CHAPTER - VI

Research Implications, Recommendations and Suggestions
CHAPTER VI
RESEARCH IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

6.1. INTRODUCTION

Having deduced valid information in the form of findings from data analysis, the investigator’s next step would be to juxtapose the present findings with the already existing opinions, theories and principles and also to relate them with the findings reported in the earlier studies. Thereafter the investigator would proceed to recommend certain actions for the realisation of the set goals and to suggest certain areas of investigation for further research by scholars interested in this field of study.

6.2. IMPLICATIONS

PART I: Perception of Teaching and Learning English and English Language Skills

1. The present study has brought forth the fact that a large percentage of student teachers (64.1%) fall under the category – neutral in their perception of Learning English. That is why, the investigator has come to the conclusion that the perception of student teachers with regard to Learning English is neither positive (22.6%) nor negative (13.3%), but just neutral. The investigator assumed in the beginning of the investigation that the student teachers may not have an accurate or positive perception of Learning English. As so many studies (Wangoo, M.L., 1984; Quraishi, Z.M., 1972; Thefovathi, 1995; and Hitchcock, Richard Benner, 1987) have shown that there exist significant relationship between teacher behaviour such as motivation, self-confidence, attitude, perception, etc., and teacher involvement, teaching competence, teacher effectiveness, etc., the investigator promptly attempted to relate achievement in English, the second language, with the teacher behaviour – perception. It was also assumed that higher the accuracy of perception the higher is the achievement in Learning English. The present finding shows that the perception of would be teachers with regard to Learning English is not negative or inaccurate but it is of moderate or neutral in nature. Thus, it reflects the present level of attainment in English in the schools in Tamilnadu. The investigator, though not satisfied with the present level of achievement in English in the schools, is aware of the fact that
the percentage of pass in English at the school final level is more than 50% in the state of Tamilnadu. That is, it may be said that the present finding, the neutral perception of the student teachers in Learning English is in perfect line with the moderate achievement of the present day students in the schools in Tamilnadu.

2. When the perception of Learning English by student teachers is studied in terms of the psychological characteristics, Attitude towards English and Achievement Motivation, it has yielded the information that Attitude towards English is significantly correlated with the perception of Learning English. But, at the same time, another motivational factor, Achievement Motivation does not have significant correlation with the perception of Learning English. Psychology shows that perception is the basis for the characteristics interest, attitude, aptitude, motivation, etc. This finding is supported by the findings of Sharma, R. (1985), Mazumdar, Angira (1992) and Narayanan, M. (2000). The investigator being aware of this fact assumed at the beginning of the study that both the attitudinal and motivational variables would have significant correlation with the perception of student teachers with regard to Learning English. As assumed, Attitude towards English is significantly correlated with the dependent variable whereas Achievement Motivation fails to show any significant relationship with the dependent variable. One may tend to interpret this difference on the basis of the nature of these variables.

Several studies (Bermudez, Andrea, B. and Padron, Yolanda, N., 1987; Malak Joesepht Paul, 2002; and Tang, Thomas, Li, Ping and Chamberlain, Mitchell, 1993) have shown that attitude is influential enough to alter the achievement of an individual in any endeavour. Similarly, number of studies (Chiu, Ya- Fang, 2001; Martin, Kimberly, J. and Smith, Lyle, R., 1990; Gorham, Joan, Christopher, Diane, M., 1992; and Witty, Janeen, P., De Baryshe, Barbara, D., 1994) are available to show that Achievement Motivation is a significant factor for success in any form of activity. That is, though the chosen variables are capable of promoting an individual to accomplish a task successfully, in the present investigation when Attitude towards English seems to behave as assumed, the Achievement Motivation fails to act as expected. This may be attributed to the nature of the task that is being studied and also the typical nature of Achievement Motivation.
The dependent variable, i.e., the perception of Learning English is not a single task to be accomplished with the help of mental ability. In fact, it is a mental and emotional dispositions formed towards the task of Learning English. Therefore, it requires a reasonably good mental ability and a cluster of skills necessary to identify to process internally, and to evolve a base setting far or against the proposed learning activity. The present variable, perception of Learning English being cognitive, affective and psychomotor in nature, it demands an overall involvement of different characteristics belonging to all these three domains, but the motive to achieve, may not have the same level of impact over the formation of characteristics belonging to these three domains. In most of the research studies also (Cooper, Paul, W., 1993; Gormley, Kathleen, A. et al., 1991; McDermott, Peter, C. et al., 1991; Betancourt, Smith, Maria, 1992), one may not find the independent variable Achievement Motivation behaving the same way or in the same intensity with varied tasks culminating from the combination of different characteristics and skills. Similarly, in the present study also since perception is regarded as a characteristic feature spreading over all the three domains the influence of Achievement Motivation over this variable may not be significant. In other words, the behavioural aspect “Perception of Learning English” may require certain other motives more than the motive to achieve for its formation. This may be the reason why it does not show significant correlation with the independent variable Achievement Motivation.

3. The Attitude towards English is found to be a significant predictor of the dependent variable “Perception of Learning English”. The behaviour of an individual is formed gradually with the help of exposures, followed by formation of interest, leading to involvement in that act and development of values and attitude which in turn, give rise to crystallisation of behaviour or character. Since, perception is regarded as a segment of behaviour or an aspect of character, by and large it involves the right type of attitude for such attainment. That is, a person with positive perception towards Learning English cannot be otherwise but being endowed with a positive Attitude towards English. Another finding of the present study has already brought out this fact. Therefore, the predictive nature of Attitude towards English with regard to perception of Learning English is nothing but natural and within the bounds of psychology. As it has been interpreted earlier, the Achievement Motivation, which
does not have significant correlation with perception of Learning English, is also not a contributive factor for perception. It is mainly due to the complex nature of perception involving variety of behavioural aspects. Therefore, it may be stated, the perception of Learning English of the student teachers is very much built on the strength of the attitudinal variable.

4. As in the case of Learning English, the student teachers perceived teaching of English, thereby showing that the perception of Teaching English is neutral. 69.4% of student teachers are found to have perceived Teaching English as neutral, whereas a very small percentage of them have perceived positive (14.50%) and negative (14.1%) with regard to Teaching English. This finding is on line with the findings related to the perception of Learning English. The reasons for both the perceptions being the same may be many. However, one valid interpretation may be offered to explain the similarity in the perceptions of Learning English and Teaching English. The present finding is confirmed by the findings of Christensen, Torkil (1989); Tang, Thomas, Li, Ping and Chamberlain, Mitchell (1993); and Harthem, Alvis, T. and Rolle, George, E. (1991).

Perception has already been described as a form of behaviour, which may be developed because of exposures to certain specific experiences. That is, the perception of an individual with regard to learning a particular language depends largely on the type of exposures and experiences that individual may have had with regard to learning the particular language. In fact, perception of an individual about something is not formed overnight. The sequence of experiences and the intensity of exposures that are available for the individual over a fairly sufficient period of time decide the nature of perception being formed in that individual. In the case of perception of Learning English, the facts related to the nature of language, the use of language, the problem of learning the language emerging from the practising situation being available to the individual, in fact, enable that individual to build up his Perception of Learning English in a positive or neutral or negative way. Moreover, one should not forget the fact that individual differences also play significant role in judging the practical situations as something conducive or non-conducive. In certain cases, due to this, the individuals may not even feel the presence of something in the learning environment suitable for Learning English.
Therefore, in the present study, when one say that a large percent of respondents fall under neutral category in perception, it may be attributed to a small positive experience in Learning English or a not so happy experience in Learning English giving rise to positive or negative perception respectively. However, 64.9% of respondents may be assumed to have experienced the task of Learning English as interesting at one point of time, but uninteresting in another point of time, successful at one time but unsuccessful at another time, useful at one time but not useful at another time, happy to learn and use the language at one time but unhappy to learn and use the language at another time, causing inconsistency in estimating the need, the worth and possibility of mastering the target language, to record an outcome of neutral perception.

From this interpretation, it may be inferred that the perception of Teaching English ought to be the same, with the perception of Learning English. As it is known for learning a second language, the pupils rely much on the learning environment to be created by the teacher at the time of teaching English, the pupils may have a very rare opportunity to have exposure to Learning English outside the classroom. It may not be wrong if it is said that the learning environment of Learning English and teaching environment of Teaching English are one and the same. Due to practical reasons, the learning situation and the teaching situation goes hand in hand in actual classrooms. Therefore, it may be inferred that the perception of Teaching English ought to be the same as in the case of Learning English. True to this, the present study has brought out the finding that the perception of Teaching English with regard to the student teachers is neutral as in the case of the perception of Learning English.

Likewise, the dependent variable Attitude towards English and Achievement Motivation also behave the way they behaved with the perception of Learning English. As it has already been established, the similarity of the environmental conditions available for Learning English and Teaching English may be reasons for the type of correlation and prediction recorded for both attitude towards English and Achievement Motivation with the dependent variables perception of Learning English and perception of Teaching English. Therefore, it is possible to conclude that by bringing in suitable changes in the teaching environment, it is possible to bring similar changes in the learning
environment and the chosen independent variables may also act upon them in a
different manner.

5. The target population, i.e., the student teachers studying in Colleges of Education
and Teacher Training Institutes in Manonmaniam Sundaranar University area are
found to be have developed only a neutral perception of Teaching and Learning
Language Skills in English. It implies that the quantum of knowledge they have
gained regarding the learning of English in terms of all the four skills and the
teaching of English in terms of all the four skills is the same. Moreover, it also
reveals the fact that almost all Colleges of Education and Teacher Training Institutes
impart almost the same type of training to the student teachers. Though, there are
provisions for curriculum enrichments and adoption of innovative practices, the
institutions of teacher education are running the programmes as prescribed by the
university or by other higher bodies without much variations. It is this, stereotyped
teacher education programmes that are responsible for such an outcome in the
teacher trainees with regard to perception of Learning Language Skills in English
and perception of Teaching Language Skills in English after a pretty long exposure of
nearly ten months duration to the teacher training strategies.

Because of the nature of content the teacher trainees have mastered, teaching
techniques to which the teacher trainees have been exposed and the professional
models which the teacher trainees have seen and experienced, the would be teachers
passing out of the institutions of teacher education have acquired a perception
regarding the Learning Language Skills in English and Teaching Language Skills in
English which is not favourable for functioning as efficient or effective teachers of
English language learning. It implies that the present teacher education programmes
are helpful only to perpetuate the not so good ways of teaching and learning English
in secondary and higher secondary schools. Moreover, the present study has shown
that Attitude towards English is the significant predictor of perception of Learning
Language Skills in English and Teaching Language Skills in English. That is, Attitude
towards English plays a significant role in modifying one’s perception of Teaching
and Learning Language Skills in English. Therefore, the investigator is able to identify
the major psychological factor that is responsible for passing changes in the
perception of Learning Language Skills in English and Teaching Language Skills in
English. Hence, it implies that an improper Attitude towards English among the working and would be teachers is the reason for their neutral perception.

Furthermore, the present study reveals that Achievement Motivation which is supposed to be an internal driving force to make an individual achieve higher and higher. It is in no way, related to the formation of perception of Learning Language Skills in English and Teaching Language Skills in English. That is, for developing a proper perception regarding the Teaching Language Skills in English and Learning Language Skills in English what is needed is a proper environment capable of providing essential experience to the would be teachers. In fact, it is the life experience that decides the nature of one's perception with respect to the chosen activity. It is not the cognitive strength or the strength of Achievement Motivation which can shape one's perception. A study done by Satsangee, Nandita (1993) supports this finding.

PART - II: Perception of Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English in terms of background variables

6. In the present study, an attempt has been made to relate perception of teaching and learning English and English Language Skills, with educational level of the student teachers. Several studies (Kushwaha, P.L., 1979; and Singh, Ajit and Kumar Anil, 1996) have shown that attitude is influential to alter the learning and teaching skills of an individual. It is shown in the present study, that educational level is capable of influencing the nature of perception of Teaching English, Learning English, Learning Language Skills in English and Teaching Language Skills in English. The student teachers without graduation seem to revolve around positive perception, though statistically they are branded neutral. Graduate and postgraduate student teachers, though they are found to be neutral in their perception, come closer to the negative. From the data, it is seen that higher the qualification, closer is the perception to the negative aspect with respect to Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English.

When the three samples are studied in terms of psychological features, Attitude towards English and Achievement Motivation, it is found that the student teachers without graduation are found to be more influenced by their Attitude towards English
in forming the perception of Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English than their counterparts with graduation and postgraduation.

It implies that the Attitude towards English gets more and more reduced when the student teachers go higher and higher in their academic qualification. Moreover, it reveals the fact that the higher qualification seem to bring in a contempt for Learning English and thereby reducing their Attitude towards English to give rise to a neutral perception of Teaching English, Learning English, Learning Language Skills in English and Teaching Language Skills in English coming closer to the negative category.

All these may be attributed to the unhealthy situations, the students may be experiencing when they are prosecuting their studies at secondary or higher secondary or college level. The desire to score very high percentage of marks in the chosen discipline may be hampered because of the interference of English or the difficulty in mastering English which may be regarded as a supportive factor for better achievements or better credits in higher education. The academically brilliant students when they feel handicapped in achieving their desired goals because of this foreign language English, it is certain that frustration mounts up in such individuals and as they proceed from one to another course of studies. It is quite natural their anxiety is more built-up, causing a not so accurate or proper perception regarding Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English. This may be the reason why a good percentage of postgraduates have recorded negative perception with regard to English language and a slightly lesser percentage of graduates and a very small percentage of non-graduates have also recorded in this aspect. That is, a good percentage of non-graduates, a small percentage of graduates and a very small percentage of postgraduates come under positive perception with regard to English learning.

7. One of the major findings of the present study is highly supportive of the present day recommendation of the Government of Tamilnadu to make provisions for making appointments in such a way as to teach English in schools by those teachers who have majored in English. In the present study, it is found that student teachers who have majored in English have developed a positive perception of Teaching
English, Learning English, Learning Language Skills in English and Teaching Language Skills in English, whereas their counterparts majored in other subjects are recorded to be neutral. It implies that the learning of English and English literature as a major subject for graduation have greatly enabled those graduates to develop the positive attitude and positive perception towards English. This finding is supported by the findings of Yoder, John, H. (1992); Brodney, Sandra, Buntrock et al. (1993); Kushwaha, P.L. (1979); and Nishimura, Frank Mitsuyuki (2003).

As it has already been interpreted, the experience and exposure available for graduates in English is the major reason for the positive perception in Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English.

Similarly, the present study has reported that student teachers who studied in English medium are superior to those who have not studied in English medium at the school level with regard to the nature of perception of Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English. It is found that a good percentage of student teachers who studied in English medium fall under positive category of perception. While their counterparts studied in regional medium come closer to negative aspect of their perception of Learning English, Teaching English, Learning Language Skills in English and Teaching Language Skills in English. From this, it is evident that a congenial English atmosphere is found to be the need of the hour to instill and inculcate a positive perception in English language learning and teaching.

8. Another important finding of the present study is with regard to the influence of fathers' occupation over the student teachers' perception of Teaching English, Learning English, Learning Language Skills in English and Teaching Language Skills in English. When the student teachers with the parents of teaching profession, other professions and parents occupying smaller occupations are studied, it is found that all the three categories of student teachers have uniformly recorded neutral perception with regard to Teaching English, Learning English, Learning Language Skills in English and Teaching Language Skills in English. However, on studying the perception in relation to their psychological characteristics Attitude towards English
and Achievement Motivation, it is recorded that only in the case of student teachers with parents of teaching profession, there it exists a significant correlation between the dependent variable and independent variables. That is, the student teachers with parents of teaching profession are found to be more inclined towards developing a positive perception than their counterparts with parents of other professions and smaller occupations. It may also be inferred from the fact that Achievement Motivation and Attitude towards English are significantly correlated with the perception and the variable Attitude towards English is proved to be a significant predictor of their perception. This finding is coincided with the findings of Walker, Linda (1992); and Fero, George, J. and Bush, Betty, J. (1994).

6.3. RECOMMENDATIONS

The present study aimed at understanding the nature of perception of student teachers in Colleges of Education and Teacher Training Institutes has revealed that they have formed only neutral perception with regard to learning English. That is, the perception of would be teachers with regard to learning English is not encouraging. They are not perceiving Learning English as it ought to be perceived. The reasons may be multifold in nature. That is, a teacher with stable family background supported by adequate economic and social status will look for better achievements in this competitive world not only for his personal good but also for others. As such, they are likely to have developed an accurate or positive perception with regard to Learning English. Similarly, even teachers without not so much healthy home background unlike the former category, by virtue of the educational qualification, they are bound to equip themselves with accurate or positive perception for better achievement in teaching career. But contrary to all these, they are found to be only moderate or neutral in the perception of Learning English. As far as the investigator is concerned, the study has yielded a result which is alarming in nature regarding the learning of English in the schools in Tamilnadu. With such a perception, one can do or achieve only so much as it ought to be for that nature of perception. This emerging phenomenon is actually to be taken as the major finding of the present study. Unless and until, the ways and means are found out for erasing off this problem from the phase of English language learning, whatever be the curriculum, whatever be the evaluation procedures adopted and whatever be the governmental assistance available for Learning English in schools, the achievement of the children in
Learning English cannot be increased appreciably as long as the perception of the teachers remains neutral or moderate. Therefore, the investigator recommends the following for bringing out a visible change in the nature of the perception of the student teachers.

1. For bringing in a radical change in the perception of student teachers, from neutral to positive, they must be enabled to know, and accept, the proven facts pertaining to the task of Learning English. Since, English is being taught as a second language in schools spread far and wide in the region of Tamilnadu only the teachers having very good exposure to the theoretical understanding of English and of the ground realities pertaining to Learning English can be successful in Teaching English. As the learning environment differs from school to school, the individual learner also differs from family to family, calling for greater attention on the part of the elders and the teachers to identify the learning difficulties in learning a particular skill or a subject. As the learners are unaware of their learning process, it becomes the responsibility on the part of the schools to structure the environment in such a way as to be suitable for them. Therefore, the teachers who are aware of the intricacies of Learning English may have learnt the skill of organizing situations suitable for picking up the language. Only such teachers will have a positive attitude towards Learning English built on their positive perception towards the language activity. Therefore, it is recommended that the institutions or the government agencies may take up the responsibility of arranging series of workshops and seminars for providing all necessary inputs to practicing and would be teachers with regard to Learning English.

The teacher trainees may be enabled during the training programme itself to make series of observational studies on the process of Learning English by students of different levels of intelligence, different family background and different aptitudes.

The teacher trainee may be assisted to record all learning difficulties encountered by students whom he may be teaching during the block or intensive teaching programme. This will enable the teacher trainees to have a profile of the problems and their intensity with regard to Learning English. By undertaking such practical activities, the teacher trainees may develop a positive perception towards the learning of English.
To foster interest in dealing with the learning difficulties in English, the teacher training institutions may prepare different interactive video programmes for students of different age groups with different specific problems. The teacher trainees on viewing such interactive programmes may have a good exposure to variety of learning difficulties and the adopted techniques and strategies for overcoming those problems. These series of video programmes organized at regular intervals will help the teacher trainees to form a good perspective of Learning English and thereby to develop the positive perception of Learning English.

2. As it has already been explained, in an ordinary classroom where English is being taught as a second language, the learning environment made available for the learners is one and the same of teaching environment revolving around the teacher of English. For reasons well-known, the children may not have any other exposure or experience to learn English outside the classroom without the teacher marked for teaching English. Therefore, the teacher of English is regarded crucial for the success or failure of students in learning English. Because of teachers, there may arise inconsistency in the learning environment, such as happy or unhappy, useful or not useful, successful or not successful, etc., causing conflicting opinions or believes regarding the learning of English. The present study shows that a large percentage of respondents might have had similar experiences as they are found to be neither positive nor negative in their perception of Learning English. Therefore, it may be suggested that certain novel measures may be taken up by the institutions and also by the teachers of English to provide a consistently happy, useful and successful learning environment through the classroom teaching of the teachers. For ensuring such a stable and congenial climate, the investigator would like to make the following recommendations.

a) The school as a whole may pay little more attention to the learning and teaching of English by way of introducing certain regulations as given below.

i) Encouraging the pupils to talk in English inside and outside the classroom when they have to interact with the teachers.

ii) All the teachers working in the school irrespective of the subjects they teach may get themselves acquainted with the art of Teaching English and the ways and means of solving the problems of pupils in Learning English.

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That is the subject teachers may give English equivalence for certain important concepts or technical words occurring in the subject.

The subject teachers may give certain simple explanations in English for some descriptive items occurring in the subject.

The subject teachers may interact with the students even at the time of teaching the subject using English.

By these techniques, the children may not feel that English is not meant only for examinations but also helpful or useful in learning other subjects. In fact, the children may feel continuity in learning English outside the English classroom.

b) The teacher of English may be encouraged to take more interest and efforts in helping the children to learn English. For this, the teacher may arrange certain interactive sessions with each one of the children for a few minutes at least once in a month. It will get rid of the fear in the hearts of the pupils and enable the children to come forward for availing personal guidance and assistance.

c) The teachers of English should try to promote the oral use of language with limited vocabulary inside and outside the classroom. When the children shed off their shyness, they will develop a confidence to master the second language English.

d) The English teachers should be given enough orientation to teach English through English with known vocabulary and simple grammatical forms. When such an attempt is made by the teachers, the children will feel that they can easily cope with the learning of English.

e) The English teachers teaching different classes may join together to prepare series of small video programmes with the experts available in such a way to help children with different learning disabilities. Since, they are aware of the nature and ability of their children, the video programmes may be of great help to them to provide additional exposure to learn English.

3. From the implications of the findings pertaining to the perception of Learning Language Skills in English and the perception of Teaching Language Skills in English of the student teachers in Teacher Training Institutions, it is evident that the Colleges of Education and Teacher Training Institutes in Manonmaniam Sundaranar University area are not functioning as efficiently as they ought to be in preparing teachers for teaching English in the schools in Tamilnadu. As the findings have
clearly shown that the neutral perception developed by the student teachers in Learning Language Skills in English and Teaching Language Skills in English is due to not so conducive curricular and co-curricular activities that are being provided for preparing teachers of English. In the present scenario, English is not the only medium of instruction in Colleges of Education and Teacher Training Institutes. Therefore, it goes without saying the student teachers have the choice of opting for English or regional medium for both curricular transactions and taking for the examinations. Moreover, English is not used as a language for classroom or outside the classroom communication on the campus and as such even listening and reading in English is put to a very minimal use. Because of the avoidance of English language in day-to-day activities on the campus, the student teachers may not have a congenial environment to develop a proper attitude and perception of Teaching Language Skills in English and Learning Language Skills in English.

To ameliorate the situation, it is recommended that

a) The Government of Tamilnadu may formulate a policy by which Colleges of Education and Teacher Training Institutes may be treated as Centres of Professional Learning demarcated, and differentiated from Institutions of formal education such as secondary and higher secondary schools and courses of higher education. By adopting such a policy, English may be made a compulsory subject for teacher preparation and English can be made as the only medium of education to prepare teachers for various subjects including English.

b) The student teachers should be tested for their English proficiency at the time of giving admissions to the teacher training programmes. Thereby, the not so proficient ones may not be preferred for admission.

c) The Colleges of Education and Teacher Training Institutes may be permitted to have autonomy to enrich the curriculum of studies prescribed by the university of other bodies. This would greatly enable the Teacher Training Institutions to make use of all the resources for the better benefit of the student teachers.

d) The Teacher Training Institutions which are turning out very good products should be identified and encouraged by the government such a credit and encouragements would make the Teacher Training Institutions more and more innovative and creative.
e) To foster proper perception, i.e., a positive perception of Teaching Language Skills in English and Learning Language Skills in English, an ideal environment and academic climate are to be ensured to the teacher trainees. In order to achieve such an ideal situation for teacher preparation, i.e., preparation of English language teachers, it is recommended that a separate unit or wing is to be established in the existing teacher preparation centres or separate institutes should be established for preparing teachers of English. Then only, the teacher trainees meant for equipping themselves as teachers of English will have all the requirements fulfilled to come out as efficient and competent teachers of English.

4. The findings related to the educational level of student teachers and their nature of perception with regard to Teaching and Learning of English is an eye opener to the academic community. As it is very much known, the specialization comes in higher education, the students going in for higher studies after completing secondary or higher secondary education are required to have a proper aptitude, interest and required level of mastery in content area. While pursuing specialization in a discipline, the major contributing factor, apart from the subject oriented ones, is his/her general competence to make use of the language for procuring or disseminating information. Here comes, the use of the foreign language English. Since, in our country, the regional languages are not well equipped enough to master different subjects in higher education one has to take a recourse into the foreign language English. The lack of compatibility on the part of the students with regard to this foreign language is a major cause for forming a proper or positive perception of English language learning. To overcome this problem, the investigator would like to offer the following recommendations:

a) Attitude is formed only on the basis of the nature of experiences. Success in English language learning paves way for forming positive attitude towards English and vice versa. And, this positive attitude is found to be a significant predictor of positive perception of Teaching English, Learning English, Learning Language Skills in English and Teaching Language Skills in English. Therefore, to promote success in learning English, the following strategies may be adopted:
i) The learning through the grammar of the language should be replaced by functional use of English.

ii) The lessons in the English reader or textbook should contain familiar subject matters with familiar sentence patterns that have already been practised informally inside or outside of the classroom.

iii) Test or examination in English should be made as interesting as possible by providing situational and contextual proofs.

iv) The passing minimum should be kept as low as possible.

v) Achievement of the students should not be judged on the basis of his/her performance in the examinations alone. Periodical oral or verbal testing should be encouraged to get rid off the fear of learning English.

b) At the graduation level, while keeping the study of English as a compulsory one, it must not be treated as a deciding factor for the award of the degree. That is, the complementary nature of English to acquire the degree should be exploited by

i) Providing communication based English instead of curriculum or text based studies.

ii) Instead of keeping a passing minimum, a course completion certificate from the authentic person may be taken as the fulfillment of the requirements for a pass.

iii) Subject oriented English should be emphasized.

iv) Exhaustive training may be offered in the beginning of the higher course of study for developing necessary basic skills in English.

4. Though English medium or a study of English as the major subject helps an individual form a positive perception for teaching or learning English, one cannot recommend that English medium should be the only medium at the school level or all should study English as the major subject. Therefore, the investigator with a good understanding of the educational policy being adopted in the State of Tamilnadu would like to recommend the following to avail the best from the existing situations.

a) At the beginning and the end of each of academic year, the students may be enabled to undergo a systematic training in the development of listening,
speaking, reading and writing skills in English. For this, if the school is capable of organizing such workshops, they may be encouraged by the Government by sending one or two specialists as required by them. There must be provision for each school to organize such workshops as well as the end of the academic year for all the students.

b) In every educational districts, an English Resource Centre may be created with adequate number of experts, language learning materials, necessary equipments and good infrastructure. This would help the teachers to clear the doubts with regard to teaching or learning English and also the resources in the centre could be made easily available for their teachers.

c) Every school may be encouraged to prepare their own CDs and other learning sources for developing different language skills in English.

6.4. SUGGESTIONS FOR FURTHER RESEARCH

The present study which aims at generating more information about the concept ‘Perception of English Teaching and Learning’ makes use of the student teachers as the target population on the understanding that one’s perception of a particular act or a task will influence the performance of the particular act or task by that individual. Since, the teacher trainees of today are going to become teachers of tomorrow, teaching various subjects including English, the investigator pursued that the nature of perception with which the student teachers are coming out will decide the nature of teaching these would be teachers will perform when they are appointed as teachers in schools. That is why, the problem has been stated as

"A STUDY OF PERCEPTION OF ENGLISH TEACHING AND LEARNING BY GRADUATE AND NON-GRADUATE STUDENT TEACHERS".

However, one may not be able to assume in advance, the nature of perception of present working teachers on the basis of the findings of the present study. To give a complete picture of the existing nature of perception of teaching and learning English, it is necessary all those teachers involved in teaching English should be studied in terms of their perception. Therefore, the investigator suggests the following topics focusing on perception.
Moreover, the present study has brought out the fact that the student teachers have developed only a neutral perception of teaching and learning English and English Language Skills. Also, the present study reveals that the nature of perception goes closer to negative aspect with the increase in the academic qualification of the student teachers. From this, the investigator infers that the students doing different courses of studies may be different in the perception of teaching and learning English also. Therefore, an attempt can be made to bring out the reality with regard to the perception of teaching and learning English by the student community. Therefore, the investigator suggests the following topics.

iii. AN INVESTIGATION INTO THE NATURE OF PERCEPTION OF ENGLISH LANGUAGE LEARNING BY STUDENTS OF SECONDARY AND HIGHER SECONDARY CLASSES

iv. A STUDY ON THE PERCEPTION OF ENGLISH LANGUAGE LEARNING BY STUDENTS OF UNDERGRADUATE AND POSTGRADUATE COURSES OF STUDY

The present study which has brought valid information with regard to perception of English language learning and teaching has limited itself to the population of student teachers. From the findings of the present study, it has been interpreted that the teaching of English and use of English in Colleges of Education and in Teacher Training Institutes are not on the expected lines. Therefore, to have a clear picture of teaching and learning in Institutions of Teacher Preparation / Education and in Institutions of Higher Studies, it is better to focus the study on the population of the teaching community. Therefore, the investigator would like to suggest the following topic.

v. A CRITICAL STUDY ON THE PERCEPTION OF TEACHING AND LEARNING ENGLISH BY TEACHERS TEACHING ENGLISH IN INSTITUTIONS OF TEACHER EDUCATION AND ARTS AND SCIENCE COLLEGES.