CHAPTER - II

THE PROBLEM

Need for the study

Nowadays whenever an educationist opens his mouth to speak, a few words are bound to fall from his lips on the teaching of English. Quite often standards of education are judged by the lack of command of the present day student in English.

Even a cursory perusal of the percentages of the passes in school subjects at the secondary level (X class) public examination, conducted by the Andhra Pradesh Secondary Education Board, will show conclusively that most of the pupils that have failed at the X class examination have failed only due to failing in English.

Table 1: Percentages of SSC results.

<table>
<thead>
<tr>
<th>Year</th>
<th>Telugu</th>
<th>Hindi</th>
<th>English</th>
<th>Gen. Com.</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>63.03</td>
<td>65.80</td>
<td>29.80</td>
<td>41.90</td>
<td>43.04</td>
<td>40.70</td>
</tr>
<tr>
<td>1977</td>
<td>72.40</td>
<td>81.90</td>
<td>40.70</td>
<td>50.40</td>
<td>50.70</td>
<td>54.70</td>
</tr>
<tr>
<td>1978</td>
<td>83.03</td>
<td>81.10</td>
<td>47.27</td>
<td>73.95</td>
<td>74.73</td>
<td>54.60</td>
</tr>
</tbody>
</table>
The low level of achievement of the pupils after completing the course for six years by the time they take the public examination needs no special mention. This researcher, as one of the examiners in English, has come across X class scripts in which it was impossible to find correct English sentences. Even the few correct English sentences that one might stumble on were from the "bazaar guides" or the notes dictated by the teachers. But when we start considering reasons for this awfully low achievement on the part of the pupils, we will be surprised to know that it is very difficult to blame the pupils for this. So one has to search for the reasons elsewhere.

The reduced importance of English in education, after independence, may not be directly responsible for the fall in standard of achievement of the pupils in English, though it has rather indirectly resulted in the reduction of the place of English in the school curriculum. The number of periods allotted on the school time-table for the teaching of English in schools is considerably reduced. It is indeed a matter of common sense that less teaching means a corresponding fall in the standard of learning. But at the same time it will be an illusion if we believe that by increasing the periods on the time-table we can raise the standard of achievement of the pupils. For it is a pedagogically
accepted fact that the process and quantity of learning are directly influenced by the quality and the process of teaching. That is to say the learning takes place only when there is teaching in the true sense, and teaching by a right type of human being. So one of the main reasons, if not the only reason, for the low achievement on the part of the pupils is the failing of the human element. And this human element is being produced by the colleges of education which are in charge of the preparation of secondary school teachers. "The teachers are held accountable for their products (pupils). By the same token teachers are the products of teacher training institutions and these should be held accountable for their products." (40:11)

One may question the wisdom in assigning the responsibility to the teacher for the poor performance of the pupils. But in view of virtually non-existent research base on what specific teacher's behaviours produce specific pupil outcomes, it is imperative "to check the results of the teacher's work as measured by the growth of pupils" (56:219) in terms of linguistic attainments of the pupils. Of course, this assertion presupposes "a definite programme of attainments, so to speak, which shall be both a guide to a teacher's efforts and a standard against which to measure his attainments." (56:219) It is no use saying that the right type
of persons are not attracted to the teaching profession. The colleges of education should shoulder the responsibility of preparing the right type of teachers even with the kind of trainees they have with them by suitable programmes.

No doubt, it is encouraging sometimes to see, here and there, quite a number of good teachers of English. But this is only an exception. Generally speaking, it is depressing to note that some teachers of English hardly know the fundamentals of English. This researcher has come across some typical 'English' sentences from the B.Ed. examination scripts, written by the prospective teachers. As Prof. V.K. Gokak said, "there is a crisis in the teaching of English in India and standards have fallen at an alarmingly rapid rate. Three or four decades ago, one could expect even matriculants to write correct English. But correct English has now become rare even at the undergraduate and postgraduate levels of education. ... Teachers recruited in recent years are not themselves always sure of their command of the English language." (37:7) A quick glance at the following few examples reveals that these prospective teachers do not have the necessary equipment with them to embark on the teaching of English in schools.
Examples

i. Direct method is just controversy to Grammar-Translation method.

ii. Direct method must develop language to the children.

iii. Uttered where much energy is used uttered loudly energy is used. Use to for a about the following.

iv. Phonic method is one of the development of the reading.

v. From the beginning small structures are participate and gradually it develops.

vi. The every teacher is create some situational conditions in the classes.

vii. Substitution Table is a table which is having many a sentences which are can make with the help of those words.

viii. The child grows he tries to read the silently.

ix. I am very suffer for this disappointment letter.

x. I am received your letter for a long time and felt very happy. ... I says my heartily thanks to your kind invitation.

xi. I am happy to receieved your letter. Though we have long time but we are in the busy work. I understood your invitation. But one thing the same Basara will come in the next year we will meet it. I am extremely sorry to tell that I am inability due to the my mother was ill. I regard the all the your family members.
The degree colleges are expected to give the necessary skills of language to the prospective trainees and the colleges of education are expected to expose them to the methods, techniques and the 'tricks of the trade'. But it is amusing to watch the complaint of the one against the other. The English 'expert' at the degree college has already come out with the stock complaint that the school leavers, who were taught by the products (teachers) of the colleges of education, are not good stuff to be stuffed in. And the methodology expert in the college of education complains that their trainees were the products of the degree colleges and they did not have the necessary grounding in the language. It is really a vicious circle; and it should be broken at some point.

The success of any educational system squarely depends on the type of professional training that is provided for the future teacher. "Education is big business. In some countries, government spending on education may reach more than one quarter of the total recurrent budget. Education in Commonwealth countries is also the largest single employer of educated manpower. The efficiency of these substantial inputs depends upon the quality of teacher education. If education is to develop and respond to the needs of rapidly
changing societies, teacher education must anticipate the trends and devise new and flexible systems of pre-service and in-service training." (80:1)

As S.A. Freeman said, "the training of teachers is the dominant factor in any educational system and especially in a democracy. More cogent and for reaching than the curricula or the methods or even the content, 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 modern foreign language teaching has not lived up to its claim largely because of inefficient training. The only answer can be in the rigorous improvement of teachers.

We agree that teaching is an art, but it is difficult to believe that a teacher is born and not made. In the words of G.K. Chatterji "it is perhaps no sophistication to suggest that the teacher is 'made' and not 'born'." (16:3) Teaching is an art if only we apply "the broader meaning suggesting a carefully developed skill or ability directed toward an end which may be either aesthetic or applied. In
this older sense teaching is an artifact, clearly one of the useful liberal arts." (95:204) But many techniques are associated with this applied art, teaching.

It is important that at all stages—primary, secondary and college—of language teaching the teacher should have the highest qualifications. This does not mean certificates only. The language teachers must not only 'know' as much and cover as much ground in his special field as his colleagues do. He stands in greater need than they do of constant refreshment and revision of his knowledge. To teach a language is to teach a living and growing subject constantly shifting and changing, constantly threatening to leave, far behind and hopelessly out of date, people who thought they had mastered.

And unfortunately, teacher education in general has been a very weak aspect of our educational programmes of expansion and improvement of education at primary as well as secondary level. It must be admitted that planning in the field of education has rather suffered due to the absence of corresponding planning to ensure thorough preparation of teachers in India in general and in Andhra Pradesh in particular. For example, the government of Andhra Pradesh,
fifteen years ago, planned to teach English from 7+.
Immediately textbooks were got written, orders were issued from top to bottom without realising the lack of availability of capable teachers to teach English. Some of the teachers, then, in the primary schools were non-matriculates without any study of English on their own part.

Even after many years of introduction of English and in spite of strenuous efforts of the HIE the real attainment of the pupils is nowhere near to satisfaction. The main reason for this, we must admit, is lack of proper preparation of the teachers for the task.

Very often, in any discussion about the performance of the teachers, it is the English teacher who is the target of attack both by the parents and administrators. The recent State Wide Academic Programme undertaken by the Department has highlighted the importance of raising the competence of all the teachers in general and English teachers in particular.

There is a general feeling in the State that the English-teacher education, in spite of starting English language teaching centres in the State and in spite of
appointing graduate teachers in all the upper primary schools, is not effective in achieving the objectives of teaching English in schools. The methods of training have not changed and the syllabuses for the teacher-training programmes have not been adjusted to the present-day requirements.

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 teacher to teach more English so that the prospective students of higher education will not have to shed tears in understanding their respective subjects when they read books in English. No one will deny that elaborate blueprints, the best of equipment, the newest of the "new media" or the most progressive methods will remain "dead fossils" unless the right type of teachers breathe life and spirit into them, giving bones, flesh, and blood.

So preparation of good English teachers even for the general educational improvement is of great importance. Hence this study is undertaken with a view to assess the present English-teacher education programmes in Andhra Pradesh and suggest workable modifications and changes in the syllabus and methodology for preparing effective teachers of English.
Statement of the problem

The present study was designed with the following broad objectives in view:

i. to evaluate the present pre-service B.Ed. English course in the universities of Andhra Pradesh;

ii. to evaluate the present in-service programmes for graduate English teachers in Andhra Pradesh;

iii. to suggest workable modifications, for improvement, in the B.Ed. syllabus and changes in the methods of preparing graduate English teachers; and

iv. to suggest changes in the present inservice programmes for high school teachers for more effective training.

Specific objectives of the study

This study had the following specific objectives in view:

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

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

2. 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; and

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

(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 HSEIIFC 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.

Scope of the study

The present study was restricted to the one-year B.Ed.
course only. For, in the present educational system in Andhra Pradesh, English is being taught mostly by graduate teachers. In all the U.P. (Upper Primary) schools (these schools have classes I to VII) at least two graduate teachers are appointed. So naturally these teachers teach English for classes V to VII. It means that during the total six year study of English the pupils, who study in U.P. schools and then go to high schools, are taught English by graduate teachers. Only the pupils who study V class in a primary school (this school has classes I to V) and then go to a high school are taught English in class V by non-graduate teachers. In high schools even the classes VI and VII are mostly taught by graduate teachers.

Also this study covers the colleges of education under both the government and private managements in the State.

In addition to the pre-service English-teacher education, this study covers in-service programmes organised by the HSELTCs, colleges of education, the SCERT and the RIE, Bangalore. The last agency was considered for its role in preparing the staff for the HSELTCs.
### Terms

1. **Primary school**
   - A school which has classes I - V.

2. **Upper primary school**
   - A school which has classes I - VII.

3. **Secondary school**
   - A school which has classes VI - X.

4. **Model school**
   - A school which is attached to a college of education for administrative as well as professional purposes.

5. **Practising school**
   - Any school other than model school where the B.Ed. trainees practice their lessons.

6. **Cooperating teachers**
   - The teachers actually teaching English in both model schools and practising schools.