CHAPTER VI

SUGGESTIONS TO IMPROVE THE TEACHING OF ENGLISH LANGUAGE TO SECONDARY STAGE STUDENTS
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In order to make the teaching learning of the subject of English more effective, relevant, need based and meaningful and also to raise the standard of teaching of English at the secondary stage, the researcher during the data collection held informal discussion with the English teachers. On the basis of her interaction with the English teachers and her own experience as an English teacher teaching this subject for the last ten years she has some definite suggestions in her mind for the principal of secondary schools, Directorate of Education in the Union Territory, CBSE, New Delhi, NCERT, New Delhi and others directly or indirectly involved in the welfare of English language and the students of secondary stage. These suggestions are pinpointed in the following paragraphs:

1. There is a general feeling among all teachers that some drastic changes are needed in our approach areas such as curriculum construction, textbooks, methods, techniques and evaluation
techniques in the subject of English, which requires careful changes to suit our needs.

2. A careful planning is needed if a great deal of waste of effort is to be avoided. More emphasis should be given to English language in the lower classes i.e. right from Grade I. In this connection our teachers should be given enough training in the modern methods of teaching. They need be given very specific teaching material. To meet this need the services of R.I.E., Chandigarh, C.I.E.F.L. Hyderabad etc. can be availed.

3. More emphasis should be laid down on developing the four skills of English i.e. listening, speaking, reading and writing. For developing listening skill, teacher must provide maximum opportunities to listen to the spoken form of English language. For this purpose, he may use certain audio aids as tape recorder, lingua phone, radio etc. Early expression in reading should be in the form of loud reading which will prepare ground for silent reading in higher classes and in adult life. While teaching English for practical purposes, pupils must be helped to write simple and correct English. For speech development, teacher should become a good model. The child should be given many opportunities as far as possible to listen and speak English. For this teacher can make use of aids such as lingua phone, gramophone and tape recorder etc.
4. Over crowding in the English classroom should be avoided so that the classes are easily manageable.

5. Physical conditions for the teaching of English need careful thought. Seats should be comfortable. Room must be airy, well lighted and at the same time it should be equipped with necessary aids.

6. The textbooks recommended for intensive study should present selected vocabulary and graded structures. Keeping in view the needs of an average Indian student schools should prefer books got designed and prepared by N.C.E.R.T. or publishers of repute.

7. The use of supplementary readers should be made essential to make the teaching of English an effective process.

8. Teaching of poetry leads to all round development of the whole personality of the child particularly the emotional, imaginative, intellect, aesthetic sides of the personality but its teaching is very disappointing. The teacher is concerned largely with paraphrasing lines into bad prose and still more, he gives meaning in pupil’s mother tongue. The matter and method for teaching poetry to Indian children should be completely re-oriented. For this there should be effective reading and re-reading of the poem by the teachers to carry the meaning of the poem to the pupils. Both teachers and students should feel and live the poem. A poem should be approached as a total work of
art, total picture to be presented and then the details contributing to its unity are examined.

9. Teaching of grammar is not co-related with reading text or the course book. So, grammar is not integrated with overall language course. Learning of grammatical rules and grammatical items precedes the learning of language pattern. For this the teachers herself or himself have a clear idea of the grammar of the language /its structure and uses. Every thing he teaches must be based on grammar. He should always be conscious of using and practising some points of grammar. Grammar must always follow. It must be behind reading and writing.

In teaching grammar inductive method should be followed by the teacher. In inductive method examples are placed before the children who draw their own conclusions from them. In this method we proceed from the particular to the general and children get to understand a certain rule without formally defining it.

10. It is a matter of sad observation that the students do not know how to consult a dictionary. It will be no exaggeration to say that even teachers of English are ill informed as far as proper use of dictionary is concerned. As dictionary improves language learning activity with the help of acquisition of vocabulary. Therefore, keeping dictionary of foreign language
should be made mandatory for the teachers as well as the students. When the dictionary will become a constant companion of teachers as well as the students they will acquire self-learning habits and expansion of their vocabulary will become easy.

11. The extent of vocabulary for the school period should also be decided. A selected vocabulary of about 4000 words should be aim during the school period.

12. Speaking of English should be made compulsory both for the students as well as the teachers especially in English class. Fine should be imposed on the students as well as the teachers who do not converse in English. Parents should also be instructed to interact with their children in English so that maximum exposure can be provided to the students.

13. Library period should be made compulsory to promote reading habits among the students as well as to enrich their vocabulary.

14. Every English teacher should be made responsible to organize at least two of the co-curricular activities out of various activities, such as debate, discussion, declamation, paper reading contest etc. It should also be compulsory for the students to take part in at least two of the activities.

15. Phonetic transcription is a standard system with which one can represent pronunciation by means of standard alphabet for one sound. The knowledge of phonetic transcription should be
given right from the lower classes. The teachers themselves also need to acquire the proficiency in phonetic transcription.

16. As per findings of the study approximately 25% of the teachers are not clear about the objectives of teaching English and that is why 75% of the objectives of English have not be attained. The teachers must have clear-cut idea about the aims and objectives of the English language so that they can do full justice to it.

17. The present curriculum in English is unable to meet the needs of the students fully. Some more practical aspects should be introduced.

18. Approximately 25% of the teachers do not employ any method, strategy and audio-visual aids, while teaching the students. As per the findings of the study only 101(50%) teachers are employing some standard methods of teaching English. For example: interactive, lecture, lecture cum discussion method. The remaining 50% of the teachers are not well aware of the popular and actual methods of teaching English i.e. Direct method, Bilingual method, and Structural approach method. This may be due to lack of motivation, lack of encouragement from the Head of Institution or due to lack of knowledge or due to lack of interest in the subject. Therefore it is urgently needed that provisions should be made for in-service education i.e. seminar, refresher courses etc. to
boost the knowledge and morale of the teachers. In addition to
this, in-service programme should be made more meaningful,
relevant and effective by inviting really competent resource
persons.

19. In order to develop the reading habits among the teachers,
book review and participation in-group discussion should be
made mandatory for the English teachers.

20. In order to create interest of the teachers as well as the students
in English language, head of the institution should encourage
the English teachers and students to establish English clubs in
the school. This will satisfy the needs of all types of students.

21. Every effort should be made by the Principals of the schools
with the cooperation of the parents and teachers to make
arrangements for the extra coaching of the gifted as well as
backward students in English in the school itself out of school
funds or by charging very-very nominal fees.

22. Adequate funds should be made available to the English
Department of the school to equip their English classrooms
with necessary teaching aids like audio-visual aids. Besides
purchasing some of the valuable aids like the gramophone,
tape recorder etc. from the school funds, the teacher of English
should make his whole-hearted effort to use aids as improvised
pictures, flash cards, black board, charts, models etc. to enable
the students to grasp the matter more profitably.
23. Certain special institutions such as C.I.E.F.L. Hyderabad, R.I.E. Chandigarh, N.C.E.R.T. New Delhi and similar other institutes should serve as resource centers. They can play special roles in raising the standard of English and in improving the teaching and learning of English in schools.

24. Colleges of Education should also play more effective role by making pre-service courses more useful so that the would be English teachers are acquainted with new trends in the methodology of Teaching English.

25. Written work should be checked regularly and suggestions should be offered to the students. The teacher of the English must point out individual mistakes. Typical common error should be explained to the whole class. The teacher should also be particular to see that students undergo sufficient practice on mistakes pointed out by him.

26. The system of examination and evaluation in English should also be modified to suit the needs of the present day times. Besides testing students' proficiency in composition and comprehension, there should be a variety of questions to test linguistic competence. There should be questions on vocabulary acquired such as use of verb forms and tenses, sentence pattern, degrees, comparison, use of relatives, proposition, word-order, transformations and so on. Not all of
these should be set each time, a few should be selected each year and they should vary from year to year.

27. The heads of the institutions and the inspection staff should not be unduly dominating. They should approach the English teacher with constructive criticism and friendly attitude towards them.