The findings from the analyses of the data collected were discussed in the previous chapter. This chapter is a brief summary of the investigation, the findings, conclusions drawn from the findings, suggestions for improvement, limitations of the study, implications for teacher education, and suggestions for further research in the field.

The problem

The success of any educational system depends on the type of professional training that is provided for the future teacher. As Freeman put it, "the formation of the teacher is the key to the success of an educational programme." (32:205). For a poor teacher will impart but a little to his pupils in spite of the best possible programme while a superior teacher will compel the intellectual development of his pupils. And the English language teaching in our secondary schools has not lived up to its claim largely because of ineffective training.

One of the main reasons for the under-achievement in
English, by the secondary school leavers, as seen from the X class public examination results is the failing of the human element. And this human element, the teacher, is being prepared by colleges of education. As the class teacher is accountable for the performance of the pupils who are his products; the colleges of education, on the same token, are accountable for the performance of the teachers who are the products of the colleges of education.

In spite of the strenuous efforts of the Government and the Regional Institute of English, Bangalore, the real attainment of the pupils in English is nowhere near to satisfaction. The main reason for this, we must admit, is lack of proper preparation of English teachers by the colleges of education and also the other agencies which are concerned with the in-service education of English teachers.

With the change of medium of instruction, from English to Telugu at college and university levels in Andhra Pradesh, it has become an added responsibility for the English teachers to teach the required language skills so that the pupil after leaving the school will not be handicapped in his study of the subjects in English. So preparation of good English teachers even for the general educational development is of great importance.
Hence this study was undertaken with a view to assess the present English-teacher education programmes in the State and suggest workable modifications and changes in the syllabus and methodology for preparing effective teachers of English.

The present study was restricted to the one-year B.Ed. course offered by both the government and private colleges of education in Andhra Pradesh, and the in-service programmes by different agencies for the graduate teachers in English, as most of the English teaching is done by graduate teachers.

The following were the specific objectives of the study:

(A) to evaluate the present pre-service graduate English-teacher education in Andhra Pradesh, in terms of:

i) B.Ed. English syllabuses in the three universities viz., Andhra, Osmania, and Sri Venkateswara.

ii) procedures of admission into B.Ed. English course in government and private colleges of education, in Andhra Pradesh.

iii) methods followed by the lecturers of English methodology with regard to theory and practice-teaching.
iv) entry achievement of the B.Ed. trainees.

v) effectiveness of the English-teacher education course regarding the extent of attainment of specific objectives of the course.

(B) to evaluate the in-service programmes for graduate English teachers in Andhra Pradesh by:

i) High School English Language Teaching Centres in terms of:

(a) course content,
(b) methods of orientation,
(c) follow-up work,

ii) State Council of Educational Research and Training,

iii) Colleges of Education,

iv) Regional Institute of English, Bangalore, and

v) effectiveness of the in-service programme at the HSELTC regarding the attainment of the specific objectives of the course, and

(C) to suggest changes/modifications for the improvement of English-teacher education in Andhra Pradesh.

Data-gathering tools and collection of data

To achieve the objectives of the study the following tools were used.
(1) An English test paper was constructed to test the entry achievement of the trainees, in B.Ed. colleges, who opted for English as one of the two methods subjects. As the researcher has not come across any test paper meant for this specific purpose, he was guided by his teaching experience in schools, degree colleges, colleges of education and English Language Teaching Centre, in the State.

The researcher was aware that proficiency in school level English is not exactly enough for a teacher of English. He should know more than he has to teach the pupils. But the experience has raised a serious doubt whether the prospective teachers have proficiency at least in secondary school English. So, the content of the test paper was limited to the school syllabus (Appendix-M) in English. Most of the test items were from VIII and IX classes and a few from VII class. The test paper was broadly divided into four parts—viz., (i) reading comprehension; (ii) structural items; (iii) vocabulary; and (iv) writing ability.

Three passages, on different aspects, were selected for testing the reading comprehension—mainly inferential comprehension. The last one was on English language teaching,
by Pit Corder, while the other two were general in nature. The passage by Hill was a humorous anecdote and the one by Joad was on civilization. The test items were objective type. Each test item can be answered only by careful reading and understanding of the passage. There was no scope to pick out a ready-made answer from the passage.

In selecting the structural items for testing, the learning difficulties of Indian learners because of interference of mother tongue and interference of over-learning a particular item in English, were kept in view. All the items selected cause trouble to our pupils and teachers one way or the other. After careful study of the school syllabus and in consultation with the department of evaluation in the Central Institute of English and Foreign Languages twenty five structural items were selected. To test these twenty five structural items forty two test items were constructed. Extreme care was taken to avoid unrelated distractors and each distractor was structurally correct in itself.

Two aspects - spelling and meaning, of vocabulary were tested. Five words were tested for spelling. In each test item four words were given, three with correct
spelling and the fourth one, which is the actual word tested, with wrong spelling. The trainee was expected to find the wrongly spelt word and write that word with correct spelling.

Five words were tested for their meaning. For a crucial word in each sentence, the trainee was expected to choose correct equivalent, which is the actual word tested, from the list of four words. Another ten words were tested for their meaning. A passage with ten blanks was written up. These blanks were to be filled in with the appropriate word from the list of fifteen words given. All the words were within the school syllabus.

The researcher himself went round the colleges of education in the State and was able to administer the test to 423 English trainees in nine colleges, both government and private.

(2) A questionnaire was prepared to collect the information, from the principals, on the present practices in allowing a trainee to opt for English methods in B.Ed. course. The information was sought mainly on the following aspects.

1) Insistence on English as one of the optional subjects under Part-II of the degree examination.
11) Assessing the ability of the trainee at the time of admission into English methods.

iii) Preference to additional qualifications.

Out of fourteen Principals to whom the questionnaire was administered ten sent their replies in good time.

(3) The lecturers in English methods were approached, through a questionnaire, for information regarding their professional training for the work in colleges of education, including their earlier experience in teaching English; the time devoted to various aspects of the training programme; their methods of training the English teachers; and their in-service education needs. They were also requested to give their specific suggestions regarding admission of trainees into English methods, the course content, the adequacy of the time devoted to theory and practice teaching; and assessment of the trainee's work during the course.

Out of eleven working lecturers to whom the questionnaire was administered, eight responded.

(4) A scale was prepared to evaluate the effectiveness of the English methods course. The statements for the scale were selected on the assumption that in the initial
stages of the English methods course the trainees were made aware of the expected outcomes of the course.

The scale consisted of twenty four statements covering the fifteen outcomes, of a sound English-teacher-education course. Each statement was required to be rated by the trainee in terms of five-point scale — to a very great extent, to a great extent, to some extent, to a very limited extent, and not at all. The lecturers in English were requested to administer the scale to all the 423 trainees who answered the test paper. But only 250 trainees responded.

(5) A questionnaire was prepared to collect information regarding the in-service programme at the HSELTCs from the tutors at the centres. The following broad aspects were kept in view in preparing the questionnaire.

i) The professional training and their earlier experience of the tutors for their work at the HSELTC;
ii) Job satisfaction of the tutors;
iii) Adequacy of the course content;
iv) Models for speech work;
v) The teachers' liking for the course; and
vi) Follow-up observation by the tutors.

Eight out of fifteen working tutors responded to the questionnaire.

(6) The same course – effectiveness scale given to the B.Ed. trainees was given to the trainees trained at the HSELACs.

The teachers were approached through the tutors. The responses of the teachers were obtained on the last day of the course. In all 150 teachers responded to the scale.

(7) The syllabuses of B.Ed. English methods in all the universities and the in-service course content of HSELAC and RIE, and the lists of in-service programmes organised by the colleges of education and the SCERT were collected.

Findings and conclusions of the study

(1) With regard to the admission procedures the following were the important findings.

1) No performance, either in terms of actual linguistic abilities or in terms of marks.
in the degree examination, is a criterion for admission into B.Ed. English methods. Mere degree makes any candidate eligible for admission into English methods if one is eligible for admission into any other methods subject;

ii) No test is administered to assess the abilities in English language;

iii) No preference is shown to additional qualifications.

The inevitable conclusion from the above findings was that the selection of trainees for admission into English methods in B.Ed. course was irrational.

(2) The following were the broad findings from the analysis of the responses to the test items in English test paper.

1) The trainees who have opted for English methods are poor in understanding the reading passages.

ii) The trainees are very weak in recognising the correct verb form for the given context, particularly (a) present perfect tense, modal
preterite, (b) bare infinitive after the object of a verb, (c) preterite in a hypothetical conditional sentence, and (d) the use of 'could' expressing past ability or possibility.

iii) The trainees have considerable command in using the possessive relative pronoun (a) such a + N+ that + clause, (b) passive voice and (c) infinitive of purpose.

iv) Many trainees do not know the usage of 'though' in the absolute sense.

v) Most of the trainees are weak in the causatives - 'have' and 'make'.

vi) The usage of 'unless' is known to many trainees.

vii) Almost all the trainees have recognised the correct order concerning the position of adverbs but in using an adverb themselves they are poor.

viii) The trainees are very poor in writing correct sentences with the controlled structure.

ix) The trainees are very poor in spelling, particularly where 'ly' is suffixed to a word with 'e' ending.
x) Many trainees could not identify correct equivalents to words in the given sentences.

xi) More than one-third of the trainees were poor in selecting the correct word for the given context.

xii) The writing ability of most of the trainees is very poor.

xiii) In general postgraduates have fared better than the graduates.

From the above findings it was concluded that there is striking discrepancy between the performance of the trainees and the present day demands on teachers of English to achieve the desired objectives of teaching English in schools.

The implications of the deficiencies in linguistic abilities of the trainees are:

i) the trainees will not be able to write the necessary instructional and exercise materials; also they cannot write reports of seminars and meetings;

ii) the trainees will not be able to read books in English and be benefited by it;
iii) Knowledge of mere methodology will not help these trainees to become effective teachers.

(3) The findings from the analyses, with the objectives of English methods course (ante, pp. ) of the syllabuses were as follows:

i) While the Andhra and Sri Venkateswara universities have the proficiency of the trainees also as one of the objectives of the course, the Osmania University syllabus has no such objective.

ii) But the 'content course' in the Andhra and S.V. universities does not serve the purpose.

iii) The introductory topics of the methods course both in Andhra and S.V. universities are quite meaningful whereas the Osmania University course is very skimpy.

iv) The number of demonstration lessons in the Andhra and S.V. universities are sufficiently large and are spaced between practice teaching lessons - but in Osmania University only one demonstration lesson is given before the practice teaching programme starts.

v) The practice teaching programme is spread over
the whole course in Andhra and S.V. universities, but in Osmania University the programme is in three spells of five lessons each.

vi) Most of the practice teaching lessons are supervised by the lecturers only, in Andhra and S.V. universities, and there is feedback after every lesson from the criticism/discussion of the lesson. But in Osmania University most of the lessons are either not supervised or ill-supervised because of too many lessons in the same period.

vii) The items for practical work are quite good in all the three universities, but in Osmania University only three items, in spite of a long list, are given for practical work, whereas in the other two universities all the items of practical work are expected to be completed.

The following were the conclusions from the above findings:

1) The proficiency of the trainees is not taken care of in the training programme.

ii) Most of the topics under methods course are purposive.
iii) The demonstrations and practice teaching are of traditional type.

iv) The actual classroom teacher does not play any role in the training programme.

v) There is no effective supervision by the methods lecturer, particularly in Osmania University colleges, hence very little feedback.

vi) In general the syllabuses of the Andhra and S.V. universities are comparatively better than that of Osmania University.

(4) The following are the findings about the lecturers, of English methods, and the methodology followed by them:

i) All the lecturers are postgraduates in English and have studied English methods in B.Ed. course.

ii) All the government lecturers have the diploma from the central institute of English and Foreign languages.

iii) Most of the lecturers worked in secondary schools before becoming methods lecturer.

iv) Almost all the lecturers follow lecture method in classroom teaching.
v) None of the lectures in following the latest procedures like tutorial, seminar etc. in preparing the teachers.

vi) The lecturers are quite oblivious of their inservice education needs.

vii) Almost all the lecturers suggest that the B.Ed. English syllabus should be suitably changed.

viii) Most of the lecturers suggest that more demonstrations should be given and practice teaching should be spread throughout the course.

ix) Some of the lecturers suggest that the trainees should be allowed to offer English methods, after fulfilling the required linguistic abilities in English and these abilities are to be assessed through an appropriate test.

From the above findings the following conclusions were arrived at:

1) As far as paper qualifications are concerned all the lecturers have good qualifications. But their qualifications do not contain any teacher training element which is of great importance for a methods lecturer.
ii) The methods followed by the lecturers are very traditional and do not serve the purpose to achieve the desired objectives.

iii) The lecturers are ignorant of their own inservice education needs.

iv) The lecturers, in general, are in favour of radical changes in the English teacher education programmes.

(5) The responses of the B.Ed. trainees, at the end of the course, to the English methods course effectiveness scale have clearly proved that most of the expected outcomes of the course have not been achieved. Considering 3.5 average as reasonable achievement, only the following outcomes have been achieved.

1) Systematic blackboard writing.

ii) Clarity of aims and objectives of teaching English.

iii) Knowledge of various methods of teaching.

iv) Ability to select an appropriate method of teaching in a particular teaching situation.

v) Ability to use most of the audio-visual aids.
vi) Ability to use pictures, maps, charts and models effectively.

vii) Preparation of simple teaching aids.

(6) The following were the findings from the analysis of the responses of the tutors at the HSELTCs to the questionnaire.

1) Most of them had training at the RIE for five months when the course was meant for primary ELTCs.

2) The period of training is not adequate, particularly to improve the teachers' proficiency in English.

3) Most of the centres have tape-recorder and a radio.

4) Most of the tutors have job satisfaction but want more incentives like earned leave and extra allowance.

Suggestions for improvement

It is suggested that only a candidate who has studied English as an optional subject at degree level and who has
shown considerable performance in the degree examination may be admitted into English methods in B.Ed. course. This suggestion is in accordance with the rules of admission into other methods subjects. Besides insisting on English as one of the optional subjects in degree course, it is suggested a suitable test should be used at the time of admission, to assess the candidate's command of written English and a brief but planned interview to determine his proficiency in spoken English.

The following syllabus for B.Ed. English methods course was suggested.

**Proficiency course**

a) The mechanism of speech sounds in English, limited to the sounds in R.P. (including phonetic symbols).

b) Listening to good models, either on tape or live sounds, followed by practice of individual sounds and sounds in words (vowels) (particularly /æ, ɛ, ɔ, œ, ə/) diphthongs, and consonants (particularly /v, / in contrast with /b, w, / in contrast with /dʒ, s/).
Generally other vowels do not give trouble to Indian learners. Regarding diphthongs it is left to the choice of the learner whether to adjust with Telugu long sounds (which do not confuse when used in place of English diphthongs) or to master English diphthongs.

c) Strong and weak forms.

d) Stress pattern (word, phrase, and sentence).

e) Intonation patterns (only three tunes – fall, rise, and fall-rise).

f) Connected speech (dialogues, and improptu speech).

g) Practice in phonetic transcription (reading and writing).

h) Use of pronouncing dictionary.

Reading

a) Mechanics of reading.

b) Oral reading and recitation – practice in reading the following:
   i) secondary school Readers,
   ii) selected pieces of modern writing.
c) Silent reading for comprehension and interpretation practice will be based on:
   i) Secondary school Readers.
   ii) Simple selected pieces of English literature.
   iii) Articles, and notes on SLT.

d) Exercises in reading comprehension (with variety of subject matter).

e) Home-study at least one book a month.

Writing

a) Practice in mechanics of writing ("Writing and writing patterns" by Marion Richardson and "Italic writing" by D. Horsburgh).

b) Study and practice in important structural items from high school syllabus.

c) Formal grammar in the following areas:
   (word order, statements, direct question, indirect question, imperative; tenses, anomalous finites, relative pronouns and clauses, infinitives, participles, gerund V as to + infinitive, reported speech, conditionals and if-clauses, adverbs and adverbial particles.)

e) Descriptive, and narrative writing.

f) Subjective Vs objective writing.

Methods

1) The role of English in India, in various spheres of the country - (i) Inter-state communication, (ii) in the study of science and technology, (iii) medium of instruction, and (iv) as an international language.

2) Sociological and philosophical bases of language learning. (These are not examinable topics).

3) Objectives of teaching English in primary and secondary schools - (i) Listening, speaking, reading, and writing (with emphasis on reading); and (ii) levels of achievement in each of the above skills.

4) Psychology of learning a second language, in contrast with learning mother tongue.
5) Problems of second language learning -
   (i) mother-tongue's influence, (ii) interference
   of learning English itself, (iii) home,
   (iv) society, (v) time, (vi) class-size, and
   (vii) motivation.
   (Here a 'shock lesson' in another foreign
   language to highlight the difficulties in
   learning a second language, may possibly be
   demonstrated).

6) Structure of English contrasted with Telugu
   (phonology, morphology, syntax).

7) Principles of selection and grading of structure
   and vocabulary.

8) Modern approaches to and techniques in, teaching
   of English as a second language. (i) structural,
   (ii) situational, (iii) oral (in this sequence),
   (iv) importance of oral work in teaching structures
   and vocabulary, (v) various methods of teaching
   vocabulary, (vi) need for repetition and variety,
   (vii) individual and chorus drills, (viii) varieties
   of drills, (ix) development from repetition to
   creative use of English.

9) Use of mother-tongue in teaching English.
10) Use of Reader (including various sections of each unit).

11) Substitution Tables and pattern practice.

Note: After covering the above topics, it is advisable to demonstrate the classroom techniques first with the trainees following the micro-teaching procedure, followed by one or two demonstrations in anormal classroom. (For micro-teaching, the trainees may be oriented to act as pupils).

12) Survey of primary school materials
(classes V-VII).

13) Early stages in learning English (vocabulary and structures - (i) predominance of oral work, (ii) use of handbooks prepared by RIE, (iii) need for overlearning, (iv) kinds of drills, (v) situationalisation (including aids), (vi) importance of actions.

14) Early stages of in reading - (i) various methods of teaching reading, (ii) reading related to oral work, (iii) place of work book and Readers, (iv) use of blackboard,
15) Early stages in writing - (i) mechanics of writing, (ii) advantage of italic writing, (iii) relation to speaking and reading, (iv) use of blackboard.

Note: Demonstration at this point is advisable. Here too micro-teaching procedure may be followed. Perhaps two or three periods are required.

16) Survey of syllabus and materials (for classes VIII-X).

17) Planning the lesson from the Reader - (i) place of Reader in teaching English, (ii) formulating specific objectives, for each period of a lesson, (iii) steps in teaching the Reader lesson - (a) revision of a related item, (b) presentation and practice of the new teaching item, (c) teaching vocabulary, (d) reading aloud by the teacher (twice), (e) silent reading by the pupils, (f) reading aloud by a few pupils, and (g) exercises and assignment.

18) Development of reading skills - (i) silent reading vs reading aloud, (ii) intensive reading vs extensive reading, (iii) motivating the children to use the library, (iv) organisation of a class library, (v) use of a dictionary.
19) Teaching supplementary Reader.

Note: At this stage two/three demonstrations may be necessary.

20) Development of writing skills - (i) oral exercise composition - (a) sentence-level, (b) paragraph-level, (c) picture composition, (iii) controlled/guided composition, (iv) punctuation and spelling, (v) correction of compositions, (vi) analysis of errors, (vii) planning and remedial teaching (based on the written compositions by the pupils).

Note: Three demonstrations are perhaps necessary at this point. (preparing the children to write the composition, writing by the children, remedial teaching).

21) Teaching of poetry (various types of poems).

Note: One or two demonstrations are necessary.

22) Teaching of grammar.

Note: One demonstration may be enough.

23) Audio-visual aids in teaching English - (i) simple classroom aids, (objects, children, the teacher, the blackboard, pictures) flash cards, school surroundings, (ii) flannelgraph, (iii) radio, tape-recorder, (iv) slide and film projection.
Practical work

The following items of practical work should be taken up at the relevant stage in the syllabus.

1) Blackboard drawing (supervised guidance to groups of trainees in rotation).
2) Study of the syllabus and materials (Teachers' Handbooks, work-books).
3) Drawing up lesson unit plans for (a) Reader-based lessons, and (b) composition lessons.
4) Preparing exercises for certain structural items.
5) Writing short passages with the selected words and structures.
6) Preparing comprehension questions and constructing test items, both based on the passage written by the trainee.
7) Marking (correcting) written work of the pupils.
8) Analysis of errors.
9) Framing test items of all types.
10) Setting and administering test paper to the class.
11) Evaluation of test and examination papers.
12) Practice on using audio-aids.
15) Preparation of material for remedial teaching
(based on the compositions of the pupils).

Demonstration of methods and techniques should be in line with the micro-teaching procedure. For this, teaching models should be prepared and should be demonstrated not just for demonstration sake but each demonstration should achieve the objectives aimed at. The demonstrator should explain, before the demonstration, each skill in detail to the trainees regarding its relationship with the other skills, and the objectives to be achieved by the particular skill. The demonstration should be first in a simulated condition, and later followed by one in normal classroom situation. Each demonstration should be fully discussed by the lecturer and the trainees.

For practice teaching too, micro-teaching procedure may be adopted—practising one skill at a time in a simulated condition and after mastering all the skills the trainee may practise a set of skills in a 'whole' lesson. The practice of the whole lesson also should be first in simulated conditions, i.e., in peer teaching, and then in normal classroom situation. The following skills were considered important for an English teacher.
1) Motivating the pupils (employing variety and variability).

2) How to begin a lesson by using (i) greetings, (ii) fixed expressions related to the weather, date, birthdays, class attendances, etc., (iii) informal dialogues, sometimes based on these expressions.

3) Using effective introductory procedures for Reader lesson, poem etc.

4) Revising a related teaching item - lexical items and structures.

5) Linking the new item with the revised item.

6) The presentation of new lexical items and structural items.

7) Fluency in questioning.

8) Probing/thought: - provoking questioning on the comprehension of a passage.

9) Creating situations/verbal explanation of the situation.

10) Using pupils' experience/ideas/examples.

11) Reading a passage aloud for correct pronunciation, stress and intonation and listening comprehension.
12) Reading a poem for comprehension/enjoyment/appreciation.
13) Using audio-visual aids.
14) Preparing pupils for a radio lesson.
15) Verbal and non-verbal cueing.
16) Using effective concluding procedures.
17) Guiding/supervising silent reading (by pupils).
18) Encouraging and responding to pupils' questions.
19) Using convergent/divergent questions.
20) Guiding study participation in discussion.
21) Giving oral practice for the exercises in structures writing.
22) Using planned repetition.
23) Dramatizing using language games linked specifically with certain revision topics.
24) Skill of using/planning blackboard work - matchstick figures to practise given items.
25) Explaining/discussing important/difficult passages in supplementary Readers.
26) Building summary of the poem.
27) Oral preparation for the composition.
28) Group work using picture cards and realia.
29) Organising remedial teaching for the whole class/groups.

The classroom teachers should be involved, in preparing the English teachers after a thorough orientation in supervisory and guidance techniques. The teachers could even be given monetary incentives for their 'strenuous' work as in the case of instructors at science teachers workshops.

The lecturers should, along with lecture method, use dynamic methods involving the participation of trainees. Of all the group methods tutorial has been found more suitable and workable. The lecturers should be continuous learners so that they may not become back numbers and so that the trainees may emulate their example.

The tutors at high school English language teaching centres should be more rigorously prepared for their challenging work at the centres. They should be given freedom to organise the course more effectively and they should be guided by the RIE sincerely and more efficiently,
through meaningful inservice programmes. To attract more efficient tutors better incentives should be provided. The course content should undergo a change with a view to improve the teachers' English. The teachers should be made to feel comfortable by increasing their daily allowance, during their stay at the centre, as in the Karnatak State. And the course may be extended by at least fifteen days.

The colleges of education should seek cooperation from other inservice agencies, like HSBLCs, RIE, SCERT, and the people concerned with teachers - teachers, headmasters and inspectors - and plan meaningful inservice programmes for English teachers. Some of the programmes suggested were:

i) English through radio and television;
ii) programmed learning;
iii) group-teaching vs individual teaching.

The SCERT should improve its expertise in EFL and organise more pupil-centred inservice programmes for English teachers to enable them to achieve the real objectives of teaching English in schools. It should organise more courses for the lecturers in colleges of education - particularly in micro-teaching, guidance, supervision and evaluation of
practice teaching, and testing. For this it may seek cooperation and help from RIE and CIEFL.

The Regional Institute of English should assist the SCERT in organising inservice courses for the lectures in English methods. And also it might organise a few courses for the inspectors in the State to orient them not merely in classroom teaching but in supervisory and guidance techniques.

The CIEFL should be requested to take up in a big way inservice programmes for lectures in colleges of education and help them prepare the teachers more efficiently.

Limitation of the study

Though speaking skill for a teacher of English is as important as, sometimes more important than, reading and writing skills, the researcher has not been able to assess this because of lack of necessary equipment.

Implications for English teacher education

1) University regulations concerning the admission of trainees into English methods should be suitably modified as suggested.
2) The present study has highlighted the serious lacuna in the repertoire of skills of a prospective teachers of English. So there is urgent need to bring in radical changes in the B.Ed. English syllabuses and plan for a lot of remedial teaching before the practical training of the trainees is taken up.

3) To implement the suggested syllabus, radical changes in the B.Ed. examination system as well as internal assessment is necessary.

4) Also the lecturers need orientation to teach the suggested syllabus - particularly in teaching proficiency course; contrastive linguistics; in classroom discussion methods; and supervisory techniques.

5) Lecturer - trainee ratio should be brought down to 1 : 10.

6) The cooperating teachers need intensive training in guiding the trainees for practice teaching and in supervision and evaluation of trainees' work.

7) Organisation of practice-teaching has to be strengthened in the light of the suggestions made.
Suggestions for further research

1) Preparation of a standardised tool - English knowledge and aptitude test - for selecting trainees for admission into English methods course could be taken up.

2) Preparation of instructional materials, for the micro-teaching procedure, to be used by the English lecturers in preparing effective English teachers may be attempted.

3) A study of the effectiveness of the micro-teaching procedure in preparing the teachers of English as a second language will be a rewarding work.

4) Programmes for training the trainers may be evolved.

5) Preparation of programmed learning materials for remedial teaching to be used in preparing English teachers is a good field for research.