## CHAPTER VI

MAJOR FINDINGS, INTERPRETATIONS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

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CHAPTER VI

MAJOR FINDINGS, INTERPRETATIONS, IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

The findings of the present study are presented under three sections namely Part I, Part II and Part III. Part I deals with the findings related to classified data. Part II gives the findings related to teacher influence over student language attainment and Part III deals with findings related to the personality characteristics of the teachers.

6. MAJOR FINDINGS:

PART I

The findings obtained from the classified data are presented under the following two sections:

SECTION I

6.1. Findings related to E.L.T. Competence of secondary school teachers:

1. The status of English Language Teaching in the secondary schools in Nellai Kattabomman district is not satisfactory because the teachers teaching English to Secondary students are found to be not so competent in teaching the language.

2. The language mastery of teachers teaching English to secondary students is found to be not so good, because oral
competence of teachers teaching English is neither good nor poor; reading competence is found to be poor; and writing competence seems to be somewhat poor. In short the language mastery of teachers teaching English in terms of its components is not so good.

3. The procedural competence of teachers teaching English to secondary students is not so good. Teachers teaching English to Secondary students are found to be not so good in procedural competence in terms of its components, motivation, presentation, practice, production, evaluation and assignment.

4. Teachers teaching English to secondary students are not found to possess the essential strategic competence. Teachers teaching English are not competent enough to make use of audio-visual and improvised aids and correlation techniques. They are somewhat poor in using the target language and somewhat good in making use of black board and error treatment. However they are found to be strong in questioning.
THE FOLLOWING ARE THE FINDINGS OBTAINED ON TEACHER COMPETENCE FROM THE CONTEXT OF BACKGROUND CHARACTERISTICS:

5. Teachers working in semi urban schools are found to be competent in English Language Teaching. All the other categories (male, female, upto 39 years of age, above 40 years of age, below 9 years of experience, above 10 years of experience, government, aided, rural and urban teachers) are found to be not so competent.

6. Teachers working in aided schools and in the schools in semi urban area are found to possess good language mastery. Female teachers and teachers above 40 years of age seem to possess somewhat good mastery. All the other categories of teachers seem to possess poor language mastery.

7. In oral competence, the aided school teachers, teachers in semi urban schools, female teachers, teachers above 40 years of age, and teachers above 10 years of experience are found to be good. All the other categories of teachers are not so competent in oral competence.

8. Only teachers in semi urban schools are found to be good in reading competence. Female teachers
seem to be somewhat competent. All the other categories of teachers are not so good in reading competence.

9. Teachers in semi urban schools and in aided schools are found to be good in writing competence. Female teachers and teachers with more than 10 years of experience are found to be somewhat good. All the other categories of teachers are not so competent in writing.

10. Rural school teachers and government school teachers seem to have no procedural competence. Female teachers and teachers with more than 10 years of experience are found to be somewhat good. All the other categories of teachers are not so competent in following procedure.

11. Male teachers do not have competence to motivate the students. Teachers with less than 9 years of experience, government school teachers, urban and rural school teachers are somewhat competent to motivate the students.

12. Teachers of all categories: Male/female, teachers upto 39/above 40 years of age, experience upto 9 years/above 10 years, govt. /aided schools, rural/urban/semi urban
schools, lack competence to present the language to secondary class students.

13. Irrespective of gender, age, experience, type of school and locality, teachers seem to be not so competent in giving language practice to students.

14. Teachers with less than 9 years of experience, and semi urban school teachers are found to be somewhat competent to promote language production in their students. All the other categories of teachers are not so competent.

15. Aided school teachers alone are found to have evaluation competence. Female teachers seem to be somewhat competent. All the other categories of teachers seem to be less competent in this regard.

16. In giving assignment, only aided school teachers, and semi urban school teachers are competent. Other categories of teachers are found to be not so competent in giving assignment.

17. Semi urban school teachers dominate others in their strategic competence. Female teachers are somewhat competent. All the other categories of teachers are not so competent in adopting teaching strategies.
18. Questioning competence is found in all the categories of teachers excepting Government and urban school teachers.

19. Teachers with more than 10 years of experience are found to have competence in using A.V. apparatus and improvised aids. All the other categories of teachers lack this competence.

20. Female teachers, teachers below 39 years of age, teachers with less than 9 years of experience, aided school teachers, urban and semi urban school teachers seem to have competence to use the target language. Other categories of teachers seem to be less competent in this regard.

21. Female teachers, teachers with less than 9 years of experience, government school teachers, rural and urban school teachers seem to lack competence to use blackboard. On considering the age the categories of teachers below 39 years, as well as above 40 years seem to have the competence to use blackboard.

22. Male teachers and semi urban school teachers are competent in making use of correlation technique. All the other categories of teachers are found to be not so competent in using correlation.
23. Only from the context of locality (rural, urban and semi-urban) teachers seem to lack competence in error treatment. Other categories of teachers seem to possess this competence.

SECTION - II

6.2. FINDINGS RELATED TO STUDENTS' LANGUAGE ATTAINMENT:

24. Students studying in secondary classes are found to have poor attainment in English Language.

25. Students of secondary classes are found to have very poor attainment in aural-oral, reading comprehension, and writing skills.

26. Students of secondary classes are found to have very poor attainment in following instruction and distinct productions the components of aural-oral skills. They are found to be somewhat good in locating information, a component of reading comprehension skill. They seem to have good language attainment in terms of using appropriate grammatical construction, a component of writing skill. In all other sub-skills they are found to be poor.
27. Teachers' teaching competence is found to have a good impact over the English language attainment of the students of secondary classes.

28. Students of competent teachers are found to be good in their language attainment with regard to the following dimensions - aural-oral, reading comprehension, and writing skills.

29. Students of competent teachers are found to have good language attainment with regard to all the components of all the three dimensions.

Aural-oral
1. Following instruction
2. Distinct production

Reading comprehension
1. Guessing the meaning of new words
2. Locating information

Writing skill
1. Using appropriate words
2. Using appropriate grammatical structures

PART - II

6.3. FINDINGS RELATED TO TEACHER INFLUENCE OVER STUDENTS' LANGUAGE ATTAINMENT

30. The English Language attainment of the students of secondary classes is found to be significantly influenced by the English Language teaching competence of the teachers.
31. Teachers' English Language teaching competence is significantly found to influence the aural-oral attainment of secondary class students.

32. Teacher's English Language teaching competence is significantly found to influence the attainment of reading comprehension skills of secondary class students.

33. Teachers' English language teaching competence is significantly found to influence the writing attainment of secondary class students.

34. Teachers’ English Language teaching competence is found to be significantly associated with their gender. Female teachers are found to be more competent than their male counterparts.

35. Teachers’ English Language teaching competence is not found to be significantly associated with their age. However Teachers’ in the age group 40 years and above seem to show a slightly better teaching competence than their counterparts in the younger age group.

36. Teachers’ English Language teaching competence is not found to be significantly associated with their length of experience. Both Teachers with more than 10 years of experience and less than 9 years fare equally.
37. Teachers' English Language teaching competence is found to be significantly associated with their type of school. Aided school teachers do better when compared to Govt. School Teachers in language teaching.

38. Teachers' English Language teaching competence is found to be significantly associated with their locality. Rural school Teachers' severely lack language teaching competence. Urban school teachers are not so competent. However semiurban school teachers are found to be quite competent to teach.

39. Teachers' English Language mastery is found to be significantly correlated with the English Language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

40. Teachers' procedural competence is found to be significantly correlated with the English language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

41. Teachers' strategic competence is found to be significantly correlated with the English language attainment of
the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

42. Competent Teachers' English language mastery is not found to be significantly correlated with the English language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

43. Competent teachers' procedural competence is found to be significantly correlated with the English language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

44. Competent teachers' strategic competence is found to be significantly correlated with the English language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

45. Less Competent teachers' English Language mastery is not found to be significantly correlated with the language attainment of the students of secondary classes with regard
to aural-oral skills, reading comprehension skills, and writing skills.

46. Less Competent teachers' procedural competence is found to be significantly correlated with the language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

47. Less Competent teachers' strategic competence is not found to be significantly correlated with the language attainment of the students of secondary classes with regard to aural-oral skills, reading comprehension skills, and writing skills.

PART - III

6.4. FINDINGS RELATED TO THE PERSONALITY CHARACTERISTICS OF THE TEACHERS:

48. In the case of competent teachers, personality factors like reserved, sentimental, and conservative are predominant. Factors like group dependency and confidence are dominant in both competent and less competent teachers.

6.5. INTERPRETATIONS:

Interpretation of the findings is an important part of a research project. Bump and Wren Mccaskill (1994) observe that effective remediation is based upon accurate diagnosis. The
present study and the studies related have set the grounds for diagnosis. Proper diagnosis is made possible with the following interpretations.

The findings that the teaching of English in the secondary schools in Nellai Kattabomman district is not satisfactory due to teachers' incompetence to teach the language is quite discouraging. As early as in 1972, Dr. Rajagopalan had reported the same finding. The investigator expected improvement in the teaching of English language with the introduction of New Education Policy (1980) and simultaneous introduction of revamped curriculum. But the alarming situation prevails even after 25 years. Sharma A.K. (1985) and Sharma R.K. (1986) established the same notion. Battacharjee (1994) found English Language teaching to be between poor and satisfactory. Teachers have failed to understand the objectives of teaching English and current trends in language teaching. They still drink from the stagnant pool. The following may be the reason for this state of affairs. Nowadays teachers enjoy full job security. Therefore they do not bother about professional enrichment. It may be the reason for their narrowed aim of teaching to produce good results. Hence they prepare the students only to take the examination. Impartment of language skills are
overlooked. Such a prolonged disposition on the part of the teachers have led
to the loss of values. Once people proudly talked about teachers' noble
characteristics. But today teachers are criticised for their insincerity and lack
of proper teacher behaviour. This in turn has affected the entire scene of
language teaching and learning.

The language mastery of the language teachers as it is found from
the study, is not good. It shows the alarming status of English Language
Teaching in the schools in Nellai Kattabomman District. Language mastery is
a prerequisite of a language teacher. If one fails in this, he/she can't have a
moral right to continue as a language teacher. Furthermore in term of its
components, as given in the table below, language mastery is not found to be
good.

TABLE 1

<table>
<thead>
<tr>
<th>Component</th>
<th>Graded Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral</td>
<td>Neither good nor poor</td>
</tr>
<tr>
<td>Reading</td>
<td>Poor</td>
</tr>
<tr>
<td>Writing</td>
<td>Some what poor</td>
</tr>
</tbody>
</table>

The fact deduced from table weilds a coupe de grace to all those
who may expect something substantial in the learning out come in the
students with regard to their acquisition of L2.

Frankly speaking the investigation about language mastery
revolves around only the mechanical aspects of language skills. Intellectual
aspects of reading and writing and other intricasies of the language English
are deliberately kept out of investigation due to their complexity and the difficulty in the preparation of suitable instruments for their assessment.

Therefore the noted deficiency on the part of the English teachers in mastering even the mechanical aspects of a language is really a painful outcome.

However it may be inferred that teachers do not have genuine interest to increase their language mastery. It may be seen from the journals and magazines they buy. Most of the teachers do not buy English magazines or English newspapers. The leading newspaper 'The Hindu', realizing the importance of English language publishes a topic 'know your English' every Tuesday. But it is doubtful how many language teachers are aware of it and go through it. Even English teachers do not talk in English. They feel shy of it. They do not take pains to read English books. They don't contribute articles to magazines or publish articles. Conferences, seminars, symposiums and language workshops look strange to language teachers. That is why Widdowson (1992) rightly demands the teachers to be vigilant about the standards of the profession.

The teachers teaching English language to secondary school students are found to be not so good in procedural
competence. They lack the competence to motivate the students. Motivation is important in language learning. Well begun is half done. The findings of Patsy Light Brown and Nina Spada (1993) are in agreement with this. Kopar (1970) establishes the relationship between reading comprehension and academic motivation. Marbelle R. (1995) finds motivational factor to have greater influence on language competence. Zhang Wenpeng (1995) perceives a more close relation between motivation potency and self rated language achievement. If a learner is not motivated, the comprehending input will not reach those parts of the brain responsible for acquisition. The findings of Walia A (1981) reaffirms the findings that the lack of teaching competence is due to teachers lack of knowledge of motivational techniques. The very concept motivation is ignored by most of the teachers because it calls for prior preparation. Therefore most of the teachers consider it to be a burden.

Competence to give practice to students is not seen in most of the language teachers. To give practice to students, teacher must be resourceful. He must be aware of the types of drills suitable for his students and also be conversant with language games and play techniques. In fact he must prepare himself in advance. Practice must be eventually based on the
language learnt. Teachers do not take efforts to give practice on the right lines. Also they seem to lack essential ability for this task.

The teacher must enable the students to produce what they have learnt. The end justifies the means. It is sad but true that students lack production competence. The procedure adopted by the teachers does not enable the student to produce what is expected of them. Our present examination system may be one of the reasons for this lack of production skill. It tests only rote memory. Lack of motivation on the part of students coupled with teachers' incompetence in this regard may be responsible for such a poor use of the target language.

The present study also indicates that English teachers lack evaluation competence. Evaluation enables the teachers to ascertain his success or failure in attaining the teaching objectives. Bruff, Allen Blare (1994) showed the relationship between teacher evaluation procedure, and student's performance. Still most of the teachers are teaching about the language and not the language. Hence they are in a dilemma what is to evaluate and how to evaluate. Tony Wright (1987) observes that if language teaching is to be genuinely a
professional enterprise, it requires continual experimentation and evaluation on the part of practitioners.

Follow up for the lessons taught in the class room is a must. A competent teacher gives assignment to ascertain degree of understanding of the new concepts learnt in the class room. Kamalesh Chaudhary (1990) considers home assignment as a necessary correlate of pupils' achievement. Passi B.K. and Sharma S.K. (1982) place the competence to give assignment as the first component of successful teaching. Teachers teaching English in secondary schools of Nellai Kattabomman district lack this competence. In order to give assignment, teachers must be imaginative and active. It needs in fact, systematic planning. Fearing the work load it seems some of the able teachers do not give assignments. However, most of the teachers do not seem to consider assignment as an essential part of the teaching - learning process.

The present study also indicates that teachers do not possess the essential strategic competence. The table given below clearly shows the strategic competence in which the teachers are weak.
TABLE 2

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Components</th>
<th>Graded Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Use of improvised aids</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>Correlating technique</td>
<td>Poor</td>
</tr>
<tr>
<td>3</td>
<td>Using target language</td>
<td>Some what poor</td>
</tr>
<tr>
<td>4</td>
<td>Blackboard use.</td>
<td>Some what good</td>
</tr>
<tr>
<td>5</td>
<td>Error treatment</td>
<td>Some what good</td>
</tr>
<tr>
<td>6</td>
<td>Questioning</td>
<td>Good</td>
</tr>
</tbody>
</table>

Teachers seem to be competent only in questioning. They are poor in using improvised aids and correlation technique. They are somewhat competent in using the target language, blackboard and treating the errors of students.

The use of aids in language classes is one of the characteristics of an effective foreign language teaching. The present study indicates that teachers are not competent in using improvised aids. Lack of training in improvisation may be the reason for this. Another notion among language teachers, is that language can be taught without aids. Thus language classes are rendered quite ineffective.

Correlation is another essential characteristic of language teaching. A competent teacher correlates with other language forms, students' classrooms experiences, experiences outside the classroom, etc. This widens the horizons of language learning. It is inferred from the study that language teachers of secondary classes are not competent to correlate. Only wide reading enable one to correlate with other subjects and language forms. Moreover lack
of library facilities may be a hurdle for better reading habits. The not so impressive socio-economic status of the present day teachers may also hamper their avidity in this direction.

The present study indicates that the secondary school language teachers are somewhat poor in using the target language. Eledge and Jean Honaker (1995) recommend the use of the spoken target language in meaningful communication as one of the 19 characteristics of effective modern foreign language lesson. Misra J.N. (1968) observes that more than 50% of teachers preferred to use translation method. The reasons for this state of affairs are mainly two. (i) Teachers' poor language mastery. (ii) Faulty examination system which gives only little importance to around development in language skills. Balasubramanian T. (1992) comments that ineffective teaching results in ineffective users of English. Some of these ineffective users of English in turn become teachers of English and so the vicious circle continues.

Peter Hubbard et. al. (1986) lament saying that many teachers are reluctant to try their hands at blackboard drawing saying that they can't draw, often without ever having tried. The present study indicates that language teachers are somewhat good in using blackboard. They use blackboard mainly
to write synonyms, explanations, structure drills, and pattern practice. Blackboard drawing is rather very much less. Match Stick drawings evoke expected responses from the students. Teachers' inadequate training in making use of stick figures may be the reason for this problem.

Error treatment refers to the handling of errors concurrent with their appearance in learners' language. Corder (1967) in his study distinguishes mistakes from errors and opines that learners should be encouraged to correct their own mistakes. Burt and Kiparsky (1974) distinguished global and local errors. James (1974) developed error gravity. Thus error treatment has been in a pivotal position since sixties. As per the present study, our teachers are somewhat good in error treatment. They still have faith only on immediate treatment. The teachers are not aware of the latest development in language teaching. They don't know that the emphasis has been shifted from 'English' the subject to 'John' the learner. Now it is learner centred approach. The latest 'maxim' in treating the language error is 'error is not an error'. It is felt that any kind of correction will hamper students' language attainment. So linguists recommend students own correction. Teachers fail to realize that the latest objective of teaching the language is for communication. Constant and rule
oriented error treatment may play a havoc in language skills development.

Chaudhari K. (1990) finds significant (.05 level) correlation between pupil achievement and structuring questions. A competent teacher must be competent in questioning technique. The present study indicates that our teachers are strong in questioning. This is a most welcome trend. Nunon(1987) and Long et.al. (1984) reported on the use of referential questions in a communicative language lesson. Normally our teachers make use of questions which demand literal understanding. Critical and referential type of questions lead to better outcomes. Teachers are not aware of the uses of different type of questions. Teachers are worried about the content of the lessons taught and not the language skills expected to be developed through that lesson. Therefore they rely more on factual questions with, what, when, where formation. Questions such as yes or no type, true or false and questions beginning with why and how are not very much frequently used. Peter Hubbard et.al. (1986) opine that the teachers should be aware of some of the theoretical principles which lie behind every question in foreign language teaching for their effective teaching.
6.5.1. LANGUAGE TEACHING COMPETENCE IN GENERAL:

From the present study it is inferred that only semi urban school teachers possess good teaching competence. All the other categories of teachers male and female, upto 39 years of age and above 40 years of age, with less than 9 years of experience and more than 10 years of experience, government and aided school teachers, rural and urban school teachers are found to be not so competent. Semi urban schools contain students of mixed abilities. They may be half rural and half urban. Teachers have to cater to the needs of these varying abilities. So they seem to be careful in structuring their teaching. In urban areas, parents depend more on tuition masters than on teachers. In rural areas parents do not question the competence of teachers; whereas in semi-urban areas the mixed groups expect something better from the teachers. So the teachers seem to be pressurized by the community to equip themselves to their expectations. Pachauri (1983) found female teachers more proficient in teaching than male teachers. Chaudhari (1990) found the demographic variable, age of the teacher has been found to have impact on the teaching competence. Sex of the teacher and educational qualifications have yielded inconclusive results. Triwichitkasem (1994) finds relationship between EFL teachers personal stage of concern and
the three (Listening, Writing, Speaking) components of English proficiency. Narder Trivedi (1971) considered the following factors as essential for effective teaching: Use of teaching aids, motivation, impressive speech of the teacher, use of more than one method, and reasonable assignment.

Male teachers, teachers below 39 years of age, teachers irrespective of their length of service, government school teachers, teachers of rural and urban locality lack language mastery. Only female teachers, aided school teachers, teachers above 40 years of age, and semi urban school teachers are somewhat competent. Female teachers seem to have an innate urge to excel in teaching. Hence they surpass males in language mastery. Aided school teachers' environment warrants better calibre. Experienced teachers gain through experience. Semi urban school teachers, in order to face the community in which they are living try to master the second language amidst impediments. Others seem to go along with their language and techniques without bothering about their effectiveness.
6.5.2. LANGUAGE MASTERY IN TERMS OF ITS COMPONENTS
WITH REGARD TO BACKGROUND FACTORS

Oral competence dominates in aided school teachers and semi urban school teachers. Aided school teachers have better chances for oral skill improvement. Most of the aided school managements encourage students and teachers to talk in English within the campus. Conversation in English may imbibe in them a spirit of superiority. This necessitates the teachers to improve their oral skill. Semi urban teachers seem to fair well in oral competence because of their involvement in teaching English. Female teachers, teachers above 40 years of age, and teachers with more than 10 years of experience are somewhat good in their oral competence. Female teachers seem to strive to attain perfections in their work. Male teachers do not seem to give importance for higher level attainments. In otherwords, they are satisfied with what they know. Aged and experienced teachers excel, because of their good maturity. All the other categories of teachers are somewhat poor. They don't seem to aspire for improvement.
LANGUAGE MASTERY IN TERMS OF ITS COMPONENTS WITH REGARD TO BACKGROUND CHARACTERISTICS

<table>
<thead>
<tr>
<th>Some-what Good</th>
<th>S.W.G.</th>
<th>Some-what Poor</th>
<th>S.W.P.</th>
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<tr>
<td>Not so good</td>
<td>N.S.G.</td>
<td>Not so poor</td>
<td>N.S.P.</td>
</tr>
<tr>
<td>Good</td>
<td>G</td>
<td>Poor</td>
<td>P</td>
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CHART V

<table>
<thead>
<tr>
<th>Component</th>
<th>Gender</th>
<th>Age</th>
<th>Experience</th>
<th>Type of School</th>
<th>Locality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Upto 39 Years</td>
<td>Above 40 Years</td>
<td>Upto 9 years</td>
</tr>
<tr>
<td>Oral Competence</td>
<td>SWP</td>
<td>SWG</td>
<td>SWP</td>
<td>SWG</td>
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<tr>
<td>Reading Competence</td>
<td>NSG</td>
<td>SWG</td>
<td>NSG</td>
<td>NSG</td>
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<tr>
<td>Writing Competence</td>
<td>SWP</td>
<td>SWG</td>
<td>SWP</td>
<td>SWP</td>
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</tr>
</tbody>
</table>
Moreover urban school teachers are alone found to be competent in reading. Female teachers are somewhat good, whereas all the other categories of teachers lack this competence. As we saw earlier the semi urban school teachers are forced to enrich their skills because of the prevailing environment. Female teachers try to attain this competence, but it seems, due to nonavailability of time and other facilities they seem to fail in their attempt. Reading is an important skill which leads to better writing and better speaking.

From the present study one can predict that aided School teachers and semi urban school teachers are good in writing. Krashen (1987) lists creative writing as one of the aspects which helps students boost their self confidence. Heaton J.B. (1988) opines that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgement elements. Stephen Krashan (1989) while stressing the importance of writing says that writing may be the most effective way of generating new ideas and solving problems. Most of the teachers do not have this competence because of their inability to master the language. Unlike other skills it needs some special effort for improvement. Practice is a must. Teachers do not have
confidence in their own writing. Semi urban school teachers and
aided school teachers face this challenge with open heart. They
seem to have mastered the mechanics of writing to a fuller
extent. Female teachers and teachers with more than 10 years of
experience are found to be somewhat good in writing skill.

6.5.3. PROCEDURAL COMPETENCE IN TERMS OF ITS COMPONENTS
WITH REGARD TO BACKGROUND FACTORS.

The present study indicates that teachers do not
have procedural competence. Female teachers and teachers with
more than 10 years of experience are somewhat good in
procedural competence. While female teachers adopt a procedure,
of their own, male teachers do not give premium to procedure.
Teachers above 10 years of experience are somewhat good because
of their experience. Experience is a good master. As years pass by
this kind of procedural teaching may set in the teachers.
Government school teachers are poor in procedural competence.
It may be due to supervisory authorities' undue attention to the
end products and not the means. So these teachers try to mould
the students without following a suitable procedure. Lack of
proper training in procedure may be the reason for such a
situation in the case of most of the teachers.
### PROCEDURAL COMPETENCE IN TERMS OF ITS COMPONENTS WITH REGARD TO BACKGROUND FACTORS

<table>
<thead>
<tr>
<th>Component</th>
<th>Gender</th>
<th>Age</th>
<th>Experience</th>
<th>Type of School</th>
<th>Locality</th>
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<tr>
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<td>Female</td>
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<td>Upto 9 years</td>
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<td></td>
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<td></td>
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<td>SWP</td>
<td>SWG</td>
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<td>SWP</td>
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<td>SWG</td>
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<td>P</td>
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<td>SWP</td>
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<td>SWP</td>
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<td>SWP</td>
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<td>SWP</td>
<td>NSP</td>
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<td>NSG</td>
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<td>NSG</td>
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<td></td>
<td></td>
<td>SWG</td>
<td>SWG</td>
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</tbody>
</table>

**CHART VI**
None of the teachers is found to be fully competent to motivate the students. Teachers with less than 9 years of experience, government school teachers, rural and urban school teachers are somewhat competent in motivating the students. Teachers with less than 9 years of service do so as they are newly trained. Government school teachers and rural school teachers try their hands in motivation because they cannot start the lesson without motivation, as the students of these schools hail from the lower strata of the society, quite unaware of the academic works and their practices. It is a pity that male teachers as a category seem to just indulge in translation without motivating the students.

Presentation is one of the important components of procedural competence. All the categories of teachers are found to be poor in this aspect. Most of the teachers fail to understand the need for proper presentation of a particular lesson or poem. Once the objectives are not clear, presentation will suffer. One cannot thrust languages in to the minds of the learners forcibly. It may be concluded that many of the teachers fail to give importance to affective aspects at the time of teaching.

Practice is the pivot around which and about which the language lesson revolves. Practice alone confirms
understanding and language outcomes. Brain pattern is formed only by giving practice. It assists retention. This in turn leads to better acquisition. However teachers of all categories are found to neglect this unique aspect of teaching. They do not seem to give practice for want of time or ignorance of its importance as an aid to learning. Truly speaking, all teachers need orientation in this regard.

It is inferred from the study that production ability is not upto the expectation. Only teachers below 9 years experience and semi urban school teachers try to attain what is unattainable to others. Their sincere aspiration is rewarded. Others are not so good as far as production competence is concerned.

Excepting aided school teachers all the other teachers are poor in evaluation skill. Any work will be incomplete without evaluation. This is a sorry state of affairs. Evaluation alone tells the teacher how far he is from the objective. If evaluation is absent, attainment of objective, cannot be ascertained. Aided school teachers seem to be competent in evaluation. Evaluation provides necessary satisfaction. Aided school teachers seem to work with an aim. This finding clearly
brings out the prevailing trend in language teaching in the schools of different categories.

Assignment reinforces what is learnt earlier. The study indicates that aided school teachers and semi urban school teachers are competent in giving assignment. This finding confirms the earlier findings about aided school teachers and semi urban school teachers. These two school teachers can be compared to the cuckoo birds, proclaiming the arrival of spring season. Assignment foresees preparation on the part of teachers. Again it warrants correction of the completed works. Most of the teachers consider this a burden. So they are reluctant in giving assignments.

6.5.4. STRATEGIC COMPETENCE IN TERMS OF ITS' COMPONENTS WITH REGARD TO BACKGROUND FACTORS

Only semi urban school teachers have strategic competence. A competent teacher makes use of different strategies to achieve his goal. Semi urban school teachers use different strategies to impart language skills. All the other categories of teachers seem to be somewhat competent. A little more effort on the side of other categories of teachers will raise their strategic competence. Ignorance of some of the strategies may be a reason for lack of this competence.
STRATEGIC COMPETENCE IN TERMS OF ITS COMPONENTS WITH REGARD TO
BACKGROUND FACTORS

Some-what Good - S.W.G.  Some-what Poor - S.W.P.,
Not so good - N.S.G.  Not so poor - N.S.P.
Good - G  Poor - P

CHART VII

<table>
<thead>
<tr>
<th>Component</th>
<th>Gender</th>
<th>Age</th>
<th>Experience</th>
<th>Type of School</th>
<th>Locality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Upto 39 Years</td>
<td>Above 40 Years</td>
<td>Upto 9 years</td>
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<td>Questioning</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
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<td>Using Improvised aids</td>
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<td>SWP</td>
<td>P</td>
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<td>Using target language</td>
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<td>G</td>
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<td>G</td>
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<td>using blackboard</td>
<td>G</td>
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<td>G</td>
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<td>SWP</td>
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<td>SWP</td>
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<td>Error Treatment</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
<td>G</td>
</tr>
</tbody>
</table>

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It is inferred from the present study that government school teachers and teachers from urban schools do not possess questioning competence. If the classroom is to remain students centred questioning must find a place in the English Class. It keeps the students alert and attentive. Teachers can also diagnose the weaknesses of their students. A teacher must be intelligent enough to use the type of question that the situation demands. Rural school teachers have a pessimistic attitude towards their students' language attainment. So they don't try their hands in questioning. Urban school teachers do not consider questioning as a better means. Most of the teachers seem to make the students recite the memorised answers parrot like. A judicial mixture of varied questions may go a long way in solving many of the teaching learning problems.

Systematic and intelligent use of improvised aids in the class rooms will certainly boost the spirit of the class room learning and make language learning classes lively. It helps ofcourse better understanding. Only experienced teachers (more than 10 years of experience) use aids in the class room. Others do not seem to take aids to the classroom. They don't even improvise aids. Preparation and use of aids need some amount of creativity and sincerity among teachers. This spirit is still alive only in the
experienced teachers. These teachers mostly belonging to the earlier generation, still seem to uphold the teacher traditional values. Hence they try to sustain the spirit amidst push and pull. Others do not seem to take pains to prepare and use aids to supplement classroom teaching.

Many categories of teachers make use of target language in the class room. This is a welcome trend. There is a wide criticism that target language environment is absent in the language classroom. But the investigator could feel the use of the target language to some extent. The purpose may be manifold giving instructions, questioning etc. Mostly teachers use the target language, but students do not make use of the target language freely. They are not given sufficient opportunities to use the language. Female teachers, teachers below 39 years of age, teachers with less than 9 years of experience, aided school teachers, urban and semi urban school teachers have competence to make use of target language. Others do not seem to be so because of lack of language mastery. These teachers are also quite unaware of the latest trends in language teaching. They just follow the old and traditional method namely translation method. They still teach about the language and not the language.
Language cannot be taught without using black board. Age cannot wither the interest of teachers in using the black board. Female teachers, less experienced teachers, government school teachers, rural and urban school teachers are poor in using the black board. It is a bad reflection on the entire teaching community. A nation like India with this large population, finds it difficult to provide even a black board to each class room. If it goes unused, it warrants a review of the situation. Black board makes a fervent appeal to the senses and thereby making learning permanent. Teachers must find an end to this sorry state of affairs, by maximising the use of black board. The heads of institutions are required to confirm its proper use.

Male teachers and semi urban school teachers are competent in using correlation technique. All the other categories of teachers are not so good in using this strategy. Male teachers excel others because of their worldly experiences. They may be much familiar with men and matters, when compared to female teachers. Semiurban teachers seem to go well with this strategy. Teachers' wide spectrum of knowledge will provide chances for better correlation. It sustains the interest of the students at the time of teaching.
Locality of the school is not found to be a hindrance in error treatment. The concept, error treatment has undergone many changes. One of the basic tenets of communicative approach to teaching of English, is error treatment. It needs a broader outlook. It is fortunate that most of the teachers are competent in error treatment. But are they aware of the latest trends in error treatment? They still treat error only in the direction of learning and not in communication. This may be due to lack of training in this aspect.

6.5.5. STUDENTS' LANGUAGE AATTAINMENT:

The investigation again strengthens the prevailing notions about students' language attainment. They are found to have very poor language attainment. Robert Burchfields (1985) cautions English language deprivation thus, 'Poverty, famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation. Linguistic deprivation is a less easily noticed conditions but one nevertheless of great significance (P.83). The reasons for such an alarming condition may be manifold: i. Students' lack of motivation ii. Incompetent teachers iii. Lack of understanding of objectives of teaching English. iv. Faulty methods of teaching v. Not so helpful learning material and vi. Unsuitable examination system. Koppar (1970)
attributes the following factors as correlates of reading comprehension among students. a. academic motivation b. attitude towards study of English c. quality of class room teaching. d. presence or absence of proper direction Stone and Larry Eugene (1994) find teachers extremely instrumental in creating an effective class room environment. Park-Gi-Pyo (1995) establishes relationship between students' beliefs, learning strategy and L2 proficiency. Therefore a thorough revamping of the entire system of teaching and learning is urgently needed. By organizing workshops and orientation courses this lamentable condition of language teaching can be to some extent overcome. Arora G.L (1997) confirms it saying that any improvement in the quality of school education shall give impetus to the overall efforts aimed at national development (The Hindu’ 28th Jan’97, p.26).

The present study indicates that the students of secondary classes have not developed the essential components of aural-oral skill namely following instruction and distinct production. This shows that our very educational system is lopsided. The main purpose of learning any language is communication. Language classes must pave the way for that. But contrary to this
finding, present day English classes in the schools in Nellai
Kattabomman Districts, lack the benefit of the use of spoken form
of the target language. Students are unable to follow - instruction
a skill of listening comprehension because they don't have the
habit of listening to English Sounds or English talks. Wilga M.
Rivers and Mary S. Temperley (1978) observe that an adult spend
45 percent of the time in listening. J.P. Boyle (1985) stresses the
importance of listening in language acquisition. Yet this skill is
not found to be given due importance in English language
teaching.

Ellis (1990); Larsen, Freeman and Long (1991); Liz
Damoney and Simon Harris (1992) stress the importance of
interaction and negotiation in language learning. According to
them students are able to locate information mainly because of
the availability of large number of magazines in vernacular. This
skill might have been developed by transfer from mother tongue.
It is found to be true in the present study also. The present study
shows that they are not able to do so in guessing the meaning of
new words, another component of reading comprehension. This
may be due to the cultural differences. Widdowson (1990) puts it
thus: when learners confront the uses of foreign language they
are acquiring, their natural inclination is to interpret them in
reference to this established association. When relevant cultural background assumptions and construct are missing, reading tends to turn into a time consuming affair. This view is confirmed by Brown et. al (1977) Steffenson et al (1979) Reynolds et al (1982) and Nelson (1987). However the study shows that the students are good in making use of appropriate grammatical construction. This is because of the importance given to the grammatical constructions and error treatment at the time of teaching language. Improper grammatical construction is considered to be a heinous crime. Following this, Tamil medium Students are taught the grammar of the target language in a separate manner. This may be the reason why the students are found to be somewhat competent in grammatical sentence construction.

It is found competent teachers' students are good in their language attainment. This is a quite natural and an expected out come. This is in agreement with the findings of Cooper (1965). Store and Larry Eugene (1994) found teachers to be the promoters of positive learning environment. Mc Gaughery M. Corolyn Stewart (1993) stressed this association between teacher effectiveness and student performance in other subjects like maths also. Competent teachers' students are found to be good in language attainment even in terms of the components of
language skills. This finding very well proves the maxim: as is the teacher so is the student. In short the fall in expected learning outcome is due to the teachers' lack of competence.

This language teaching competence of teachers influences, aural-oral, reading and writing attainment of students. As a corollary if the students are poor in language skills, it is because of teachers incompetence in language teaching.

The investigator observes a significant association between language teaching competence and gender. Female teachers surpass the male teachers in their teaching competence. Inspite of the facilities available the male teachers are not so competent as female teachers. Female teachers utilize all the resources available for their betterment. Of recent it may be seen ladies competing with men in all walks of life. In competitions where muscle power is not needed they excel. Because of the social check, they try to prove their worth in all circumstances. On the other hand man continues to proceed in the traditional belief that men are superior to women. This finding is in contradiction to the findings of Passi B.K. and Sharma S.K. (1982). They did not see any significant difference between male and female teachers in their competence. However Chaudhari
chooses a medium path saying that demographic variables including sex have been found to have an impact on almost majority of the competencies. But Pachauri (1983) confirms the views of the investigator. This variance may be due to other variables prevalent during the time of investigation.

Age has got no influence over the teaching competence. There is a general notion that experienced teachers are more competent than beginners. But this finding goes against the established notion. Aged teachers may be not so optimistic but hard working and sincere to purpose. Youngsters may be active and well versed with the latest methods and techniques. So this would have nullified the effect produced by hardwork. But the study of Sharma (1971) confirms the established notion; where as Bourff and Allen Blarc (1994) found negative correlation between student achievement and teachers age. Of late it is clear there is a tilt in the efficiency of teachers with respect to age from the established notion.

Again experience has no influence over the language teaching competence. This also may be against the established notion of Backmen and Marian Tailor (1993) and Bhattacharjee (1984). But younger generation has more fascination towards young teachers. This may be due to the 'generation gap'.
Experienced teachers fail to understand the problem of students where as less experienced teachers understand the root of their problem. However Isenhart and Janet K. (1994) observe that the level of students’ interest was not affected by the instruction received. Johnson and Paul Kasper (1994) found experienced teachers less motivated to participate in updating activities.

The contextual variable - location of the school had an effect on a number of competencies. The present study too found an association between teaching competence and locality of the school. Though India lives in its villages, villages need a lot of improvement in almost all the fields. Rural schools lack physical facilities and human resources as well. Urban students are more informed than rural students. In order to overcome this discrepancy, Sharma A.K. (1985) suggested provision of syllabus and materials suitable exclusively to each situation.

Mastery in the field is a predictor of effectiveness. Tharyani (1986) confirms this view. The present study too indicates that there is a correlation between teachers' English language mastery and students language attainment in terms of its components aural-oral skills, reading comprehension skills and writing skills. Stern House (1975) says that it is not enough that teachers work should be studied, they need to study it
themselves. Ike (1977) found the poor performance to be due to inadequately qualified teachers. So the finding of the present investigation is in agreement with earlier findings. The need of present hour is to produce teachers with good language competence. Lack of skills in the present set of teachers is due to manifold reasons. Teaching profession does not attract persons of high calibre. Only persons who fail in their venture to get other jobs opt for teaching profession. Teaching is not considered to be a noble profession by public. Pragmatic outlook of life has forced people to respect money and not knowledge or skill. Professional colleges do not give weightage to language proficiency of students. Hence language skills are side tracked by students.

Government too has failed to give importance to second language and its teachers. Teacher training is not given due importance. Inservice training is not given properly even after the establishment of DIET centres. In secondary schools English is taught by any graduate teacher irrespective of the subject trained for.

Procedure adopted in presenting the material is also equally important. Motivation is the basis for any type of learning. If the students are not motivated in the right direction learning outcomes will be negligible. Teacher may motivate using
pictures, by telling stories, by referring to day to day activities and class room situations. Procedure adopted by the teacher is directly associated with the language attainment of students. Matter should be presented in the form of sugar coated pill. Presentation must be done from known to unknown. Students must be allowed to take risks. Giving practice reinforces what is learnt earlier. Practice makes man perfect. It should be done, in a sensible and novel way. It ensures better retention. Production is also another aspect of procedure adopted in English classrooms. Students must be able to produce flawless English. Teachers must provide for language production. Evaluation of students' language attainment must be done periodically. The teacher can know the level of achievement only through evaluation. Giving assignment is a vital factor in language teaching. One can locate the problem areas. Thus it may be seen that procedural competence of the teacher is closely associated with students' language attainment.

Strategic competence of the teacher and the language attainment of the students are significantly related. Use of A.V. aids and improvised aids necessarily lead to better understanding. The correlation technique enables the learner to learn using 'learning by transfer'. The more teacher uses the
target language, the more is the chances of mastering it. Liz Domeney and Simon Harris (1992) say that the lack of English time outside the class room makes it important to maximise it for each student inside. Black board is the important aid used in the class room. A proper use of it will enlighten the language aspects. A teacher should treat language error intelligently. Proper treatment will enhance the language attainment. Improper mode of treatment curbs the learners language acquisition. Proper mode of questioning encourages language development. For this the teacher must have a complete knowledge of question patterns and their use. Thus a competent teacher produces competent student.

Black board drawing can be used as pictorial clues offering chances for oral skill. Correlation with other subjects can be enlisted using a black board. Using A.V. aids, aural and oral skills can be developed and tested. Tape recorder, radio and T.V. help to improve pronunciation, stress, pause and intonation. Neat and legible cursive handwriting of the teacher on the black board, enables the students to get their error corrected.

As a corollary to earlier findings, the investigator finds no correlation between less competent teachers English language teaching and the language attainment of students of
secondary classes. Less competent teachers, lack language competence. Their students in turn lack language competence. It presents more or less the prevailing situations in schools.

One of the most interesting findings in this study is the correlation between less competent teachers procedural competence and the language attainment of their students. It appears to be contradictory to the established notion. This finding may be analysed thus: There is a possibility that the language attainment of the students may have been influenced by some other variables not included in the present study. Moreover the teacher may not have followed the procedure enlisted here; but followed some other procedures much appealing to them. This shows when less competent teachers make use of a suitable procedure for presenting the language, how meagre it could be, they are likely to impart effective learning. Therefore even without proper language mastery, as is seen, a language teacher can do something good to the students by simply following a suitable procedure for his teaching.

Less competent teachers strategic competence is not found to be significantly correlated with the language attainment of students of secondary classes. Strategies like use of a.v. aids, correlation technique, use of target language, use of black board,
questioning and error treatment of less competent teachers fail to make any impact on students. It implies that both knowledge of strategies and its timely use are essential for better outcomes. Mechanical and monotonous use of teaching aid does not seem to help the students. Cooper (1965) emphasises teacher variable in this context.

6.5.6. PERSONALITY FACTORS OF TEACHERS

The study of personality factors of competent and less competent teachers show that competent teachers are reserved, sentimental and conservative. Factors like group dependency and confidence are dominant in both competent and less competent teachers. Singh (1977) reports that nurturance, achievement, and aggression are prominent in effective teachers. Jain (1977) observes intelligence and creativity as promoters of teaching proficiency. Pachauri (1983) shows that reserved, relaxed, adjusted and controlled teachers were more proficient. Chhaya (1974) shows that effective teachers are well adjusted, emotionally stable, more authoritarian and extroverts. Chochra (1987) finds competent teachers to be reserved, average, intelligent, humble and sober. Dilip Kumar (1979) finds innovative teachers to be less hypomanic. Balasubramanian N. (1993) found teachers who are more emotionally stable, venturesome,
experimenting and controlled are more indirect in their communication pattern. Neelam Aswathi (1989) identifies the following factors to be prevalent in competent teachers; slightly reservedness, assertiveness, sobriety, slightly tough minded, shrewd, slightly experimenting and slightly self sufficient. As far as Indian studies are concerned no two investigators have identified same factors as essential component of teachers. There is a wide variance.

In studies abroad, warburton, Butcher and Forest (1963) identified tender mindedness, conscientious, and self control as correlates. McClain (1968) found good male teachers were conscientious, venturesome, trusting, and experimenting. Good female teachers were found to be more outgoing, intelligent, assertive, happy go lucky, venture some and undisciplined. Hadly (1954) found good teachers to be less sober, and forthright but more venturesome. Erickson (1954) found ratings of teaching effectiveness positively related to conscientiousness, practicability, placidity and self control. Backman and Marian Taylor (1993) defined effective teaching in terms of sensitivity, initiative and innovativeness.

Pachauri (1983) and Chachra (1987) confirm the present finding that competent teachers are reserved. Neelam
Aswathi (1989) confirms **tough mindedness** in competent teachers, where as warburton et al (1963) identified **tender mindedness**.

The present findings related to the personality characteristics of the competent and not so competent English language teachers is of great significance in understanding their nature; that is, their behaviour and disposition in the school as well as in other environment. It upholds the culture oriented identification of a sincere, competent and will revered teacher of English in the Tamil Speaking Community. When it is viewed thus, one can easily feel the deep rooted cultural elements in the life of the people of Tamil Nadu. To the eyes of the world, Indians are still a group of people fastly fastened to the cultural elements - conservatism and sentimentalism. Recent occurrences such as the demolition of Babri Masjud at Ayyodhya, the assassination of Indra Gandhi are just manifestation of excessive conservatism and sentimentalism. People responsible for such actions may be condemned by members of other groups but they may be praised to the skies by their groups and as such derive satisfaction from what they sentimentally feel right and just. No doubt such people are 'Reserved' predominantly and act according to what they feel right and just. The investigator feels this is what prevalent in teachers in the field of education in general and English language
teachers in particular in the state of Tamil Nadu. In practice it is not uncommon in schools in Tamil Nadu, teachers of English who are systematic, soft spoken, punctual, discipline oriented and somewhat restricted towards social involvement are found to be regarded as 'competent'. Thus it may be concluded that in Tamil Nadu, unlike the modern successful teacher in certain countries, the language teachers have to be necessarily conservative, sentimental, and reserved by nature so as to be 'competent' in the chosen field.

6.6. IMPLICATIONS AND RECOMMENDATIONS:

It is crystal clear from the above discussion that some radical change is warranted in the field of English language teaching and learning in secondary schools. It may be the expectation of all in the field of education to put an end to this sorry state of affairs before it is too late.

The incompetence of the language teachers overshadows the entire system. A teacher affects eternity and nobody knows where his influence stops. The incompetence of language teachers can be eradicated by proper planning and sincere execution. This can be done at three levels namely at the entry point, during training and while at service.
In Tamil Nadu, while every other profession has entrance test, teaching profession alone does not have any such tests. So people without aptitude enter into this profession and serve without any devotion. Colleges of Education or even the government itself can conduct tests at the time of selection of teacher trainees. Basic qualification to teach English language in secondary schools must be a B.A. degree with English as optional subject and B.Ed degree with English as one of the optional subjects. The system of permitting any graduate teacher to handle English must be done away with. Students with high academic record and higher qualification can be given preference. Recruitment should be made for a contract period of three or five years. It can be renewed, basing on merit and ability of the incumbent for another term.

At the training level latest technologies should be introduced. They should be taken to renowned centres of learning like CIEFL at Hyderabad, RIE at Bangalore, and ELT centres in all district Head Quarters in order to acquaint them with the latest practices and procedures. They should be made to feel their importance in the society. Intensive training in teaching should be given. Correspondence courses for teachers education can be
done away with, considering its dilution of quality. Many universities try to offer B.Ed course through correspondence considering the income side alone. Quality should not be sacrificed for the sake of rising the financial status of the universities. Correspondence courses for B.Ed can be made available only to teachers already in service. Library facilities in training colleges must be improved. Student teachers must be given good practical training in action researches, language testing, CAI etc.

While at service, teachers must also be encouraged to improve their language skills. A teacher must be a student. Oral skill which is somewhat deficient can be improved by enabling the teacher to participate in workshops, seminars and symposiums. Reading skill is an important skill because it supplements other skills. By reading one can extend the horizon of knowledge. Recognizing its importance, the Malaysian government has made reading among teachers compulsory. Education minister of Beroke state, Abdul Rahim Masjid (1997) while inaugurating a new school said that every teacher must read at least four books a month (The Hindu, 12th Jan. 97 p.6). The government of Tamil Nadu also must try to cultivate reading habit among our teachers. Writing, another aspect of language skill is found to be
mostly neglected by teachers. Teachers must be encouraged to present or publish papers, write essays on topics, contribute to newspapers, magazines etc.

The present system of offering incentives for improved educational qualification can be given not for acquiring higher degree but for contribution to the improvement in language teaching and learning. Efficiency can be brought about by introducing 'accountability' as is done in foreign countries. Rating of the teachers' work may be done by administrators, students and parents. Based on their rating annual increment may be awarded. Proficiency can be ascertained on the basis of papers presented, articles published, new techniques evolved, books read/written etc.

The procedural competence can be ascertained by the timely intervention of the spot officers and supervisory authorities. These officers should check periodically whether the teachers use suitable procedure. Experts attached to ELT centres DIET and Colleges of education may pay surprise visits to schools and offer constructive suggestions to the practicing teachers.

The strategic competence can be improved by providing inservice training. Heaton and Richard Israel (1988) confirm the powerful but short term effect of inservice training on
teacher performance. Periodical inservice training is a must. Inservice training must be made compulsory. Number of inservice courses attended must be counted for incentive. Inservice training must be given on war footing whenever new syllabus or curriculum is introduced. Appropriate mechanism should be developed to monitor the quality of training, its impact on teacher behaviour and student achievement.

In teaching the language the old and unimaginative translation method should be done away with. Suggestopedia by Georgi Lozanov (1978) advocates the child like role for the learner. Caleb Gatlegno (1972) suggests 'silent way' in language learning. Teacher is only the stage setter. Krashen (1981) suggests 'monitor model'. It emphasises availability of sufficient time, focus on form or correctness against meaning and knowledge of relevant grammatical rules. Kolb (1984) advances a model of experiential theory. The basic tenets are (i) Abundant comprehended input in target language (ii) language should be used as a vehicle of learning (iii) learner reflection on language structure and on explicit teaching of the systematic structure of target language. (iv) comprehensive output emphasising the learners productive uses of the target language in interactive communication (v) corrective feed back by teachers and peers.
No method and technique is fool proof or valid for all times. So teachers should be given freedom to use any method with communicative purpose of language as goal in mind.

Language teaching and learning is influenced by three variables namely, demographic, contextual and product variables. The effect of demographic variables can be nullified by adopting suitable techniques at the time of appointment itself. Contextual variable like 'locality' warrants separate syllabus and text books for rural, urban and semi urban areas. Considering the influence of product variable, the learner should be enabled to understand and appreciate the cultural context of language learning. However there are many hurdles in over coming this problem. India lives in its villages. Modernization has little impact over these people. These people have a strong affinity to their traditions and culture. Any deviation is severely dealt with by the seniors. Students hailing from such a background will feel like a fish out of water, when they are faced with alien culture. So in order to achieve the objectives, course books must be made culture free. In order to make text books culture free, materials chosen must be of Indian origin or Indian authors. Exercises, illustration and assignments that follow the lesson also should be culture free. Friedlander (1990)
indicates that foreign language learners' planning and writing are enhanced when they are asked to write on topic related to their native background.

Most of the language classes fail miserably, due to lack of motivation. J.K. Pillai (1997) observes that lack of student motivation is a primary cause of low academic achievement ('The Hindu' Jan. 21, 1997, p.2). Motivation can be instrumental, integrative and task oriented. But present day language classes donot provide any inspiration to learn. Delamont (1976) opines that in India, Belgium, Iraq, South America and New Zealand the teachers keep on talking. The learners motivation is affected by the meanings they attach to learning English, by learning difficulties and by the content of learning and learning styles. Dickinson (1987) also advocated self direction in language learning; Brindley (1984) and Nunan (1988) have suggested that curriculum design can be seen as a negotiative process between teachers and students; Eisler (1987) says that decisions regarding the content and form of teaching are being shared between teachers and students. Teachers should first evaluate students' potential and them negotiate their involvement. There should be coordination in setting the goals and choice of methodology. After setting the goals, students shall be motivated in that direction.
J.K. Pillai (1997) says that while task achievement satisfaction is important, the social need satisfaction of the students, namely receiving attention, approval and affection in the classroom also have to be fulfilled. If students are encouraged and given opportunities to participate actively in the classroom activities favourable attitudes are developed. As the teachers listen to students, accept their feelings, respond to their suggestions, involve them in the teaching-learning process using relevant questions, praise and encourage adequately, a warm, supportive, positive classroom climate is generated and such a climate enhances emotional security and zest for learning and leads to high student achievement. Moreover for greater efficiency, David Nunan (1992) and Kathleen M. Bailey et al (1992) advocate collaborative language learning and teaching. Collaboration can be had at three levels. (i) pre teaching collaboration (ii) In class collaboration (iii) Post lesson collaboration. It is nothing but student centred classrooms involving exactness and variety in language presentation.

Error treatment is another important milestone in language teaching and learning. It is often misconceived. Krashen (1982) and Terral (1983) argues that the error made by learners are part of a natural process of language learning,
and simply indication of a certain stage of their interlanguage which will develop naturally into more accurate and appropriate forms. Allright (1975) suggested that learners errors should be corrected if learners cannot correct themselves. The teachers need coherent policies for correction and clearer class room strategies in order to avoid confusion in the learners. Long (1977) made a distinction between error correction and error feedback. According to him error feedback is error detection. Allwright (1975) and Long (1977) point out that it is important for teachers not to correct learner errors to give the right answers to them immediately. But by giving clues to the students they can correct their own errors, which will further activate their linguistic competence. In our schools correction alone is done immediately. This curbs language skill attainment. So teachers should only help the students to identify their errors. Necessary feedback may enable the students to avoid further errors.

There is a wide opinion that immersion is one of the important factors in language acquisition. But immersion studies in French have shown that late immersion students did generally as well as early immersion students. Adolescent late immersion was better than early immersions. Both late and early immersion
groups tend to make more accurate use of verbs. So the belief that immersion alone does more good can be shed off. Acquisition of language skills are possible even in partial immersion.

Performance of the learners was found to increase almost with age. So the age old argument that L\textsubscript{2} should be introduced along with mother tongue is no longer sound. Burstall et al. (1974) found that older learners were ahead in listening, reading and writing. So introduction of L\textsubscript{2} at standard III as in Tamilnadu is quite conducive to acquire language skills. Jean Actchitson, (1992) confirms that there is unlikely to be a right 'critical period' eventhough there may be a 'sensitive period' during which individuals acquire language more easily. Further more, the sensitive period is likely to extend beyond old critical period.

Competent teachers are found to be reserved sentimental and conservative. Indians especially Tamilians are known for their deep rooted cultural elements. This may be the prevalent characteristic of the entire teaching community. Yet these teachers have attained competence in language teaching, because of their sincerity to purpose, and hardwork. These teachers if permitted to mingle more freely with peoples of other cultures and traditions, there is ever\ldots chance for them to come
out of this narrow vicious circle and enlarge their vision. Thereby they can serve the cause of education in a more meaningful way. The government should provide these teachers with monetary assistance to perform journey outside their state and nation at large. By making them more social, their resourcefulness can be enhanced a lot. This should be done in a more casual way, without causing damage to the prevalent code of culture.

It is found that students are very poor in their language skill attainment. To overcome this, content oriented teaching must give way to skill oriented teaching. Skills must be imparted through the latest techniques. Elder teachers must also be informed of them. Prof. Moluhan (1983) feels that we are all just robots, when we are unintelligently involved with our techniques. When there is a shift in teaching orientation, there will necessarily be a shift in skill attainment.

It is said the people spend 45% of their communicating time in listening. But inside the classroom the child does not get any training in listening. Listening is done for three main purposes, namely listening for appreciation, listening to make critical discrimination, and listening for selection. For inculcating listening skills, the teacher should ask questions
based on appreciation, selection and discrimination. Then only the development will be whole. Listening to the radio, or T.V. not only enlarges one's experiences but also enables the student to develop the quality to appreciate. Listening to Radio or T.V. may be given as assignment to improve listening skill. In order to improve critical discrimination skill, they may be asked to view educational programmes and give their comments. Comprehension questions during the class room teaching will develop selection skill in listening. The following modes will develop the listening skill in our students. (i) Pre listening discussion (ii) Listening and note taking (iii) Comparison of notes (iv) Post listening discussion. Most of the teachers do not consider it as a skill. So, listening exercises must be given in plenty in course books to improve this skill. Wilga M. Rivers et. al. (1978) observe that the difficulties faced by students on first hearing the news cast can be diminished by encouraging them to relisten to the recording of the broadcast until they have comprehended the gist of the discussion.

Speaking is a highly organised activity which requires certain skills on the part of the speakers. This is why language learners, who are familiar with the grammar of a
language and know a vast amount of vocabulary may still fail, that is let themselves down in real conversation. They may need practice in the specialized skills that determine conversational fluency. Mary S. Temperley et al. (1978) say, to speak and understand English well one needs to be able to use the stress patterns of the language even if one cannot state the rules. Students should be made conscious of this fact and learn to recognize and eventually use English in different styles. Indirectly this skill can be developed by engaging learners in conversational interaction such as role plays, problem solving tasks and information gap exercises. Directly a conversation programme can be planned around a specific micro skill. Present day text books have these kind of exercises in plenty. Teachers must make optimum use of them. Students must be permitted to 'goof'. One can learn only by goofing. So students must be given chances to goof. This is possible by collaborative learning.

Reading is the pivot of all the skills. By reading learners can amass knowledge and get motivated. Carell (1987) finds that good reading comprehension in the foreign language entails familiarity with both contents and formal schemas. Cem Aiptekin (1992) observes that when relevant cultural background assumptions and constructs are missing, reading tends to turn
into time consuming, laborious and frustrating experience. So teachers must select books that are within the comprehension of the novices and distributed book reading can be assigned as homework. Teachers must see that books are interesting to the readers. Only when they develop interest, they will select for themselves. At the initial stage student must be helped to read for pleasure and then for gist. Scanning will be developed in due course. Students should not be permitted to read aloud for long. It will make them tiresome. Silent reading helps a lot. Only for the beginners to understand stress, intonation and pause, loud reading is to be encouraged.

Writing skill requires not only of grammatical and rhetorical devices but also conceptual and judgement elements. It comprises mechanical skills, stylistic skills, and judgement skills. Only by writing, students get an involvement in the process. Brinda Dyer (1996) advocates ‘process writing’ for better results. In process approach students edit and comment on each other. There is chance for individual difference. Capable, motivated and hardworking students can progress faster. Regular practice and proper guidance are the watch words. In process writing the product is not preconceived. It foresees ‘rehearsing’ strategy. A lot of written exercises will improve the writing skill. Johns (1993)
opines most of us have accepted the L₁ created process movement without questioning its validity for our population and our educational context and as a result, we have often done our students a disservice. So it is not necessary that we should follow the foot paths of L₁ teachers and learners must give emphasise to process rather than product.

Examination system should be revamped so as to include, the measurement of all the four skills. More weightage can be given to skill acquisition. Memory reproduced may be given little or no importance. Measurement of language skills should be a continuous process done throughout the year. All the four skills must be given equal weightage in measurement. DIETS develop such tests to measure the skills. Necessary advice can be had from the RIE and CIEFL. At initial stages tests can be adopted from foreign institutes. But they must be made culture free.

The following steps are necessary to revamp the declining standard of English language teaching and learning in our secondary schools.

1. State Government should conduct entrance test for Teacher Training Institutes and Colleges of Education as in other professional colleges.
2. Training colleges must be funded adequately to improve their library and establish language laboratory.

3. Recruitment of teachers must be done for a contract period of 3 or 5 years, which can be renewed further, based on merit and ability.

4. Periodical inservice training must be given to teachers. Attending these training must be made compulsory. Trainings attended must be taken into account for incentives.

5. Workshops, seminars and symposium should be organised by the Education Department at regular intervals to inform the teachers of the latest developments in language teaching and learning.

6. Inspecting officers and spot officers should confirm the adoption of proper procedures and strategies in the language class rooms.

7. Incentives must not be given for merely acquiring higher educational qualifications. It must take into account workshops attended, paper presented, contribution to theory, innovations etc.

8. Teachers, especially language teachers should be provided with funds to visit centres of languages like CIEFL at
Hyderabad, RIE at Bangalore and other ELT centres at district head quarters to have their doubts clarified and get acquainted with the latest know-how.

9. Language clubs and literary association activities will give motivation and involvement to students. So schools can encourage these activities.

10. Evaluation should be a continuous process being carried out throughout the year. Due weightage must be given in the terminal examination for the attainment of language skills. Language institutes must develop tools to measure these language skills.

11. Teacher exchange programme at the National and International levels may do a very great favour to English teaching community to strengthen their professional acumen.

6.7. SUGGESTIONS FOR FURTHER RESEARCH:

Based upon the findings, observations and conclusions of this study the investigator suggests the following for further research.

An investigation into the problem faced by secondary school teachers in adopting communicative approach to the teaching of English language can be made. Grammatical
competence, Socio linguistic competence, Discourse competence and Strategic competence of the students can also be included in the study.

Error treatment, an important concept of communicative approach can be studied separately. Various modes of error treatment and their impact on language skill attainment can be studied.

The cause of lack of motivation among students can be investigated at various levels namely social, political, economical and cultural. Ways and means can be found out for promoting motivation.

A comparative study of English medium school students and Tamil Medium school students in acquiring language skills can also be taken up.

An experimental study of the effects of partial immersion and Total immersion over the pupils of rural schools in Tamilnadu may also be undertaken.

A comparative study of learner centered class room and teacher centered class room on the acquisition of language skills can be made.

A correlative study of teacher interest, aptitude, and attitude, with student language attainment can be made. The
same can be done for parental attitude, interest and SES. Students’ interest aptitude, and learning strategy, can be studied in relation to language skill attainment.

A comparative study of English language teaching and learning in various states of India, where English is taught as second language. (Eg. Kerala and Tamil Nadu) can also be undertaken.

To conclude let me give the clarion call to the teacher of English thus.

‘Awake, Arise, Stop not till the goal is reached’

- Swami Vivekananda