I prefer to assert myself subtly, without making a fuss.

R: What is your opinion about the male-female relationship inside the school? I have noticed that they are not supposed to mingle freely, and they even have separate pathways. And also that even the staff-rooms are separate for male and female teaching staff. What is your opinion about it?
T: The male-female relationship is quite healthy here. But because of their age, and because of the large number of students it becomes necessary to impose certain restrictions. You can’t take chances here. If something goes wrong, we are responsible, the parents will ask us. And hence the restrictions are a necessity. As for the separate staff-rooms, we feel more comfortable and free this way. It is our choice, actually.

R: Do you prepare lesson-plans regularly? How do you introduce a new topic or idea?
T: We have to submit lesson-plans every week. What I usually do is to write what has happened in that week, how much I have covered in that week. And not write it in advance. The others write the usual lesson-plan. But I do have an idea as to how much I am going to finish in each session, and usually I am able to cover it. While introducing a new topic, I try to correlate it with previous learning. I take examples from daily life, and thus try to familiarize it. Also while taking the text, I take the related chapters, sometimes ignoring their numerical order. So that there is no break for the students.
R: How competent are your students?
T: Well, they are a mixed group. One or two students are rather backward in their studies, and many are good. It is a mixed group. Vipin, for example, have failed in all the 6 subjects. And we are at a loss as to what can be done. It is probably a matter of low intelligence, but we can't just ignore him. Binoy, on the other hand, is very brilliant. He has some psychological problem, probably, because he is very irregular in attendance, and failed in 5 subjects. He passed only in English. Probably because he knows the language, and don't have to take any strain. He has promised to be regular, but how far it will materialize is yet to be seen. The problem is that when we try to help him, ask him whether he has any problems, he says no. You feel like he is looking down upon you. Thara responds very well in the class, but never scores much in the exams. She came from Sarvodaya (another school, and so they are not familiar with her). Ribi used to do well, but now, of late her performance has deteriorated. She seems distracted. Dhanya and all are good, they perform very well. (She discussed most of the students with the researcher, thus corroborating the impression the researcher had formed about them.)

Interview with the Principal (S I)  
Date: 23 Sept 2002. 
Time: 4:00 – 5:00 p.m.

R: This is one of the largest schools in Asia, it must be quite a Herculean task for you to manage it. How do you manage?
P: With the cooperation of my staff, and the PTA. My staff helps me a lot, with their sincere and enthusiastic effort. It is a divided responsibility. I give a sort of guidance, the leadership, and they do it. It is a coordinated effort. To perform a one-man show would be impossible here, with the large number of students.

R: Have you brought in any new introductions to the system here?
P: Well, quite a few. I have not been the principal for a long time, but from this year onwards, we are having a number of new things. Like for example, we have the assembly once in a month. Then there is a periodic evaluation, for which the staff meeting is convened regularly. An important thing to be introduced is the counseling given to the students. The problem children are the prime targets, and speakers from outside, for example, outstanding educationalists and so on, will be invited. They will talk to the students about their problems, and try to give necessary guidance. One topic will be, say about how to face the examinations. The behavioural aspects of weak students might be concentrated upon, and might be tried to overcome with the help of these speakers. Groups of 30 students will be identified, and will be given special attention. There will be one-hour sessions twice a week, on Wednesdays and Fridays, from 2:00-3:00 p.m. In fact, we have already started it with the students of the X standard. There are
monthly discussions with the students, and also discussions with their parents in-between.

Even the teachers are assigned special duties. Each teacher has a special duty, like for example, one teacher will be taking care of the competitions, then another teacher will be handling Health, another will look after library and so on. We even have a teacher assigned for lost and found things. There are also teachers for examinations, social farming, and even first aid and nursing. We form different clubs and encourage healthy competitions.

R: When there is such a huge number of a student, the number of teachers must also be necessarily large. How do you maintain the quality of teaching?

P: We have 300 teachers, of which 12 are guest-lecturers. As a rule I check the teaching notes, sometimes the notes of the students, and also the frequency of test papers. Most of the teachers are experienced, and I do not have much problem on that front. The teachers have to submit the lesson-plan every week, and I keep a record of it. I have the list of those teachers who have given me the lesson-plan, and of those who have not given me. They will have to give it the next week. The class-leaders have to give a slip, if a period is free, with the name of the teacher who was to take the class. With so many teachers, otherwise I will never know whether some of them have bunked or not. This is a sort of check. From the slip I will be able to find out whether the teacher was absent, or whether the teacher didn’t go to the class for some other reasons.

R: I have noticed that the male-female relationship is rather strict here, with separate staff-rooms for the teachers too. Would you like to comment on it?

P: Well, it is their preference, actually, especially the ladies. When I asked them about it, they affirmed that they preferred separate rooms, because that is more comfortable. There are 235 lady teachers, and they say they feel freer this way. As for the students, because of the large number of the students, the restrictions have to be imposed. If something happens, the parents will always blame us. It is better not to take chances, because we are responsible for the students when they are here.

R: What about break-time?

P: Well, I agree that it is rather short, but again the strength of the students is the reason for the separate timings, and also for the brief intervals. If all the students are given the break at the same time, it will be hard to control them. Also if the duration is long, again they will become unmanageable. Because you know, at the higher secondary level alone we have 1700 students, and 7500 students in the high school. At the lower primary and the nursery, there are about 3000 students. For example, there are 38 divisions of the XII standard. So if all of them are free at the same time it will be a bedlam. And that is why we have a teacher on each floor during break-time. Each teacher is assigned a morning, noon and evening
They keep vigilance during break-time, and also when the students are leaving after the classes. As you might have seen, the students go in a very orderly manner, in two lines, till the gate. If such discipline is not maintained, once they get out of hand, things will never be smooth, and will create endless problems.

R: What is your opinion about the BEd syllabus?
P: Well, I wouldn’t say it is sufficient. When the students are given new scheme for learning, first the teachers ought to be given training as to how to teach it. Here what happens is that the teachers get the same old training, and once appointed, are struggling with the new scheme. This has to change. The present BEd syllabus gives only an overall idea about teaching. Just classroom management and all. It is chiefly theoretical, with just one month’s teaching practice. What do they get from it? There should be a selection criteria for the course. They should be checked for their teaching aptitude, and carefully sifted before enrolling for the course.

R: What about the selection criteria for appointment as a teacher? For instance, as you know Ms. XXX a science person, who took English only for her MA.
P: Unfortunately the government isn’t very clear about it, and does not allow for proper selection criteria to be implemented.

R: What is your opinion about the punishment system? The use of canes, for example.
P: Well, personally I do not resort to any sort of caning, unless the situation demands it. The teachers are also finding it less and less necessary to use the canes, they have told me so. But the presence of cane is a psychological help. The mere presence of cane quietens the students to a large extent. The other day, one of the shop-keepers near-by, brought a boy, a student of this school, and accused him of shop-lifting something. I didn’t beat him at all. But I questioned his moral integrity, and made him realize the situation. We have separate passes for the students who want to go out of the school before the classes are over. We also have passes for latecomers and students who are absent for more than 2 days. These have to be signed by me, and so they know that I will know who is going out, who has come late, and who has been absent. That is one way of monitoring them, and they tend to make less trouble then.

[Even though the teachers and the Principal downplayed the role of cane, the students had confessed that it was used regularly to punish them, especially inside the classroom. It was chiefly used when they were absent-minded, or when they didn’t answer properly, and so on. Not, they affirmed, for anything like giving love-letters and such sorts. During the period of observation, The researcher had in fact witnessed 6 boys from standard XII being lined up in the]
Interview with English Teacher (S IV)  

R: You are familiar with the present BEd syllabus. Are you satisfied with it? Do you think it is sufficient for grooming a person into a good teacher?
T: Actually I have not done BEd. After my MA, I did MLitt and PGDTE from CIEFL, Hyderabad. But the BEd syllabus is rather insufficient for training a teacher. It gives the thrust on the technical aspects of teaching - preparing the lesson plan, managing the class etc. Whereas a teacher needs to be proficient in judging every student according to his capabilities, treating the students as individuals. The personality of the teacher is the crucial factor in the classroom. Establishing a rapport with the students is very important.

Each student has his individuality, and his abilities. Each student has his own background, which will affect his personality. A teacher ought to recognize this, and give space for individual interests and differences.

R: Are there other teachers who teach English?
T: Yes, there are teachers who teach English, and also teachers who teach both subjects and English. Almost all of them have BEd.

R: What do you think about the syllabus for English at the higher secondary level? Is it enough, or does it need any re-vamping?
T: Here we follow the ICSE syllabus, and it could be said to be a bit too high. The science students, especially, do not need this literature-based course. It is not relevant for them. Introducing functional English might be useful for them. But of course, that would mean a deterioration in their standard. This, though irrelevant, helps them to improve their language. English classes are a pleasant change for them, after hours of studying their subjects, and the kids are happy. The problem is sustaining their interest. With functional English, there is no break from their subjects, whereas literature gives them a break, as well as improves their language. They enjoy the classes. In fact today they were less enthusiastic in their responses than usual because of your presence. They thought they were supposed to give the right answers, which made them hold back.

R: Do you take extra-classes?
T: Never. We don't take extra-classes as a rule. We finish the portions by December, and the rest of the time, the students are given writing tasks, which prepare them to tackle the examinations confidently. Time-constraint is not a
problem at all. In fact, “time-constraint due to examination point of view” is rather an excuse. It is in fact a lot more easier this way, when the students can be motivated to learn. Motivation is the crucial element. Make the students see the real relevance of English. It is something they will always need in future, and hence it is important. All the four skills are required for effective communication. You cannot improve one skill at the expense of another. Actually it is concentrating on the text that is a waste of time.

R: Could you say something about the punishment system in this school?
T: We don’t approve of any kind of punishment here. In fact, one teacher was even sent away for punishing students. Here we give a lot of freedom to the students. Perhaps that is why they don’t seem to need any strict punishment. It is rather healthy for learning, too. But giving freedom to the students means a lot of noise in the classrooms. That is why the teachers usually hesitate to give freedom to the students. The Jesuit schools as a rule emphasize on the kids being comfortable. As is obvious from their uniforms—you can see that there is no tie, no strict rule about wearing shoes etc. There aren’t many hard and fast rules.

R: Many teachers who collaborated in this research accused the students of having age-related problems, which manifested as misbehaviour in the classes. What is your opinion about it?
T: I don’t find much age-related problems in the class. I would say there are no age-related problems in the classes. The students are bound to be tense or anxious, but then a teacher ought to have infinite patience. You can’t expect all the students to behave in exactly the way the teacher wants them to. There will be variations, and frictions, but a teacher should be able to tackle it tactfully. Also the students for their part are stressed out themselves. The teacher should be able to understand their problems, and give space for their reactions and responses and opinions and emotions. The students should feel confident to express themselves. They should feel confident that the teacher will give allowance for their feelings. That would help in reducing the tension in the class to a great extent.

R: Is there enough space for extra-curricular activities? One of the complaints of the other teachers is that the students do not get enough space to give vent to their pent-up energy. Would you agree with it?
T: Could be. Here, since the stress is on the overall development of the kids, we give plenty of opportunities to the students to develop their organizational and managerial skills. For the school day, for example, all the students participate in the production and performance of the drama. The teachers give guidance, of course. Then there is also the inter-school festival, in which thirteen schools participate. It is conducted by the students, all by themselves. The teachers give a helping hand, that is all.
R: Do you prepare a lesson-plan regularly? And do you notice any derailment in your classes?
T: All the teachers have to give a lesson-plan to the principal every month. I, too prepare a monthly lesson-plan, yes. But not in such details as directed in the BEd course. And even though I have been taking classes for so long, and am familiar with the texts, I always brush up the portions every day, before taking the class. In the last class, for instance, I had planned a re-cap, then the reading and discussion, and one more reading of the next part. But the discussions took more time than I intended, and hence I had to do away with the reading. Such minor derailments do happen, but on the whole, usually, I am able to finish the class, and the portions in time. As for the lesson-plan, the newcomers are required to give the lesson-plans to the principal daily. He also observes the classes, occasionally for the established teachers, but more frequently for the newcomers. This helps them in finding their feet.

R: What about lunch-break? How much is the duration of the lunch-break?
T: We have a 40-minute recess at noon. I think that is enough for the students to relax.

R: Do you have any suggestions or recommendations?
T: Well, ELT needs a different type of training. It needs an altogether different set of methods and techniques. The BEd course, as I already said, gives the main thrust on the technical aspects. An English teacher ought to be equipped differently, because ELT is different. All the four skills have to be dealt with. And each skill has to be dealt with differently, using different methods and techniques. An English teacher has to be trained in these. Here what happens is that the textbook is the crutch for the teacher. Take away the textbook from her, and she is lost. That should not be.