Chapter Five

Interpretation of Findings
Interpretation of Major Findings

In the preceding chapter data has been analyzed using various statistical techniques and the findings have been presented. The analysis of data has been done to find out the correlation between various variables and also the effect of one variable on the other. The three major components of the study are:

1. Teachers’ English language teaching competency
2. Teachers’ attitude towards English language
3. Students’ achievement in English

The findings can be categorized as under:

i. Relationship between teachers’ English language teaching competency and students’ achievement in English.

ii. Relationship between teachers’ attitude towards English language and students’ achievement in English.

iii. Relationship between teachers’ English language teaching competency and their attitude towards English language.

Three tools were used in the study namely, Teachers’ English Language Teaching competency scale, Teachers’ attitude towards English language scale and Achievement Test in English or the students of Class X. The scores obtained after administration of these tools was systematized according to the variables considered in the study and were then analyzed. Now the scores on the above tools will be interpreted in the light of findings.

Prior to analyzing and investigating the effects and correlation among various variables taken into account in the study it would be better to analyze the scores and dimensions of teachers’ English language teaching competency and attitude towards English language.
5.1 Interpretation of scores on English Language Teaching Competency Scale

There are three dimensions in the Scale:

Dimension A: General English Teaching Competence (Item No 1 to 20)
Dimension B: Classroom English Teaching Competence (Item No 21 to 40)
Dimension C: Skill Specific English Teaching Competence (Item No 41 to 50)

5.1.1 Item analysis of all items of English Language Teaching Competency Scale

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1) Rarely (2) Sometimes (3) Often (4) Always (5)</td>
</tr>
<tr>
<td>Highest</td>
<td>43</td>
<td>561</td>
<td>202</td>
<td>2.777</td>
<td>4.001</td>
<td>39.11% 19.31% 8.42% 15.84% 16.83%</td>
</tr>
<tr>
<td>I explain a poem by paraphrasing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>49</td>
<td>443</td>
<td>202</td>
<td>2.193</td>
<td>1.518</td>
<td>52.97% 13.37% 10.40% 7.92% 15.35%</td>
</tr>
<tr>
<td>I read out a lesson and ask the students related questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teaching a language needs specific competence. In teaching of English in a bilingual or multilingual linguistic environment, the English teachers should draw from the strengths of these linguistic characteristics. Paraphrasing is an effective tool. Item no. 43 shows that the English teachers of Govt. Secondary schools do not explain a poem by paraphrasing. 39.11% of them never explain a poem by paraphrasing and 19.31% rarely do so.

In paraphrasing or translation, however, the spirit of the poem may be lost. But for a better comprehension of a poem the poem has to be presented and explained in such a way that it is understood by the students in spirit and form.

The outcome of item no 49 is that 52.97% teachers never read out a lesson and ask relevant questions and 13.37% of them rarely do so. This shows poor
questioning skill. It is through leading questions that the lesson should be explained.

The two outcomes of the item analysis of item no. 43 and 49 do not augur well for the methodology of teaching English in Govt. Secondary schools is concerned. It once again shows the need for specific training for teaching English.

5.1.2 Item analysis of Items under Dimension A of Teaching Competency Scale

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1)</td>
</tr>
<tr>
<td>Highest</td>
<td>20</td>
<td>529</td>
<td>202</td>
<td>2.619</td>
<td>1.657</td>
<td>41.09%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I read English newspapers and magazines.</td>
</tr>
<tr>
<td>Lowest</td>
<td>4</td>
<td>449</td>
<td>202</td>
<td>2.223</td>
<td>1.405</td>
<td>45.05%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I enjoy debating in English.</td>
</tr>
</tbody>
</table>

Competence is not a static characteristic. It needs constant upgrading and improvement. The personal preference and habits have a bearing upon the teaching competency of a teacher. Professionalism is an associated component of competency. The personal habits and preferences are closely related to the professionalism, and in turn, on teaching competency.

Reading English newspapers and magazines is a matter of personal preferences. But as the scores on item no. 20 shows, 41.09% teachers do not read English newspapers and magazines and 14.85% of them rarely read them. Only 24.75% of teachers are always read them and 9.41% read them often.
Debating in English is possible and enjoyable only if the participants are proficient in communicating in English. Otherwise it becomes a futile and frustrating exercise.

Item no. 4 is representative of communicative competence of English teachers. Scores on this item shows that 45.05% of teachers do not enjoy debating in English and 20.30% enjoys it rarely. It is suggestive of absence of a supportive and conducive environment for English education.

5.1.3 Item analysis of Items under Dimension B of Teaching Competency Scale

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
<th>Never (1)</th>
<th>Rarely (2)</th>
<th>Sometimes (3)</th>
<th>Often (4)</th>
<th>Always (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>21</td>
<td>533</td>
<td>202</td>
<td>2.639</td>
<td>1.591</td>
<td>38.12%</td>
<td>14.85%</td>
<td>13.37%</td>
<td>12.38%</td>
<td>21.29%</td>
<td></td>
</tr>
<tr>
<td>I plan time management in teaching English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>38</td>
<td>464</td>
<td>202</td>
<td>2.297</td>
<td>1.596</td>
<td>50.99%</td>
<td>14.36%</td>
<td>7.92%</td>
<td>7.43%</td>
<td>19.31%</td>
<td></td>
</tr>
<tr>
<td>I conduct group discussion in English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The classroom environment is different from that outside it. It can be created and controlled by the teacher more effectively and objectively. It needs good planning, time management selection of methods of teaching English to be adopted and the related and relevant activities to be organized. Lessons should be planned and sequenced in such a way that they can be completed in the time allotted for them. Also, the related activities should be planned beforehand so that they can be organized effectively and meaningfully.

Analysis of item nos. 21 and 38 shows a presents a situation contrary to what is desirable. 38.12% teachers never plan their time and lessons and 14.85% of them do so rarely. Majority of them do not conduct group discussion in English.
Lack of such planning and absence of activities for developing communicative skills are indicative of poor English language teaching competence.

5.1.4 **Item Analysis of Items under Dimension C of Teaching Competency Scale**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Never (1)</td>
</tr>
<tr>
<td>Highest</td>
<td>43</td>
<td>561</td>
<td>202</td>
<td>2.777</td>
<td>4.001</td>
<td>39.11%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I explain a poem by paraphrasing.</td>
</tr>
<tr>
<td>Lowest</td>
<td>49</td>
<td>443</td>
<td>202</td>
<td>2.193</td>
<td>1.518</td>
<td>52.97%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>I read out a lesson and ask the students related questions.</td>
</tr>
</tbody>
</table>

Item nos.43 and 49 are highest and lowest among the items grouped under Dimension C i.e. skill specific English teaching competence as well as on all the items taken and ranked together.

Teaching of a language is summative and comprehensive development of linguistic skills – listening, reading, writing and speaking. Teaching of English is no exception. Teaching English in a bilingual or multilingual language as second language needs much more teaching competence, however. Most of the teachers teaching English in Govt Secondary schools do not seem to have such level of English language teaching competency. Appropriate and urgent initiatives are to be taken to for improvement of English language teaching competency. English teachers are to be given specific training for selecting appropriate methods of teaching English, planning the classroom activities. English teachers, on their part, should be more professional. They should develop such habits and preferences as to add to their knowledge and English language teaching competency.
5.1.5 Dimension-wise weightage of responses on items of Teaching Competency Scale

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>485.90</td>
<td>19.72</td>
</tr>
<tr>
<td>B</td>
<td>500.40</td>
<td>18.18</td>
</tr>
<tr>
<td>C</td>
<td>496.40</td>
<td>31.74</td>
</tr>
</tbody>
</table>

The mean of the group of items under Dimension B i.e. Classroom English Teaching Competence, is found to be higher than those under Dimension A and Dimension C. In spite of the indications of unsatisfactory level of competence, it shows that the English teachers in the Govt. Secondary schools are much concerned about what is to be done in the classroom for teaching English. This gives optimism amidst otherwise unsatisfactory status of English education.

Teaching competency is a common concern for the cause of contemporary education. Beneath its simplistic framework is its operational complexity, involving the whole gamut of the teaching-learning process and the associated factors – inside the educational institutions and beyond them. It has, in spite of its inherent complexity, the sole objective of betterment of quality of education. The context and content education varies with the variation in the environment in and for which the education is meant for. The teaching competency of the teacher is put to test in meeting these challenges. It demands from them a constant upgradation in modes and modalities of teaching to keep pace with changing times. A lot is expected from them because the learners expect from them the best leaning inputs required for achievement of their aspirations in life. The teaching competency of the teacher is directly and closely associated with the achievement of students.
The teaching skills of a lecturer can be measured based on the teachers abilities around comprehension and transformation of knowledge concepts to be imparted to learners (Ganyaupfu, 2013). Teaching requires one to first understand the specific outcomes of the topic as well as the subject matter structures of the respective discipline (Shulman, 1992). Therefore, comprehension of purpose is a very important element of teacher competence.

It is also important to recognise the fact that the EFL environments that most of our learners find themselves in are removed from a lot of "naturalistic", non-classroom, English speaking settings. An understanding of these realities and the principles that govern realistic classroom learning can be useful to teachers in choosing the appropriate approach(es), methods and classroom practices in a specific context (Nunan 2005). It, therefore, becomes necessary to find out to what extent EFL teachers' attitudes towards selected practices in relation to curriculum, instruction and assessment concur or differ so that improvements to the curriculum, instructional methods and assessment strategies could be made. Their views will also help curriculum developers and teacher trainers make the right decisions with regard to instructional methods and assessment techniques.

5.2 Interpretation of scores on Teachers’ Attitude towards English Language Scale

There are three dimensions in the Scale

- Dimension A: English as a Language (Item No 1 to 20)
- Dimension B: English as Medium of Instruction (Item No 21 to 33)
- Dimension C: Teaching of English (Item No 34 to 60)
5.2.1 Item analysis of all items of Teachers’ Attitude towards English Language Scale

Table 34: All Items of Attitude Scale

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
<td>D</td>
<td>N</td>
</tr>
<tr>
<td>Highest</td>
<td>36</td>
<td>679</td>
<td>202</td>
<td>3.361</td>
<td>1.637</td>
<td>22.77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>59</td>
<td>595</td>
<td>202</td>
<td>2.946</td>
<td>1.723</td>
<td>34.65%</td>
</tr>
</tbody>
</table>

Item No. 36 and Item No. 59 are ranked highest and lowest respectively in all the items ranked together and among the items grouped under Dimension C.

On item no. 36, 41.09% teachers strongly agree and 11.11% agree. Thus, 52.97% teachers in agreement with the policy of introducing English in Primary schools.

At present English is introduced in Middle schools (Class VI). Also, under the no retention up to Class VIII, students are automatically promoted to in higher classes. All these factors adversely affect the students in learning English.

Item No. 59 is concerned about training of English teachers. There is shortage of English teachers. Even for the existing English teachers there is hardly any special training programme. The disagreement of the teachers underlines the need for English-specific training programme.

The fact that these two items also rank highest and lowest in the group of items under Dimension: C (Teaching of English) makes the point more prominently that training and teaching are closely related. In the course of time
many new methods and approaches in teaching English are developed. A proper training programme for English teachers keep them informed about new methods and trends in teaching English. It also helps in developing their teaching competency.

5.2.2 Item analysis of Items under Dimension A of Attitude Scale

Table 35: Dimension A: English as a Language

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item no</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Highest</td>
<td>2</td>
<td>671</td>
<td>202</td>
<td>3.322</td>
<td>1.615</td>
<td>21.785%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>In India knowing English is more useful than any other foreign language.</td>
</tr>
<tr>
<td>Lowest</td>
<td>14</td>
<td>6 05</td>
<td>202</td>
<td>2.995</td>
<td>.607</td>
<td>27.2%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Under the dominance of English language Indian literature and science lose their importance.</td>
</tr>
</tbody>
</table>

This group of items is on the aspect of teachers’ attitude towards English as a language. Their perception of the language affects their efficacy in teaching the language.

In the group item no. 2 has the highest score. This attitude of teachers towards English as a language concerns the utilitarian purpose of teaching English. Teachers are of the opinion that knowledge of English is more useful today than knowledge of other foreign language. In the present global context use of English is more widespread than other foreign language.

Item no. 14 that ranks lowest in the group allays the apprehension that dominance of English overshadows the importance of Indian literature and science. One need not be threatened by the spread of English education. On the contrary, English education is helpful in enriching the Indian literature and science.
5.2.3 Item analysis of Items under Dimension B of Attitude Scale

Table 36: Dimension B: English as Medium of Instruction

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Highest</td>
<td>27</td>
<td>668</td>
<td>202</td>
<td>3.307</td>
<td>1.638</td>
<td>24.26%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>25</td>
<td>625</td>
<td>202</td>
<td>3.094</td>
<td>1.647</td>
<td>27.23%</td>
</tr>
</tbody>
</table>

The subject matter remains unclear if the students are educated through English language.

Extra time and effort are needed if the students are to get education through English language.

English as medium of instruction in the Govt Secondary schools does not seem to be well appreciated. English teachers’ opinion expressed through item no. 27, which ranks highest in the group, is indicative of poor comprehension of subjects taught through English. As students’ the cognitive level of English language is not high enough, subjects matter taught through English is not well comprehended. It remains unclear.

Total agreement score on item no.25 is 46.54% on that on disagreement is 43.07%. Teachers do not agree that teaching through English takes extra time and effort. It suggests that given good comprehension ability of students, teaching through English as good as teaching through other medium of instruction.

5.2.4 Item Analysis of Items under Dimension C of Attitude Scale

Table 37 : Dimension C : Teaching of English

<table>
<thead>
<tr>
<th>Rank</th>
<th>Item No</th>
<th>Item Total</th>
<th>No of Teachers</th>
<th>Mean</th>
<th>Std Dev</th>
<th>Percentage of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>SD</td>
</tr>
<tr>
<td>Highest</td>
<td>36</td>
<td>679</td>
<td>202</td>
<td>3.361</td>
<td>1.637</td>
<td>22.77%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lowest</td>
<td>59</td>
<td>595</td>
<td>202</td>
<td>2.946</td>
<td>1.723</td>
<td>34.65%</td>
</tr>
</tbody>
</table>

It was a correct decision to introduce English in primary schools.

Govt has taken sufficient care for training of English teachers.
As discussed above, scores on item no. 36 and 59 is about Govt. policies on introduction of English in Govt. schools and training of English teachers. It may be added here that the Govt has started the recruitment of teachers. The need for teacher training has been felt and the existing teacher training programmes are being re-oriented. The Govt has also taken initiatives for betterment of English education in the State.

5.2.5 Dimension-wise weightage of responses on items of Attitude Scale

Table 38: Dimension-wise weightage of responses

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Mean</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>639.65</td>
<td>19.16</td>
</tr>
<tr>
<td>B</td>
<td>647.38</td>
<td>13.87</td>
</tr>
<tr>
<td>C</td>
<td>632.41</td>
<td>20.13</td>
</tr>
</tbody>
</table>

The mean of the group of items under Dimension B i.e. English as a medium of instruction, is found to be higher than the means of other. It means teachers of Govt. Secondary schools have favourable attitude towards English as medium of instruction. Secondly, they have favoured English as a language over other foreign languages. Thirdly, English can be an effective medium of instruction provided students are at good cognitive level.

5.3 Interrelationship among the three major components of the study:

English language Teaching competency of teachers (X2)
Attitude of Teachers towards English language (X3)
Achievement of students in English (X1)

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between X1 &amp; X2</td>
<td>( r_{x1x2} )</td>
</tr>
<tr>
<td>Between X1 &amp; X3</td>
<td>( r_{x1x3} )</td>
</tr>
<tr>
<td>Between X1 &amp; X2</td>
<td>( r_{x2x3} )</td>
</tr>
<tr>
<td>( r_{x1x2,x3} )</td>
<td>0.9394</td>
</tr>
<tr>
<td>( r_{x1x3,x2} )</td>
<td>0.9586</td>
</tr>
</tbody>
</table>
The correlation between the teachers’ English language teaching competency (X2) has very high correlation with students’ achievement in English (X1). So is the association between teachers’ attitude towards English language (X3) and students’ achievement in English (X1). In other words, students’ achievement on English as good or bad as the teachers’ English language teaching competency and their attitude towards English language are.

Though the correlation between the teachers’ English language teaching competency and their attitude towards English language is positive but it is not very strong. It means that personally the teachers may possess varying degrees of English language teaching competency and attitude towards the language but they have significant bearing upon students’ achievement in English.

On the other hand, the effects teachers’ English language teaching competency on students’ achievement in English \((r_{x1x2,x3})\) as well as that of teachers’ attitude towards English language on students’ achievement is positive.

This brings into focus the very importance of teacher-pupil relationship and its effect on students’ achievement. It is considered a key element for the personal and academic achievement of the learner. The teachers’ attitude and expectations significantly influence the personal relationship. The teachers’ assessment is assessed if mediated the students’ intelligence, that is, the greater the intelligence the better the academic results and better reciprocal relationship between teacher and student (Marchesi and Martin, 2002). Also, there is a positive relationship between teachers’ motivation and that of student (Atkinson, 2000). Teacher-pupil relationship is also mediated by the teachers’ attribution of poor performance to the student (Georgiou et al., 2002).
5.4 Hypothesis-wise interpretation of major findings

5.4.1 Hypotheses under Objective 1

To study the English language teaching competency of teachers in secondary schools of Santal Pargana.

5.4.1.1 Interpretation of finding on hypothesis H0:01

H0:01 is rejected i.e. There is significant difference between English language teaching competency of experienced and inexperienced teachers in secondary schools of Santal Pargana.

**Figure 1: English Language Teaching Competencies of Experienced and Inexperienced Teachers**

![Bar chart](image)

**Interpretation:** Experience matters. The factor of experience has made significant difference in the English language teaching competency of teachers in the Govt. Secondary schools of Santal Pargana. The mean of experienced teachers (133.76) is greater than that of inexperienced teachers (115.47). It implies that the experienced teachers in Govt Secondary school of Santal
Pargana are more competent in teaching English than their inexperienced counterparts.

5.4.1.2 Interpretation of finding on hypothesis H0:02

**H0:02 is accepted i.e.** There is no significant difference between English language teaching competency of rural and urban teachers in secondary schools of Santal Pargana.

**Interpretation:** Competence is not confined to geographical demarcations. What holds true regarding experience of the teachers cannot be generalized demographically and geographically. The difference of means between English language teaching competencies of rural and urban teachers being not significant implies that the geographical and demographical distribution of the competence is without much variance in the population. However, the mean competence of the rural teachers is more than that of urban teachers. Though their level of competence cannot be conclusively inferred from this analysis, it can be said that the English language teachers in the rural Secondary schools of
Santal Pargana tend to be more competent in teaching English than their counterparts in the urban schools.

**5.4.1.3 Interpretation of finding on hypothesis H0:03**

**H0:03 is rejected i.e.** There is significant difference between English language teaching competency of teachers with English qualification and teachers without English qualification in secondary schools of Santal Pargana.

![Figure 3: English Language Teaching competencies of Teachers with and without English Qualification](image)

**Interpretation:** Specialization and content mastery have significant effect on competence. The significant difference between the English language teaching competency of the teachers with English qualification and that without English qualification proves the point.

Secondly, mean of English language teaching competency of teachers with English qualification (166.41) is higher than that of teaching competency of teachers without English qualification (118.16). It can be said that the skills of teaching is strengthened with the knowledge of specifics of the subject. The subject specific teaching skills can be developed with the knowledge and
understanding of the subject taught. The teachers who are well versed with the skills, acquired through specialization in qualification are more competent in teaching the subject.

5.4.2 Hypotheses under Objective 2

To study the English language achievement of students in secondary schools of Santal Pargana.

5.4.2.1 Interpretation of finding on hypothesis H0:04

H0:04 is rejected i.e. There is significant difference between English language achievement of boys and girls in secondary schools of Santal Pargana.

**Figure 4:** English language Achievement of Boys and Girls

![Figure 4](image)

**Interpretation:** Differentiation does not mean discrimination. The findings are in conformation of the findings of studies in related areas, taking into account parameters on gender differentiation. In other studies too significant difference
has been found in the achievements of boys and girls. In the present study, the mean achievement of girls (23.96) is more that of boys (19.12), implying that girls of the Govt. Secondary school in Santal Pargana are doing better than the boys.

**5.4.2.2 Interpretation of finding on hypothesis H0:05**

**H0:05 is accepted i.e.** There is no significant difference between English language achievement of SC/ST and General students in secondary schools of Santal Pargana.

**Interpretation:** The policy of reservation has diminished the differentiation on caste that what the findings imply. However, the mean achievement of the SC/ST (20.70) is less than that of General students (21.17) in the Govt. Secondary schools of Santal Pargana. The General students are doing better but not better enough to significantly differentiate their performance in English from that of SC/ST students.
The finding is also indicative of demographic changes taking place in Santal Pargana. The growing awareness towards education, facilities made available by the Govt. etc has resulted in a better educational environment. It has helped reduce the education gap, particularly in English education. The level of achievement, however, remains a matter of concern.

**5.4.2.3 Interpretation of finding on hypothesis H0:06**

**H0:06 is rejected i.e.** There is significant difference between English language achievement of students in rural and urban secondary schools of Santal Pargana.

**Interpretation:** The English language teaching competency of teachers is not significantly varied geographically but the achievement of students of Govt. Secondary schools in English is. The finding that the difference of mean achievement in English of rural and urban schools of Santal Pargana is significantly different proves it. This finding too is in confirmation of findings of studies along rural-urban parameters.

The underprivileged tend to live either in remote rural areas or in the slums in towns and cities. Their locational disadvantage denies them some of the opportunities available to the privileged people who live in better locations.
The difference here can be attributed to the language-deficient and language-rich environments in the rural and urban areas respectively. Compared to that in the rural area, the out of school linguistic environment in the urban areas is more reinforcing to the linguistic leaning at schools.

5.4.2.4 Interpretation of finding on hypothesis H0:07

H0:07 is accepted i.e. There is no significant difference between English language achievement of students of educated parents and uneducated parents in secondary schools of Santal Pargana.

Interpretation: The finding is different from other studies done on this aspect – effect of parental education on educational achievement of students. In the present study, the difference between means of achievement of students in Govt. Secondary schools in English is not significant. However, the mean achievement of the students of educated parents (21.059) is greater than that of the uneducated parents (20.886). It needs a closer investigation.

The present study was made on the population of Govt. Secondary schools of Santal Pargana. A general perception is that the educated parents send their children to private schools. In the Govt Secondary schools the no. of students is more but they are mostly from uneducated families. So, in the particular
segmentation of Govt. Secondary schools in Santal Pargana the achievement of students of educated and uneducated parents in English is not significantly different.

**5.4.3 Hypotheses under Objective 3**

To study the effect of teachers’ teaching competency on students’ achievement in English in secondary schools of Santal Pargana.

**5.4.3.1 Interpretation of finding on hypothesis H0:08**

**H0: 08 is rejected i.e.** There is significant effect of experienced and inexperienced teachers’ English language teaching competency on students’ achievement in English in secondary schools of Santal Pargana.

![Figure 8: Effect of English Language Teaching Competency of Experienced and Inexperienced teachers on Achievement of students in English](image)

**Figure 8: Effect of English Language Teaching Competency of Experienced and Inexperienced teachers on Achievement of students in English**

**Interpretation:** It is found that r12.3(pbis) = .9609 and r13.2(pbis) = .9622. So, r13.2(pbis) > r12.3(pbis). If T be the Total Effect and (T – X2) > (T – X3), then X3 > X2. Applying this principle it can be inferred that the effect of variable X2 (English language teaching competency of experienced teachers) on total effect is more than the effect of variable X3 (English language teaching competency of inexperienced).
While testing the hypothesis Ho 1 we have found that the English language teaching competency of the experienced is more than that of English language teaching competency of inexperienced teachers. This inference is further reinforced by findings of effects of English language teaching competencies of experienced and inexperienced teachers. It strengthens the conclusion that experience in English language has significant effect on achievement of students in English.

While testing the hypothesis H0:01 we have found that there is significant difference between teaching competency of experienced and inexperienced teachers. Teaching competency of experienced teachers has been found to be greater than that of that of inexperienced teachers. The finding that the students’ achievement in English under experienced teachers is significantly higher than the students’ achievement in English under inexperienced teachers further strengthens the inference that there is significant effect of teaching experience.
on teachers’ English language teaching competency and students’ achievement in English

5.4.3.2 Interpretation of finding on hypothesis H0:09

H0:09 is rejected i.e. There is significant effect of English language teaching competency of teachers with English qualification and teachers without English qualification on students’ achievement in English in secondary schools of Santal Pargana.

**Figure 10:** Effect of English Language Teaching competency of teachers with and without English qualification on Students’ Achievement in English

![Bar chart showing comparison of English language teaching competency effect on students' achievement](image)

**Interpretation:** It is found that $r_{12.3}(pbis) = 0.6693$ and $r_{13.2}(pbis) = 0.8364$. So, $r_{13.2}(pbis) > r_{12.3}(pbis)$. If $T$ be the Total Effect and $(T - X2) > (T - X3)$, then $X3 > X2$. Applying this principle it can be inferred that the effect of variable $X2$ (English language teaching competency of teachers with English qualification) on total effect is more than the effect of variable $X3$ (English language teaching competency of teachers without English qualification).

While testing the hypothesis H0:01 we have found that there is significant difference between teaching competency of teachers with and without English qualification. Teaching competency of teachers with English qualification has been found to be greater than that of that of teachers without English
qualification. The finding that the students’ achievement in English under teachers with English qualification is significantly higher than the students’ achievement in English under teachers without English qualification further strengthens the inference that there is significant effect teachers’ English qualification on their teaching language teaching competency and students’ achievement in English.

![Figure 11: Comparison of Students' achievement in English under teachers with and without English qualification](image)

While testing the hypothesis H0:3 we have found that the English language teaching competency of teachers with English qualification is more than that of English language teaching competency of the teachers without English qualification. This inference further reinforced by findings of effects of English language teaching competencies of teachers with and without English qualification. It strengthens the conclusion that specialization and content knowledge of English language have significant effect on achievement of students in English.
5.4.3.3 Interpretation of finding on hypothesis H0:10

**H0:10 is rejected i.e.** There is significant effect of teachers’ teaching competency on students’ achievement in English in secondary schools of Santal Pargana.

![Figure 12: Effect of Teachers' English Language Teaching Competency on Students' Achievement in English](image)

**Interpretation:** The teaching competency is the active and practical manifestation of parameters of teaching frameworks on various dimensions. It has direct and significant bearing upon the achievement of students. This finding confirms a particular dimension of teaching competency, i.e. English language teaching competency, in a particular educational segment i.e. Govt. Secondary schools of Santal Pargana that there is significant correlation and effect of English language teaching competency on achievement of students in English.

In the table below the achievement of students in English under teachers with high English language teaching competency (Mean = 33.70) is significantly higher than the achievement of students in English under teachers with low English language teaching competency (Mean = 16.54). It collaborates with the
finding that there is significant effect of teaching competency on students’ achievement in English.

Both the academic level achieved and the quality of the professional training received, contribute to the competence of a teacher. Researchers such as Kanu (1996), Châu (1996), Myint (1999) and Darling-Hammond (1999) refer to teacher competence when they stress that the quality of education depends on the quality of the teacher.

Châu (1996) maintains that the teacher’s level of competence is one of the factors that directly affect the quality of teaching. Research findings have revealed that most teachers had not received any specific professional training, which had an effect on the teaching and learning and thus on pupil performance.

5.4.4 Hypotheses under Objective 4

To study the attitude of teachers towards English language in secondary schools of Santal Pargana.
5.4.4.1 Interpretation of finding on hypothesis H0:11

**H0:11 is accepted i.e.** There is no significant difference between attitude towards English language of experienced and inexperienced teachers in secondary schools of Santal Pargana.

**Interpretation:** Attitudes are hard to change. Between teaching experience and attitude towards English language there is difference but the difference is not significant enough to conclude that experience causes attitudinal change in teachers. As the present study is made on the population of Govt Secondary schools, it can be said that teaching experience of the teachers in Govt Secondary schools of Santal Pargana has no significant correlation with their attitude towards English language.
5.4.4.2 Interpretation of finding on hypothesis H0:12

**H0:12 is accepted i.e.** There is no significant difference between attitude towards English language of rural and urban teachers in secondary schools of Santal Pargana.

**Interpretation:** The finding implies that there is no significant difference in the attitudes of teachers towards English language even across the geographical and demographical distributions. In spite of difference in the linguistic environment prevailing in the rural and urban schools, the attitude of teachers towards English language remains unaffected. The linguistic environment has little bearing upon attitude towards the language.

Secondly, it is found that the mean of the teachers of the rural area is 186.61 whereas the mean of the teachers of the urban area is 192.16. It implies that the teachers in the rural area are slightly less favourable attitude towards English language. The difference is not significant enough to conclude that they possess unfavourable attitude towards English compared to the teachers in the urban areas.
5.4.5 Hypotheses under Objective 5

To study the relationship between English language teaching competency of teachers and attitude of teachers towards English language in secondary schools of Santal Pargana.

5.4.5.1 Interpretation of finding on hypothesis H0:13

H0:13 is accepted i.e. There is no significant relationship between attitude of experienced teachers towards English language and English language teaching competency of experienced teachers in secondary schools of Santal Pargana.

**Interpretation:** Attitudes are hard to change but when it comes to teaching competency, they operate closely and contribute significantly, establishing a significant correlation with teaching experience. Experienced teachers’ attitude towards English language and their English language teaching competency have a significant correlation.
5.4.5.2 Interpretation of finding on hypothesis H0:14

H0:14 is accepted i.e. There is no significant relationship between attitude of inexperienced teachers towards English language and English language teaching competency of teachers in secondary schools of Santal Pargana

**Interpretation:** The correlation between attitude and teaching competency of inexperienced teachers is not significant at 05 level. It means that the correlation is not as widespread as the correlation between attitude and teaching competency of experienced teachers. It strengthens the inference that experience does contribute in establishing correlation between attitude and teaching competency. Being on the profession for long time and thus gaining experience develops teaching competency. Attitude towards English language and competency in teaching English, are significantly correlated. One component has bearing upon the other.
5.4.5.3 Interpretation of finding on hypothesis H0:15

**H0:15 is rejected i.e.** There is significant relationship between attitude of rural teachers towards English language and English language teaching competency of rural teachers in secondary schools of Santal Pargana.

**Interpretation:** The association of attitude and teaching competency is prominently manifested in the correlation between these two variables across a given geographical segment – rural. The significance of correlation at .05 as level supports the inference. The linguistic environment in the rural Govt. secondary schools in Santal Pargana may be linguistically deficient but the attitude of teachers towards English language and their English language teaching competency are closely associated. It further strengthens the finding that that the correlation between attitude towards English language and the teaching competency of teachers is not confined to the urban areas only. It is true for the teachers in the rural areas as well.
5.4.5.4 Interpretation of finding on hypothesis H0:16

**H0:16 is accepted i.e.** There is no significant relationship between attitude of urban teachers towards English language and English language teaching competency of urban teachers in secondary schools of Santal Pargana

**Interpretation:** The finding on this analysis is in contrast to the findings on hypothesis H0:15. The relationship between attitude of rural teachers towards English language and their English language teaching competency is significant. But the correlation between urban teachers’ attitude towards English and their English language teaching competency is not significant. These two findings have made the locational disparities in teaching English in rural and urban areas. The difference in the linguistic environment prevailing in the rural and urban schools and its bearing upon teachers’ attitude towards English language and English language teaching competency has been found to be different.
5.4.5.5 Interpretation of finding on hypothesis H0:17

H0:17 is accepted i.e. There is no significant relationship between attitude of teachers towards English language and teachers’ teaching competency in English of secondary schools in Santal pargana.

**Interpretation:** The attitude is the close associate of competence. It can be concluded from the significance of the correlation between attitude towards English language and English teaching competency of teachers in Govt. Secondary schools in Santal Pargana.

Taking the findings on Ho15 and Ho16 also, we can say that the association of attitude and teaching competency is prominently manifested in the correlation between these two variables across geographical distribution – rural and urban. The significance of correlations at .05 level supports the inference. The linguistic environment in the rural and urban area is significantly different but the attitude of teachers towards English language and their English language teaching competency are closely correlated.
5.4.6 Hypotheses under Objective 6

To study the effect of teachers’ attitude towards English language on achievement of secondary school students in English of Santal Pargana.

5.4.6.1 Interpretation of finding on hypothesis H0:18

H0:18 is rejected i.e. There is significant effect of experienced and inexperienced teachers’ attitude towards English language on achievement of students in English in schools of Santal Pargana.

**Figure 21: Effect of Attitude of Experienced and Inexperienced teachers towards English language on Achievement of Students in English**

<table>
<thead>
<tr>
<th>Correlation</th>
<th>Effect of Attitude of Experienced and Inexperienced teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.4955</td>
</tr>
<tr>
<td>2</td>
<td>0.3433</td>
</tr>
</tbody>
</table>

**Interpretation:** The high correlational values of r12(pbis) together with its positive forecasting efficiency implies that there is significant relationship between variable X1(Achievement of Students in English) and variable X2 (Attitude of experienced teachers towards English language)

The high correlational values of r13(pbis) together with its positive forecasting efficiency implies that there is significant relationship between variable X1(Achievement of Students in English) and variable X3 (Attitude of inexperienced teachers towards English language)
It is found that $r_{12.3}(\text{pbis}) = 1.5186$ and $r_{13.2}(\text{pbis}) = 1.5919$. So, $r_{13.2}(\text{pbis}) > r_{12.3}(\text{pbis})$.

If $T$ be the Total Effect and $(T - X_2) > (T - X_3)$, then $X_3 > X_2$. Applying this principle it can be inferred that the effect of variable $X_2$ (Attitude of experienced teachers towards English language) on total effect is more than the effect of variable $X_3$ (Attitude of inexperienced teachers towards English language).

While testing the hypothesis $H_0.11$ we have found that the Attitude towards English language of the experienced teachers is more than that of Attitude towards English language of the experienced teachers. This inference is further reinforced by findings of effects of attitudes of experienced and inexperienced teachers. It strengthens the conclusion that attitude of teachers towards English language and experience in teaching English have significant effect on achievement of students in English.

5.4.6.2 Interpretation of finding on hypothesis $H_0:19$

$H_0:19$ is rejected i.e. There is significant effect of attitude of teachers with English qualification and teachers without English qualification towards English language on achievement of students in English in schools of Santal Pargana.

![Figure 22: Effect of Attitude of teachers with and without English qualification towards English on Students' Achievement in English](image)
Interpretation: The high correlational values of $r_{12}(pbis)$ together with its positive forecasting efficiency implies that there is significant relationship between variable $X_1$ (Achievement of Students in English) and variable $X_2$ (Attitude of teachers with English qualification towards English language).

The high correlational values of $r_{13}(pbis)$ together with its positive forecasting efficiency implies that there is significant relationship between variable $X_1$ (Achievement of Students in English) and variable $X_3$ (Attitude of teachers without English qualification towards English language).

It is found that $r_{12.3}(pbis) = 1.0923$ and $r_{13.2}(pbis) = 1.0760$. So, $r_{13.2}(pbis) > r_{12.3}(pbis)$.

If $T$ be the Total Effect and $(T – X_2) > (T – X_3)$, then $X_3 > X_2$. Applying this principle it can be inferred that the effect of variable $X_2$ (Attitude of teachers with English qualification towards English language) on total effect is more than the effect of variable $X_3$ (Attitude of teachers without English qualification towards English language).

While testing the hypothesis $H_0:03$ we have found that the Attitude towards English language of teachers with English qualification is more than that of Attitude towards English language of teachers without English qualification. This inference is further reinforced by findings of effects of attitudes of teachers with and without English qualification. It strengthens the conclusion that attitude of teachers towards English language and qualification in English have significant effect on achievement of students in English.

5.4.6.3 Interpretation of finding on hypothesis $H_0:20$

$H_0:20$ is rejected i.e. There is significant effect of teachers’ attitude towards English language and Students’ achievement in English in secondary schools of Santal Pargana.
Interpretation: The attitude of teachers towards English language is an important factor for achievement of students in English. It has direct and significant bearing upon the achievement of students. This finding confirms a attitudinal dimension of teaching English, i.e. attitude of teachers towards English language, in a particular educational segment i.e. Govt. Secondary schools of Santal Pargana that there is significant correlation and effect of teachers’ attitude towards English language on achievement of students in English.

These findings can be further collaborated on the finding on comparative achievement of students under the teachers with highly favourable attitude towards English language and the students under teachers with less favourable attitude towards English language.
The finding that there is significant effect of teachers’ attitude towards English language on students’ achievement in English further supported by the finding that there is significant difference between the achievement of students in English under the teachers with highly favourable and less favourable attitude towards English language. The mean score of the students under teachers with highly favourable attitude towards English is 33.70 whereas the mean score of those under teachers with less favourable teachers is 16.54.

We have seen that there is high correlation between teachers’ attitude towards English language and their English language teaching competency. Furthermore, there is very significant effect of English teaching competency on achievement in English. In addition to that there is significant effect of teachers’ attitude towards the English language. Thus, it can be said that high level of English language teaching competency together with high favourable attitude towards English language produce high achievement in English.

Research in education reveals that teacher attitude refers to consistent tendency by the teacher to react in a particular way; often positively or negatively toward an academic matter (Eggen & Kauchak, 2001). Another study by Fazio & Roskes (1994) indicates that attitude possesses both cognitive and emotional
components which strongly influence the manner in which a teacher thinks and responses to specific experiences. In proceeding further with the analysis, Eggen & Kauchak (2001) found out that positive teachers’ attitudes are fundamental to effective teaching and students’ academic achievements. Another study by Brunning et al. (1999) indicated a number of elements that constitute teachers’ attitudes that will facilitate a caring and supportive classroom environment. These elements include caring, enthusiasm, teaching efficacy, democratic practices to promote students’ responsibility, effective use of lesson, constructive interaction with learners and high expectation to promote learners’ motivation. Further analysis in this study found out that these factors are associated with increase in students’ academic performances.

Teaching competency is a common concern for the cause of contemporary education. Beneath its simplistic framework is its operational complexity, involving the whole gamut of the teaching-learning process and the associated factors – inside the educational institutions and beyond them. It has, in spite of its inherent complexity, the sole objective of betterment of quality of education. The context and content education varies with the variation in the environment in and for which the education is meant for. The teaching competency of the teacher is put to test in meeting these challenges. It demands from them a constant upgradation in modes and modalities of teaching to keep pace with changing times. A lot is expected from them because the learners expect from them the best leaning inputs required for achievement of their aspirations in life. The teaching competency of the teacher is directly and closely associated with the achievement of students.

In *Competence and Performing in Language Teaching*, Jack C. Richards discusses what language teachers need to know and do to be effective classroom practitioners and language teaching professionals. By exploring the knowledge,
beliefs, and skills that exemplary language teachers consistently make use of – focussing on core dimensions of language teaching expertise and practice – he helps conceptualize the nature of competence, expertise, and professionalism in language teaching.

Secondly, flexibility in principles and practices is necessary. Rigidity in adhering to the principles and practices that do not fit in the contemporary educational system and have become irrelevant has to be either modified or excluded. Adherence to them may be counterproductive. Incorporation of new ideas is of paramount importance. The upgradation in teaching competency, thus, originates from the attitudinal flexibility in acceptance of new ideas and putting them in practice. If teaching competency is the operational dimension, attitude has catalytic affect on it. Together they culminate in the achievement of students, measured in the form of marks obtained in the Achievement tests.

Attitude is a complex psychological phenomenon perceptible in the individual’s reaction to the circumstances he is to act upon according to his predispositions. On this assumption the attitude of teachers can be understood in two ways: their attitude towards their profession and their attitude towards the subject he teaches, English in the case of present study. Investigation of the professional dimension of attitude of teachers has not been taken up in the present study. But the dimensions of their attitude towards English language have been investigated.

Perrenoud (1999) considers teacher’s pedagogic competence as his abilities and aptitudes to organise and animate learning situations, to manage the progression or continuation of learning, to implicate the learners in the learning process, to organise group work, to manage his personal continuous training and also, to inform and implicate parents in issues relating to their children’s education. In the context of this study, pedagogic competence involved the teacher’s mastery
of English language, his skills in lesson planning, lesson presentation and in evaluation.

Uche (2001) holds that classroom teaching requires effective demonstration of a repertoire of necessary skills, which invariably enable pupils to learn effectively. He defines a competent teacher as an effective facilitator who is fully prepared in his subject, has a broad general knowledge understands the role of the school in the society, holds an adequate concept of himself; understands basic principles of the learning process; demonstrates effective techniques of instructions; efficiently handles management of the classroom; possesses personal characteristics conducive to success in the classroom. Similarly, Henson (1974) in Uche (2001) also developed a list of components that includes both descriptions of a competent teacher and requisite skills. A close look at the two descriptions reveals that the qualities or characteristics of an effective teacher constitute the main components of pupils’ achievement levels. They identified skills that are closely related to what Esu (1987) in Uche (2001) suggested as the necessary and essential skills for effective teaching in any country. These skills range from the presentation skills (knowledge of the subject matter), technical skills, managerial skills, communication skills to evaluate or questioning skills. It is therefore apparent that the demonstration of these skills significantly contribute to make one a competent teacher.

The increasing number of English language learners in schools today is presenting significant challenges for educators who are stressed by the everyday demands of teaching. Mainstream teachers are finding themselves responsible for the inclusion of ELLs whose linguistic backgrounds are very different from their own (Taylor & Sobel, 2001; Youngs & Youngs, 2001). The demands of teaching vary among individuals, however for many teachers the demands may include teaching in classrooms with large numbers of students, having limited
resources and materials, and coping with discipline problems (Markham, Green, & Ross, 1996). To add to the stress, there is increased pressure from state and federal mandates to prepare students for standardized testing who are not yet proficient in English. With the number of ELLs entering school expected to rise, educating a changing student population continues to be one of the most critical issues facing educators (Nieto, 2000).

With a changing student population, teachers must be accountable for what occurs in the classroom. In fact, 78% of academic achievement has been traced to the quality of interaction between the teacher and the student (Good, Grumley, & Roy, 2003). Caine and Caine (1994) also suggested that the teacher in the classroom significantly affects learning. This is further supported by Larke (1990) who reported that a high correlation exists among educators’ attitudes, beliefs, and behavior toward students of other cultures and their academic performance. Therefore, an exploration of teacher attitudes was conducted, as attitudes toward students are central to student success.

Throughout the country, states have accountability measures in place to determine the level at which students should achieve. Student achievement is then gauged against state standards to ensure students are performing comparably to other students in the same grade level and subject area.

To meet individual student needs, instructional strategies are often used as a way to allow students to access the curriculum. Teachers face incredible challenges when educating students with the strict requirements handed down by federal and state mandates. To ensure that students learn, teachers must implement instructional strategies that address the needs of diverse learners. According to Darling-Hammond (2000), teachers who are able to use a variety
of teaching strategies and an array of interaction styles, rather than a single approach, are more successful in working with ELL students.

Equally important are those who can adjust their teaching to fit the needs of diverse students and understand the effect of appropriate instructional goals, topics, and methods. Currently, the educational strategies practiced in schools are based upon the dominant culture’s values and beliefs and are reflected in materials and curriculum used in schools (Garcia-Nevarez, Stafford, & Arias, 2005). Approximately 10% of ELL students are exposed to appropriate instructional practices in the classroom to help them overcome their language struggles and reading deficiencies (Viadero). For this reason, implementing instructional strategies is necessary for the success of ELL students.

Equally important to modifying the lesson is simplifying the lesson by using vocabulary with which the student is familiar. Simplifying the content is a means for implementing grade level content material in such a way that ELL students will understand. Some ELL students have a limited vocabulary and to encourage student participation, the teacher should provide direct vocabulary instruction so students are more likely to understand the academic content taught in the classroom. Moreover, it is advisable for teachers to avoid correcting grammatical errors publicly in front of the other students to avoid embarrassment on the part of the student. To avoid such embarrassing situations, teachers should encourage students to speak up within small groups or with partners to gain comprehension and confidence (Romijin & Seely, 1983).

Understandably, these English learners are caught between two languages and cultures, and teachers must therefore encourage their students to take risks to familiarize themselves with the school culture and how it works. Similarly,
Carr, Buchanan, Wentz, Weiss, and Brant, (2001) indicated the importance of teaching to the student’s level of vocabulary knowledge through simplifying the content and developing assignments at the student’s level of understanding. They emphasized the use of picture books as a way to increase student learning. To simplify new material and facilitate student learning, picture books can be used to introduce new information. Picture books inherently scaffold material, which increases background knowledge and broadens the student’s understanding of the content. According to Bennett (2009), teachers reported that using picture book read alouds increased the connections that were made to content material, while supporting the introduction of new subject matter. By doing this, teachers should not be seen as lowering student expectations which would negatively impact the entire classroom environment and how the teachers perceive their students (Cazden, 1988).

To enhance the educational experience of an ELL student and his or her peers, a teacher should utilize the native language of the ELL student since, like all students, their language is part of their cultural identity. Cummins (2001) emphasized that, “To reject a child’s language in the school is to reject the child” (p. 19). Allowing ELL students to speak their native language can be used as a learning experience for students who speak only English, while providing ELL students with an opportunity to demonstrate their ability to speak a different language. Often times, this gives ELL students a sense of confidence they might not feel when trying to communicate in English. Research has shown that proficiency in the first language is positively related to proficiency in the second language (Cazden, 1988; Cummins, 2000a; Cummins, 2000b). Accordingly, the use of a student’s home language in the classroom affirms the identity of language minority students while reducing linguistic barriers.
The level of students’ achievement in English, as found in the study, is far from satisfactory. They are agonizingly low. The levels, along different segments, are indicative of the poor English education in the Govt. Secondary schools. It not only confirms the common perception but also students’ performance in English in the State Board examinations held by the Jharkhand Academic Council.

There are many factors responsible for such low level of students’ achievement. Identification of those factors may a matter of investigation for further studies. But for the present it would suffice to say that the as far as teaching and learning of English in the Govt. Secondary schools is concerned, is of grave concern for all the stakeholders in the educational process. Notwithstanding poor level of achievement, the analyses can be carried further to find the achievements on different parameters and segments.

The comparison of average scores of girls and boys gives us the emerging trend in achievement of girls and boys in the Govt. Secondary schools. Girls have performed better than the boys in all the respective segments: rural girls have done better than the rural boys and urban girls have done better than the urban boys. Also, overall performance of girls is better than that of boys. However, the performance of urban girls and boys is better than those in rural segments. This can be the effect of richer linguistic environment and better socio-economic conditions in the urban areas compared to that in the rural areas.

The influence of the family educational climate is defined by the amount and style of help that children receive from the family. This is determined by elements of the family context, like the dynamic communication and affective relationship, attitude towards values, expectations etc. Marchesi and Marin (2002) found that parental expectations have a notable influence on academic results, even when controlling for initial knowledge and socio-economic context. Castejon and Perez (1998) found indirect relationships with
performance from the student’s perception of how much importance his or her parents assign to study at home. Thus, the parental education is an important factor in determining the academic achievement of students.

In learning a language, and more especially learning a foreign language such as English, the linguistic climate in the family is even more important. The linguistic inputs gained at school are either further reinforced or are weakened by the linguistic environment at home. Secondly, English has become the language of aspiration. The parental education and their perception of the language influence the learner’s achievement in English.

The influence of the social class is mediated by cultural level which in turn determines family expectations, values and attitudes towards education. The most influential family components are not socio-cultural or economic but rather those pertaining to the affective or psychological dimensions, that is, through good academic preparation in the parents, especially the mother, and a positive cultural environment, favour scholastic performance.

With regard to the social class, it is generally believed that upper class students show a better use of metacognitive strategies than those of a lower social class. Two factors affect the achievement of the underprivileged: Level of motivation and self-concept. Sense of marginalization lowers the level of motivation. It can be overcome is only through persistent and prolonged support. The sustained supportive mechanism of inclusive education minimizes or even eliminates the stigma and negative effects of marginalization.

Self-concept results from the learner’s internalization of his social image. It is developed from different interactions with the social context and agents, great importance assigned to acceptance or rejection from others. For Sanchez (2000) academic self-concept is at the base of future school success or failure, having
been formed in early childhood education, from per contact and teacher attitude and expectations.

Though the level of achievement of General students is higher, the gap between is narrowing. The Govt. educational policies and initiatives have brought about a positive change. It need be reminded, however, that the present study was conducted in the Govt. Secondary schools. So the inferences can be made within the limitation of the population under Govt. Secondary schools. A comparative study with the achievement of students of private schools in English would be more confirmative and conclusive. Nonetheless, within the limitation the findings are quite revealing and relevant to the present status of teachers’ English language teaching competency and the level of students’ achievement in English.