CHAPTER VI
DISCUSSION OF FINDING

The present chapter discusses the major findings of the study with reference to analysis and interpretation of data given in chapters IV to V.

6.1 Study of Background Characteristics

(i) Among the teachers of English belonging to different linguistic communities, percentage of Garo group was the highest. If, however, the teachers of English were divided into the tribal and the non-tribal groups of teachers, then the percentage of tribal group of teachers of English was higher than that of the non-tribal group of teachers of English.

(ii) A large majority of the teachers were graduates by general qualification. However, the proportion of under-graduates by general qualification was also considerably high. The study also indicates that proportion of under graduates were more prevalent among the tribals and females.

(iii) The study revealed that only 28.97 per cent of the total sample were B.T./B.ED. degree holders, under-graduate teachers were not professionally trained. Majority of the teachers of English in the district, were, thus untrained. Again, only 7.25 per cent of the trained teachers specialised in the teaching of English at the B.T./B.ED. level. This was due to the fact that teachers taught
English as well as other subjects in their schools and they generally offered other subjects as they found easier for passing B.T./B.Ed. examination. Only 1.64 per cent in the entire sample possessed diploma in English teaching. Similar were the findings reported by Saraf (1975) and Sharma (1986).

(iv) The investigator also found that only 1.17 per cent in the entire sample received short course training in English teaching. It thus appears that majority of the teachers of English were not the professionally equipped. These findings confirm the findings of Rajagopalan (1972).

(v) Majority (84.80%) of teachers with one year of teaching experience as the highest teachers with more than five years of teaching experience was least 15.2 per cent in the entire sample.

(vi) Majority (61.21%) of the teachers were below the age of 35 and it was pointed out by them that they were ready to leave the present job on getting a better one.

6.2 Study of Work Load
(a) The collected responses revealed that the proportion of Under-Graduates teachers teaching English were higher in class IV. It also showed that the percentage of Post-Graduates taught more in class VI than in classes V and IV. Teaching by more qualified teachers in the lower classes, for giving a good foundation in English, appears to be neglected.

(b) On enquiry from different heads of schools it was found that there was no specific instruction available with the school regarding the Weekly period load.

(c) Except in Government schools, no school had sections, hence the size of the class was too big to attend to the linguistic problems of the students. These findings confirm with those findings of George (1966).

(d) Majority the teachers (65.19%) in the entire sample did not give homeworks.

(e) The weekly workload on correction of notebooks was higher in the case of Adhoc and Private schools. The State of affairs in the Adhoc and Private schools was thus very poor. The teachers were much pressurised by classes, in the size of classes and on correction work also.

(f) A majority of the teachers (58.78) not giving home works resounded that Homeworks were not given as it was a burden to correct the notebooks and that students were not
interested in homeworks. This finding confirm with those, of Mishra (1969).

A small percentage of teachers (2.14) responded that it was generally done by Parents which concludes that parents were also not qualified enough to help the children with their homeworks.

(g) It was found that majority (62.62%) of the teachers in the entire sample did not give class-tests. As regards reasons for conducting class-tests, majority (65.63%) of the teachers giving class-tests pointed out that class-tests were either given as it was an integral part of the school programme or through class-tests the writing capacity of the students can be judged.

(h) A large majority (68.46%) of teachers in the Government of Deficit schools and Adhoc and Private schools opined that they were over-loaded with correction work in English as well as in other subjects.

(i) Majority of the teachers in the Government & Deficit schools could complete their correction work during the off-time while the majority of the teachers in the Adhoc and Private schools had to do the correction work at home.
due to the non-availability of enough off-time in the school.

(j) Participation on co-curricular and community activities was more among the teachers teaching in the Government and Deficit schools in proportion to the teachers in the Adhoc and Private schools. The weekly work load generally varied between one and two hours.

(k) The opinion of the teachers were collected to find out if they were over-burdened with the overall work load. From the entire sample, a large majority (88.56%) of teachers replied that they were over-burdened. The majority (90.94%) of the teachers from the Adhoc and Private schools revealed that the teachers were greatly over-worked with their correction work and classes as well. The analysed data also revealed that the teachers in the Adhoc and private schools had in majority of the cases no off periods. Out of 265 teachers belonging to the Adhoc and Private schools only 45 teachers or 16.98 per cent of the teachers had some off periods. The reasons for not having off periods were also collected and the analysed data revealed that they had no off periods as there was lack of enough teaching staff in the school.
1) Majority (69.32%) of the teachers in the Government and Deficit schools utilised their off period and tiffin periods meeting students and relaxation, while majority (87.55%) of the teachers teaching in the Adhoc and Private schools took classes due to the absence or shortage of teachers.

m) The general opinion of the teachers both from the Government and Deficit schools and from the Adhoc and Private schools regarding workload was collected and Majority of the teachers' opinion was that it was heavy as 210 or (49.07%) teachers responded that it was 'heavy', while 169 or (39.49%) responded that it was 'very heavy'.

n) Majority (63.16%) of the PG teachers preferred teaching English only. Majority Graduates (67.73%) prefer teaching English and other subjects. Majority Under Graduates (63.53%) preferred teaching other subjects only.

Majority undergraduate teachers were generally handling the beginners i.e., class IV students and they were not interested in teaching the language. Their teaching efficiency in English would obviously be affected.

o) Majority (60.98%) of the teachers in the entire sample teaching wanted to continue teaching in more than one class.
Whereas, majority (84.66%) of the teachers from Government and Deficit schools found their workload equitably distributed, majority (60%) of the teachers from the Adhoc and Private schools responded that the workload was not equitably distributed. This might be due to the fact that most of the schools were under staffed.

6.3 Teaching Materials

(i) In the opinion of a large majority of teachers the Readers used in the school were good but the readers were not supplemented by students' work Book or 'Teachers' guide Book. This findings were concluded by Borah (1985).

(ii) Majority of the teachers responded that the present English syllabus was good.

(iii) A small percentage of teachers (8.88%) responded that the language items i.e., structures, vocabulary etc. were presented systematically i.e., in order of difficulty, while the rest of the teachers in the entire sample indicated their ignorance about structural approach.

(iv) In the opinion of majority of the teachers the text books were not properly illustrated with the help of pictures and examples.
(v) As reported by the teachers majority of them in the entire sample taught grammar in separate periods. In fact a study of the time tables used in different schools also revealed that separate grammar periods was allotted in the time-table. The present advocacy for integrating grammar with the teaching of the reader (language) did not seem to be taken care of.

(vi) Majority of the schools in the entire sample had a library and that no school possessed a departmental library and that no library contained reading materials to keep the teachers abreast of the latest development in English teaching Methodology.

(vii) The analysed data on the quality of school library was collected and the analysed data revealed that the teachers in the Govt. and Deficit schools expressed that the school library was either good, very good or satisfactory and majority of the teachers in the Adhoc and Private schools responded that the school library was poor.

The responses collected, however, revealed that a very small meagre percentage of teachers used the school library. No library maintained a catalogue. This finding confirm with the findings of Shylla (1990).
(viii) The study revealed that majority of the teachers were happy with the English text books. However, a small percentage suggested that the text books should be changed in a desirable way into one with colourful pictures. Borah (1985) also concluded in the similar way.

(ix) Majority of the teachers felt that the text books used were inadequate for acquisition of students' mastery over the language.

6.4 Views and Opinions of Teachers and Practices Followed by Them in Respect of Various Aspects of Teaching English

(i) The study revealed that the percentage of teachers using the Direct Method was the highest in the sample. However, the percentage of respondents using the Direct Method was higher in the case of Adhoc and Private schools. Responses revealed that the teachers following the translation Method formed the next majority. However, the analysed data also shows that the percentage of teachers in the Government and deficit schools using the translation Method was the highest and a very small group of teachers used the Direct method as modified under structural approach. These finding confirm with those of George (1966) and Shukla (1968).

(ii) From the responses collected, it was found that the percentage of teachers trying to develop students reading
& writing skill was the highest. It was thus implied that
the teachers were either not very clear about the use of
language skills or they were ignorant about the
objectives of teaching English. The teachers were not
subsequently clear about objectives of teaching English. Joseph (1963) also
concluded in the similar manner.

(iii) Teachers responses indicated that majority (63.08%) of the
teachers 'never' used material aids. However, the teachers
irregularly using material Aids was higher among the
Government and Deficit school teachers than the teachers
of Adhoc and Private schools. George (1966) concluded that
aids were not used as it was expensive while the present
study concludes that aids were not used as it was not
readily available.

(iv) Responses revealed that all teachers asked questions while
teaching and a large majority of teachers responded that
questions were asked because Questions helped in
developing the lesson and a small percentage responded
that questions helped to make the students' attentive. The
study revealed that majority of teachers in the urban
areas got their responses in English and a small
percentage got their responses in mother-tongue; while in
the rural areas all the teachers without a single
exception got their responses in mother-tongue. Parashers (1979) also concluded in the similar manner.

(v) As regards the types of oral work conducted by the teachers the responses indicated that percentage of the teachers (70.09%) asking short and simple questions was the highest while no teachers used Discussion' and 'Language games.' The percentage of teachers using the other types of work like 'oral composition', 'Reproducing a story', Dramatisation etc. were very low.

(vi) Responses indicated that 'Question-Answer' type of oral work was most common among the teachers. The responses further indicated that co-ordination of different types of oral work was neglected by the teachers.

(vii) Responses indicated that putting short and simple questions on the passage read loudly was the most common practice for ensuring students' reading comprehension. Responses given revealed that asking students to reproduce story or summarize passage in mother-tongue was quite common among many teachers.

(viii) The study revealed that the percentage of teachers (75.47%) using equivalents in mother-tongue was the highest in the sample for teaching new words and
structures. The study also shows that majority of the teachers did not have any idea about the structural approach for drilling of new words and structures.

(ix) The study revealed that Majority (66.35%) of the teachers used the deductive technique of teaching English grammar which included teaching through rules and definitions. A small percentage of teachers followed other method i.e., they asked the students to write short stories on the basis of rules and definitions taught by them. Mishra (1969) also concluded in the same way.

(x) Majority (56.31%) of the teachers used dictation as a technique for teaching spelling.

(xi) From the responses given by the teacher regarding measures adopted for improving pupils pronunciation, it revealed that majority of the teachers encouraged the pupils to speak in English. However, very few teachers responded to have used phonic drills for improving pupils pronunciation. This problem was due mainly to teachers' not being trained in phonetics.

(xii) Majority of the teachers indicated that they preferred loud reading to silent reading and in the entire sample
majority of the teachers used the black-board while teaching.

(xiii) For ascertaining students' understanding of the lesson, majority (64.25%) of the teachers pointed out that they used 'Question-Answer' method.

(xiv) The responses collected from the study revealed that only 22.90 per cent encouraged students to speak English, while others did nothing about it.

(xv) As regards arrangements for those who did not understand, majority (60.75%) did not make any special arrangement, while 24.30 per cent organised extra coaching and only 14.95 per cent organised remedial teaching for those who did not understand.

(xvi) The responses indicated that different teachers used different strategies in dealing with students who were inattentive in class.

(xvii) All teachers in the sample pointed out that the number of English periods as included in the time table was enough.

(xviii) As regards salary of teachers the responses indicated that majority of the Government and Deficit school
teachers were happy with their salaries, while majority of the teachers in the Adhoc and Private school were not found to be happy with their salaries. In fact, proper pay scale were not made available to the teachers in most of the Adhoc and private schools because of the paucity of funds.

(xix) As regards parent-teacher contacts, the responses indicated that majority (93.13%) responded that they had 'no contact' at all and only a small percentage (8.18%) responded to have 'frequent contact with the parents.

(xx) While a large majority (75.93%) of the teachers responded to have felt the need for training in Phoneties for improving pronunciation, only a very insignificant percentage of teachers (1.64%) stated to have attended short training courses in phoneties. This indicates that facilities for training in phoneties were inadequate in the district; Rajagopalan (1972) also concluded in the similar manner.
6.5 Problems Faced by the Teachers in Teaching English

As regards problems and difficulties in teaching English, majority of the teachers in Government and deficit schools as well as in Adhoc and private schools pointed out:

(i) that the course outline was tough and therefore they were not qualified enough to teach the prescribed syllabus,

(ii) that the school did not possess any material aids and therefore they could not use any material while teaching English;

(iii) that the library was not equipped with books on English-teaching Methodology;

(iv) that because of the lack of training facilities, majority of the teachers were not professionally trained;

(v) that owing to the non-availability of proper guidelines, teaching from the English readers was difficult;

(vi) that because of the non-existence of teachers training institution in the district, the teachers were not abreast of the latest techniques of teaching English;
(vii) that the teachers had to teach a number of subjects along with English and as a result due justice to the teaching of English as well as other subjects could not be given;

(viii) that, majority of students belonged to the lower socio-economic strata with not having guidance in practicing language at home;

(ix) that, majority of the teachers were out of the pail of in-service training;

(x) that, students were generally afraid of English and they looked upon English as a very difficult subject;

(xi) that, students reliance on mother-tongue badly affected their practice in English.

(xii) that, there was a lack of guidance and supervision extended to English teachers from the school authorities;

(xiii) that good teachers and good students did not generally stay long in many institutions particularly Adhoc and Private schools owing to lack of adequate facilities;
(xiv) that, in majority of the schools particularly Adhoc and Private schools as well as schools situated in Rural areas the teaching staff was inadequate in number;

(xv) that, the salary of the teachers in majority of the Adhoc and Private schools was meagre.

6.6 Status of Teaching English in Classroom Situation

Major findings of the study to the present status of teaching English in classroom situation, as identified through observation on the rating scale, are discussed below:

a) The overall performance i.e., taking the scores of all the areas, it was found that the teachers teaching in the Government and Deficit schools taught significantly better than teachers teaching in the Adhoc and Private schools. The difference in performance between and the Government and Deficit teachers and the Adhoc and Private school teachers was also found significant in Area I that is preparation, Area II - presentation, Area III - Assignment and Evaluation, Area IV - use of language skills during the lesson and Area V - General abilities.

b) The overall performance i.e., taking the scores of all the areas, it was found that the male teachers taught significantly better than the female teachers. This
difference in performance was found significant in other areas as well as in Area I that is preparation the difference was significant at 1 per cent; in Area II, that is presentation the difference was significant at 2 per cent; in Area III the difference was significant at 5 per cent; in Area IV the difference was significant at 1 per cent; and in Area V the difference was significant at 1 per cent.

c) While comparing the performance of Post-Graduate, Graduate school teachers with that of the performance of the Under-Graduate it was found that the overall performance of the Post-Graduate, Graduate school teachers was significantly better than the Under-Graduate school teachers. The difference in performance between these two group was found significant in the other areas as well as in Area I - Preparation, the difference was significant at 1 per cent, in Area II or Preparation, the difference was also significant at 1 per cent, in Area III or Assignment or Evaluation also the difference was significant at 1 per cent, in Area IV or use of language skills during the lesson the difference was significant at 1 per cent, and in Area V also the difference was significant at 1 per cent. This clearly indicate that qualification does play a significant role in any kind of teaching and at the Junior school stage as well.
d) The overall performance i.e., taking the scores of all the areas, it was found that the urban school teachers taught significantly better than the teachers of the rural areas. This difference in performance between the urban school teachers and the rural school teachers was found significant in Area I or preparation where the difference was significant at 1 per cent; in Area II, or presentation the difference was significant at 1 per cent; in Area III or Assignment and Evaluation the difference was significant at 1 per cent; in Area IV or use of language skills the difference was significant at 1 per cent; and in Area V or General abilities the difference was significant. This could be that the teachers in the urban areas performed better because of the better working conditions and better infra-structural facilities in comparison to the rural areas.

e) Trained teachers (B.T./B.ED. degree holders) were found to have taught significantly better than untrained teachers. Further, among the trained teachers, those who offered English as one of the method subjects taught significantly better than those who did not offer English. This indicates that training in English teaching, at B.T./B.ED. level developed in the teachers of English better English teaching competence. The difference was found significant at 1 per cent in the overall performance, at 1
per cent in Area I, Area II, Area III, Area IV and Area V respectively.

f) There was no significant difference in the performance of married teachers and unmarried teachers, marital status of teachers did not play any significant role in the teaching of English in classroom situation.

g) The overall performance i.e., taking the scores of all the areas, it was found that the teachers with experience of five years and above taught significantly better than teachers with less than five years experience. The difference was found significant at 1 per cent. The difference in performance between this two groups was found significant at 1 per cent in Area I, Area II, Area III, and Area IV. However, there was no significant difference in Area V that is General abilities. This finding confirm the finding reported by Rajagopalan (1975) that teachers experience in teaching English determined his success.

6.7 Strengths and Weaknesses in the Teaching of English

Strengths and weaknesses in the teaching of English were identified from the study of the scores of the entire sample of teachers in various areas of the rating scale, as well as from
the comments recorded by the investigator and her co-rater. Main points are discussed below:

a) It was observed that among the different areas of the rating scale, mean score was the highest in area V, General qualities and that according to the scale was 'satisfactory'.

b) It was observed that the mean score of Area A, that is preparation was according to the scale 'poor'. The study further revealed that teachers generally made no preparation before coming to the classes. That is to say that they did not master the lesson and did not take care of students' motivation.

c) As regards Area B Presentation, it was found that the mean score was also 'poor' according to the scale. It was found that majority of the teachers used black-board and that black-board was in most cases was irrelevant and majority of the teachers were weak in other items of this area. Majority of the teachers did not use aid materials, could not secure students' participation in the lesson, did not encourage students to use English, could not create meaningful situations for drilling and structures. In the case of the majority of the teachers it was also noticed that there was a lack of fluency in questioning and that
English pronunciation was phonetically incorrect. Majority of the teachers did not use appropriate method of teaching English and it was found that majority of those who favoured the structural approach, in their responses, used the traditional translation method in actual classroom situation and they allowed students to use mother-tongue.

d) The performance of the teachers were 'Poor' in area C: Assignment and Evaluation. The position of ratings in Area C indicates that the teachers were weak in all the three areas i.e., (i) concluding the lesson, (ii) evaluating students' achievement and (iii) students requiring extra care.

e) As regards area D: use of language skills, it was noticed that majority of the teachers failed to follow the principle of proportion among the four language skills. There was a tendency to use reading and writing skill ignoring the other two skills.

f) Among the six items of Area E: General Qualities the teachers was highest in 'Generosity'. From the rating as well as the comments of the raters, it was found that majority of the teachers possessed qualities of generosity, friendliness, emotional balance and leadership. But, majority of the teachers were found weak
in other two items in this area viz., 'Enthusiasm' and
'Resourcefulness'. However, it may be noted that the
overall score in this area was satisfactory according to
the rating scale.

6.8 Errors made in Using Grammar

a) It was observed while reviewing the answer-scripts that
majority (84.91%) of the students in all the different
types of schools made mistakes in the use of tenses.

b) It was found that a large majority (72.94%) of students
made mistakes in the use of verbs.

c) More than 60 per cent students made mistakes in using
adjectives.

d) The study also showed that a high percentage of (52.56%)
students made mistakes in the use of adverbs as well.

e) While using articles, also, it was observed that more than
59 per cent of students made mistakes in the use of
articles.

f) The majority (93.00%) of the students made mistakes in the
use of preposition as well.
It was also observed that a large majority (61.90%) of the students made mistakes in the use of other structural words like (i) Personal Pronouns, (ii) Auxiliaries, and (iii) Conjunctions.

The type of errors in written English identified from the review of answer-scripts, indicate students weakness in writing grammatically correct structures and appropriate use of content words as well as structural words.