CHAPTER VII

SUMMARY, FINDINGS, EDUCATIONAL IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
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Introduction

Before independence English occupied a privileged place in India. It was the language of administration, a compulsory subject at school and colleges, and a medium of instruction for some subjects at the school and for all subjects at the University level.

English still occupies an important place in educational system and life of our country. It is the language that continues to dominate the national scene. It is an international language and acts as window on the world for rapid progress of technology and scientific knowledge.

The National Policy and Education adopted by the Government of India in 1968 stressed the importance of the study of English in these words: “Special emphasis needs to be laid on the study of English. World knowledge is growing at a tremendous pace, especially in science and technology. India must not keep this growth, but also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.”
But the conditions under which English is taught in majority of schools leave much to be desired. There is little understanding of aims and objectives on the part of the teachers, there is no clear cut policy to teach this subject, teachers are not very competent, methods of teaching most of the time, are defective, there are inadequate material facilities and large classes. With the result, the standard of English in schools has considerably declined. We can raise it if we remove the existing weaknesses. But for that, there is great need to conduct a research study in this important area of learning.

Curriculum, methods of teaching, development of language skills and evaluation have all potential areas of investigation for research scholars in recent years. Singh and Srivastava (1960) studied the common errors committed by pupils of class VIII in written English. They found that pupils were constantly influenced by the familiar pattern of their native languages, which caused the mistakes in the use of foreign language. Nagalakhshmi (1962) constructed simple oral comprehension tests for use at the school-leaving level. Nair (1966) studied the common language difficulties of secondary school pupils of Kerala and offered suggestions to correct them. Sinha (1967) identified the area of English language teaching, which needed most immediate attention for remedial work
at the pre-university level. Dave and Saha (1968) analyzed the errors in English committed by the students at the higher secondary stage level and suggested remedial treatment. Mutely and Borude (1979) found, through a questionnaire study, the concern of the majority of parents for taking immediate and forceful steps to improve the standard of English. Tiwari (1971) studied the effect of making English optional at the high school and intermediate stages and also attempted to determine the place of English in the existing curriculum. Rajagopalan (1972) made a critical study of the English curriculum at the primary and secondary stages in Tamil Nadu in order to identify inadequacies in respect of objectives of teaching the language, existing syllabi, textbooks, audio-visual aids available, methods of instruction followed, organization of English curriculum, administrative barriers to implement it and the evaluation procedure utilized.

Nair (1975) analyzed the textbooks in English prescribed for study for the secondary school pupils in Kerala and concluded that textbooks in English were changed thirteen times in secondary schools during the period 1952-1975. Kudchedkar (1981) revealed that the students taught by traditional methods failed to acquire mastery over the English language. Gaikwad (1982) concluded that bilingual method of teaching English was superior than the traditional method.
Joshi (1985) in his study on ‘scrutiny of errors in written English and remedial programme’ reported that the number and quality of errors were reduced after the introduction of the remedial programme which included correlation of spelling, syntax, written expression and drilling. Similarly, Mohammed (1986) reported that total sample committed errors in 17 grammatical areas. Roy (1987) revealed that reading ability was influenced by a number of factors such as personality, intelligence, reading habits, reading interests and availability of reading material at home.

Chopra (1994) in her study prepared programmed instruction material in English structure for IX class students and compared the efficacy of programmed instruction, direct and bilingual methods of teaching English. There were clear-cut advantages in favour of programmed instructions format in terms of achievement in English structure followed by bilingual and direct method.

Khan (1998) in his study developed teaching strategies in English on the basis of difficulties faced by second language learners. It was reported that pronunciation, vocabulary, spelling and grammar were the important aspects where learners faced difficulties. Based on the above difficulties, he developed four strategies for the teaching of English pronunciation, vocabulary, spelling and grammar.

Rationale of the Study
Research in the field of teaching learning and various related issues in the school subject areas is scarce in India. This is supported by the fact that Buch (1974, 1979, 1991) lists just a few studies in these areas. An examination of the Indian educational literature shows that research is available in the field of physical and social sciences, but there has been a total neglect of research study in vital areas such as objectives of teaching English and their attainment, methods and strategies employed by teachers, adequacy of equipments and audio-visual aids, perception of English teacher regarding the need for studying English and English textbooks, methods which are adopted by teachers to develop listening, speaking, reading and writing skills among the students and similar related issues. The present study is, therefore, aimed at to address these issues.

Statement of the problem

“Evaluative Study of the Teaching of English to Secondary Stage Students in Union Territory, Chandigarh”

Issues

In the present study, following issues are studied.

1. Educational, professional background and socio-economic status of the teachers, teaching English at secondary stage.
2.

a) Perception of English teachers about ‘Why to study English language.’

b) Perception of English teachers about the objectives of teaching English at the secondary stage.

c) Up to what extent the objectives of teaching English are attained by the teachers.

3.

a) Up to what extent does the curriculum of English as specified by CBSE incorporate the different aspects of English.

b) Perception of English teachers about the different aspects of English textbooks recommended by CBSE.

b) Does the present curriculum meet the needs of the students?

4.

a) Different methods of teaching employed by teachers in teaching English.

b) Different strategies of teaching English employed by teachers in teaching English.

c) Different mass media, multimedia and audio-visual aids that teachers make use in teaching English.

d) Adequacy of equipments, audio-visual aids, and instructional material prepared by the teachers, availability of funds for teaching learning and other related activities.
e) Availability of funds to purchase equipments and aids.

5. Various evaluative techniques employed by the teachers in assessing the progress of students in the subject of English.

6.

a) Facilities available and incentives given to teachers for attending in-service training programme.
b) Encouragement given by principal.
c) Habits of teachers teaching English to keep themselves abreast of new knowledge, skill, new teaching learning material, book or journal in the field of English literature.

7.

a) Facilities available in the school for extra coaching of gifted and backward children in English.
b) Existence of English subject club in the school and whether the teachers organize exhibition, drama or play.

8.

a) Assigning homework to the students and checking of homework by the teachers.
b) Provision of feedback by the teachers to the students.
c) Weekly, fortnightly or monthly tests given by teachers.

9.

a) Availability of textbooks and reference books in the subject of English in the school library.
b) Provision of separate English section in the school library.
c) Subscription of daily newspaper/s, magazine/s or journal/s by the school library.
d) Provision of bulletin board in the school to display information/news items, handwriting, thought for the day or similar other activities.

10. a) Whether language and literature are taught by the same teacher or by different teachers.
b) Achievement of the students who are taught by one teacher and those who are taught by more than one teacher.

11. Methods, which are adopted by the teachers to develop listening, speaking, speaking, reading and writing skills among their students.

12. a) Exposure to the language given by teachers to the students.
b) Encouragement and motivation given by the teachers to their students to participate in debate, discussion, play, essay competition and other such activities for the improvement of English language.
c) Encouragement given by the teachers to their students to keep the dictionary with them and consult it immediately in case of any spelling doubt.
13. 
   a) Teachers’ habit of keeping and consulting dictionary. The researcher while interacting with teachers will know this.
   
   b) Whether the teachers themselves pronounce correct English i.e. whether they have the knowledge of phonetics transcription. The researcher while interacting with the teachers will know this.
   
   c) Whether teachers use English while interacting with students, fellow teachers and presents.
   
   d) Whether teachers prepare notes on language items and literature for the classroom.
   
   e) Whether the teachers have read any recently published book/s or article/s from any newspaper or journal.
   
   f) Whether the teachers have undergone any certificate/diploma course from Central Institute of English and Foreign languages Hyderabad/RIE Chandigarh.

14. 
   a) Shortcomings in the subject of English, as perceived by the teachers teaching English.
   
   b) Pinpointing the areas where students are deficient in learning English.
   
   c) Suggestions of the teachers teaching English at the secondary stage to improve the quality and standard of English.
15. Suggestions of the researcher on the basis of her observations during data collection to make the teaching-learning of this subject more effective, relevant, need based and meaningful and also to raise the standard of teaching of English at the secondary stage.

**Method of Research**

In the present investigation survey method of investigation is employed and Teacher Information Proforma is administered to teachers teaching English to secondary stage.

**Sample**

Keeping in view the issues raised in this study for the construction of Teacher Information Proforma, help of 21 experts (lecturers teaching English to senior secondary/secondary classes, (N=2) teachers from the Education Department, Panjab University, Chandigarh (N=2) lectures of colleges of education (N=13) and research scholars (N=4) is taken to find out the defects in the language and adequacy of items, in different aspects in the Teacher Information Proforma. Final try out of the proforma was done on 20 school teachers teaching the subject of English at the secondary stage.

At the second stage of sampling 48 Govt./Govt. aided senior secondary schools / high schools or Govt. recognized senior secondary/ high schools are selected randomly from the Union Territory of Chandigarh. While selecting the institution, due consideration is given to boys, girls, co-education, government,
private schools and schools situated in urban and rural areas with in the jurisdiction of Union Territory of Chandigarh.

Thus at the final stage of sampling the present study is conducted on a sample of 202 teachers teaching English to IX or X classes.

**Tools used**

Teacher Information Proforma. This is constructed by the investigator herself to get informations from the teachers teaching English to IXth or Xth classes.

**Statistical Techniques Used**

In the light of above approach of investigation, the analysis of data is done by employing the technique of percentage to know the presence or absence of items as also the agreement or disagreement of the statement on the basis of Teacher Information Proforma.

**Need and significance of the study**

A new (10+2+3) system of education has been introduced in India and, therefore, it becomes necessary to provide planned education at the school level to avoid more wastage and heavy burden on Indian economy. As English language is a link language and helps in sharing views and knowledge with the world, and also
occupies a very special place at the secondary stage, therefore, in this context, the present study holds special significance at the crucial period in the history of Indian Education as the study would lead to greater crystallization of objectives, content, methods and evaluative system of teaching English at the secondary stage.

After reviewing the research literature, it has been found that studies in the area of English language indicates that studies relating to achievement of students, personality variables of students or teachers, methods of teaching English at the school level, curriculum development, construction of achievement tests etc. have been done in the past by different researchers. However, study of present nature by and large remained unexplored in India as well as abroad. Therefore, there is a great need for such a study.

It is expected that present study will throw light upto what extent objectives of teaching are attained, up to what extent the curriculum, textbooks, methods of teaching and evaluative techniques satisfy the need of present time; how much the institutions are equipped with audio-visual aids or what are the problems of teachers teaching English at the secondary stage. Therefore, present study has considerable implications both theoretically and practically to improve the teaching of English at secondary stage.

Findings of the present study have important implications for the teachers teaching English at the secondary stage, principals of the
Last, but not the least, the present study not only provides clear picture about the various aspects of teaching of English language to the secondary stage students in the Union Territory of Chandigarh but also arrives at meaningful results and makes critical analysis of the findings and suggest alternatives to the existing situations prevailing in the schools of Union Territory of Chandigarh.

**FINDINGS**

The major findings are systematically presented in order of issues raised in the present study.

**Issue No. 1 :** What are the educational professional background and socio-economic status of the teachers teaching English at the secondary stage?

The findings are:

i. The percentage of male English teachers is 12.87% where as female English teachers is 87.13%. The percentage of female teachers is more as compared to the males.

ii. The percentage of English teachers between the age group ≤25, 26-35, 36-45 and 46-60 years are 1.98%, 27.22%, 38.12% and 32.68% respectively. This shows that majority of English teachers are between the age group of 36-45 years.
iii. The percentage of English teachers who have teaching experience between 0-5, 6-10, 11-20, 21-30, 31-40 years is 12.38%, 26.73%, 35.64%, 16.83% and 8.42% respectively. Thus the majority of the English teachers have teaching experience of more than 10 years.

iv. As per the result of present study there are 38.62% teachers who are M.A (English) B.Ed. Next to this there are 29.20% teachers who are B.A, B.Ed. and have English as an elective subject at their graduation level. Also, there are 11.89% teachers who are M.A. (English) M.Ed. and 15.35% teachers who are M.A. in the subject other than English and B.Ed.

v. The result show that 28.7% teachers secured first division and 59.90% teachers secured second division at the graduation level. Also, 59.14% teachers got first division and 47.02% teachers secured second division in their B.Ed. class.

vi. 36.64% teachers teach up to 33 periods, 37.62% teachers teach up to 36 periods whereas 23.76% teachers have been allotted up to 24 periods per week. Thus, majority of the teachers on an average have a workload of 6 periods per day.

vii. 73.22% teachers are post-graduate either in the subject of English or in other subject and only 26.73% teachers are working on the TGT grade and majority of them have offered teaching of English subject at their B.Ed. level. Also, 91.09% teachers are working on regular basis.
viii. Less than 5% teachers are having monthly income up to Rs 3000/- whereas 15.34% teachers get monthly income between Rs 3001-6000, 20.30% teachers have monthly income between Rs 6001- 9000 and majority of the teachers (52.97%) have monthly income between Rs 9001- 12000.

ix. 25% teachers teach the classes where as the class size is up to 40 students whereas 75% of the teachers teach in overcrowded classes where the class size is more than 60 or even up to 70.

x. Results show that only 4% of the teachers belong to scheduled castes or scheduled tribes and the majority of the teachers (96.04%) belong to the general category.

xi. Results indicate that 67.43% teachers belong to high socio-economic status, whereas only 2.47% teachers belong to low socio-economic status. Thus, English teachers teaching English to secondary stage students in the Union Territory of Chandigarh enjoy very good socio-economic status.

**Issue No. 2 (a): Perception of English teachers about why to study English.**

**The findings are:**

As per the perception of 79.70% teachers English language needs to be studied, as it is an international language whereas 9.4% teachers have expressed their opinion that this language is useful in
all walks of life. 6.44% teachers have expressed their view that this subject is studied because English is useful in all walks of life as well as it is an international language.

**Issue No. 2 (b):** Perception of English teachers about the objectives of teaching English at the secondary stage.

**The findings are:**

In the opinion of 47.25% teachers the objective of English teaching is to develop communication skills and as per the views of 9.40% teachers the objective of English teaching is to develop reading, writing, listening and speaking skills whereas 8.91% teachers express their views that the objectives of teaching English is to develop communication skills along with reading, writing, listening and speaking skills.

**Issue No. 2(c):** Up to what extent the teachers attain the objectives of teaching English?

**The findings are:**

12.38% teachers have expressed that objectives are fully achieved whereas 75.74 teachers have indicated that objectives are being attained only partially. In the opinion of 11.88% teachers
the objectives of teaching English as framed by C.B.S.E. have not been attained at all.

Issue No. 3 (a): Up to what extent does the curriculum of English as specified by C.B.S.E. incorporate the different aspects of English?

The findings are:

As per the result of the present study 28.27% teachers have put forth their views that curriculum of English at the secondary stage incorporate the different and important aspects of English. Also, 61.88% teachers have indicated that curriculum incorporates the different aspects of English language whereas approximately 15% of the teachers have informed that different aspects of English language are incorporated very little or not at all.

While interacting personally with the teachers, the researcher observed that by and large teachers were of the view that present day curriculum in English at the secondary stage is somewhat heavy for an average student. It was agreed that we cannot delete the curriculum too much due to advancement of knowledge in the present day world but at the same time we can have the provision of certain aspects of English teaching at different grades by keeping in view the needs of the average student.
Issue No. 3(b): Perception of English teachers about the different aspects of English textbooks recommended by C.B.S.E.

The findings are:

It is observed that in the view of 7.92% and 39.60% teachers the textbooks are either up to the mark or satisfactory for the students of secondary stage. Of course, remaining 53% of the teachers are not satisfied with the existing textbooks prescribed by C.B.S.E. for the secondary stage. While interacting with the teachers the investigator observed that content of textbooks is not pedagogically effective, textbooks designed for specific grade are not articulated with other levels and there is lack of self-testing evaluation question at the end of each unit.

Issue No.3(c): Does the present curriculum meet the needs of the students?

The findings are:

20.79% teachers express their view that present day curriculum fully meets the needs of the students whereas in the opinion of 60.40% teachers present curriculum only partially satisfies the needs of the students. 20% of the teachers were of the view that present curriculum meets the needs of the students very little or not at all.
The above findings may be due to the fact that although the curriculum has been framed by experts in the field of English language yet the different aspects of English language appeal to the different ability groups of the students and that is why some aspects are difficult to be understood by those students who are of average ability.

**Issue No. 4 (a):** Different methods of teaching employed by teachers in teaching English.

The findings are:

20.79% teachers employ interactive method followed by 19.80% teachers who employ discussion method. There are 13.86% teachers who employ lecture method whereas 11.38% teachers employ lecture cum discussion method. In addition to the above approximately 2% teachers are employing translation method, direct method, translation cum grammar method, drill method, structural approach, bilingual method or explanation method. Further 15% teachers are using a combination of two or more methods, and there are 13.86% teachers who have not mentioned the use of any specific method. Thus, it is observed that the popular methods with the teachers are interactive method, lecture method, discussion method or lecture cum discussion method.
Issue No. 4 (b): Different instructional strategies employed by English teachers.

The findings are:

Results indicate that 21.38%, 4.45%, 0.99%, 0.55%, 0.50%, 0.50%, 0.50%, 0.50%, teachers employ lecture strategy, writing assignment strategy, instructional approach, situational teaching, demonstration, group discussion, question answer and role playing strategy. Although out of 202 teachers 127 teachers have mentioned that they employ teaching strategy in their teaching, yet the results of the present study indicate that only 63 teachers employ the above strategies and others either do not employ or employ their own hit and trial methods. 37.12% teachers have mentioned that they are not employing any type of strategy.

Issue No. 4(c): Use of audio-visual aids, mass media by English teachers in their teaching.

The findings are:

As per the findings of the present study 73.77% teachers use audio-visual aids in their teaching. Out of these 45.64% teachers use black-board, story, charts and models; 6.7% teachers use tape-recorder, use newspaper and magazine; 6.7% teachers use blackboard, charts and tape recorder; 17.44% teachers use tape
recorder, video cassette, tape recorder and radio; 18.79% teachers use newspaper cutting, wall magazine, bulletin board, picture and 4.69% teachers use C.D’s. The present study shows that there are 26.23% teachers who do not employ any teaching aids in their teaching.

**Issues No. 4 (d):** Whether there is adequacy of equipment and audio-visual aids for teaching the subject of English?

**The findings are:**

In the opinion of 45.54% teachers schools have adequate equipment and audio-visual aids for the teaching of English. The remaining 54.46% teachers feel that audio-visual aids and equipment for the teaching of English are inadequate in the secondary/senior secondary schools of Union Territory Chandigarh.

**Issue No. 4 (e):** Availability of funds to be spent on the activities in the subject of English.

**The findings are:**

Outcome of the present investigation indicates that funds spent on the activities in the subject of English are adequate as reported by 32.17% teachers whereas 67.83% teachers reported that the funds spent on English activities are inadequate. This may be due
to the reason that either there is lack of initiative on the part of the English teacher to put his demands before the Principal or it may be that the Principal or authority are not spending various funds properly.

**Issue No. 5:** Different evaluative techniques employed by English teachers in assessing the progress/achievement of students.

**The findings are:**

The result show that 49%, 3.47%, 5.45%, 11.38% and 4.95% teachers employ written tests (Unit tests, monthly tests and terminal examination); assignment, written and oral tests; written, oral and creative writing tests, written and elocution tests respectively as evaluative techniques for evaluating the performance of the students in English. The results also show that approximately 50% teachers employ combination of more than one evaluative technique. Also 10% teachers are those teachers who have mentioned that they are not employing any evaluative technique. These 10% teachers perhaps have not bothered to answer this question seriously otherwise every teacher is supposed to use one or the other evaluative technique for assessing the achievement of the student.
Issue No. 6 (a): Facilities available and incentive given to teachers for attending in-service training programme.

The findings are:

As per the results of the present study 40.09% teachers express their view that incentives are given by the institution in the form of promoting to the higher grade, increments or by way of giving higher administrative responsibilities. 50.51% teachers express that sometime they are given the incentives and sometimes they are denied. In other words, nearly 90% of the teachers get incentives in one form or the other.

Issue No. 6 (a-): Whether English teachers attended in-service programmes during the last five years?

The findings are:

Results of the present investigation reveal that there are 64.85% teachers who have attended one type or the other type of in-service education programme during the last five years whereas 35.15% teachers are such teachers who have not attended any in-service education programme. Out of 131 (64.85%) teachers, there are 24.42% teachers who have attended in-service education programme organized by Regional Institute of Education, Chandigarh. Whereas 38.16% teachers have attended seminars
organized by Senior Secondary Schools of Chandigarh. There are 7.70% teachers who have attended these programmes organized by State Institute of Education, Chandigarh and 1.52% teachers have attended programmes in English organized by C.I.E.F.L, Hyderabad.

**Issue No. 6(a=)**: Whether in-service education programmes are meaningful, relevant and effective?

**The findings are:**

58% teachers express their opinions that in-service education programmes are relevant and meaningful, nearly 1% of the teachers express that these programmes are not very useful 40.59% teachers express that these programmes are not at all meaningful and relevant.

**Issue No. 6 (b):** Whether English teachers get encouragement from the Head of the Institution while acquiring any equipment?

**The findings are:**

As per the result of the present study 44.06% teachers get encouragement from the Head of the Institution while approaching with the request to get any equipment or teaching aids whereas 13.86% are such teachers whose request is sometimes accepted and
sometimes it is declined and further in the opinion of 42.08% teachers, their request is not at all accepted.

Issues No. 6 (c): Books recently read by English teachers on English literature.

The findings are:

The outcomes of the study reveal that there are 37.62% teachers who have recently read some book/article on English literature 62.38% teachers have not read any book/article recently. Merchant of Venice, Shakespeare’s plays, Pride and prejudice, God of small things are the main books/novels, which have been read by the teachers.

Issue No. 6(c-): Knowledge of some current topic/article/events published in English newspaper/magazine/literature in India and abroad.

The findings are:

There are 25.74% teachers who have the knowledge of some current topics/articles etc. Whereas there are 74.26% teachers who do not have the knowledge of some current topics/article etc. Bal Thackeray Arrest case, Terrorism is not freedom for struggle, The
Kashmir issue and articles from newspaper, Readers digest, and Letters to Editors, Health Tribune and Educational Tribune have been read by the teachers.

**Issue No. 7 (a):** Is the facility available in the school for the extra coaching of the gifted children?

**The findings are:**

The information as collected in the present investigation indicate as per the opinion of 38.11% teachers provision exists in the schools for the extra coaching of gifted students whereas 61.89% teachers are of the opinion that the institutions do not provide any facility for the extra coaching of the gifted students.

**Issue No. 7 (a’):** Is the facility available in the school for extra coaching of backward children?

**The findings are:**

As expressed by 49.50% teachers facilities for the extra coaching of backward children exists in the school whereas in the opinion of 50.50% teachers (60% of the schools) no remedial measures are taken either by the teachers or the institutions.
Issue No. 7 (b): Presence of English clubs in the schools.

The findings are:

From the result of present investigation it is concluded that only 16.83% teachers have reported that there is a provision of English club in the institution for the realization of aims and objectives of English teaching. In terms of percentage only 8% of the schools are having the provision of English club.

Issue No. 7 (b-): Whether the teacher is a member of the English club?

The findings are:

The results of the present study indicate that only 13.86% teachers are the members of English club. The remaining 86.14% teachers are not the member due to the unwillingness and lack of cooperation from the Head of the Institution.

Issue No. 7(b=): Has the English teacher organized any exhibition, drama or play?

The findings are:

As indicated by the result of the present study only 23.76% teachers have organized an English exhibition, drama or play and
remaining teachers have not organized these activities due to lack of talent or lack of facilities in the institution.

**Issue No. 8 (a):** Whether English teachers assign homework to their students?

**The findings are:**

The results clearly speak that 92.57% teachers are in the habit of assigning homework to the students in the nature of reading/writing or both.

**Issue No. 8 (a-):** Whether the homework is checked?

**The findings are:**

The results show that 92.57% teachers check the homework, which is assigned by them, and the remaining teachers do not check the homework.

**Issue No. 8 (b):** Whether English teachers give feedback to their students?

**The findings are:**

As provided by the informations from the teachers 96.53% teachers give feedback to their students regarding the strengths and
limitations, which they are having in the subject of English and remaining teachers do not provide feedback to the students.

Issue No. 8 (b-): Whether English teachers get feedback from their students?

The findings are:
As indicated by the findings of the present study there are 91.08% teachers who ask from the students about their own teaching in order to improve their knowledge as well as teaching skills in the subject of English.

Issue No. 8 (c): Whether English teachers give class tests to their students?

The findings are:
As indicated by the results, 96.53% teachers give class test to their students. To know whether the students understand their teaching or they are having any difficulty.

Issue No. 8 (c-): Nature of the class test given by English teachers.
The findings are:

The results clearly reveal that 61.88% teachers give monthly tests, 17.82% teachers give fortnightly tests whereas 20.30% teachers are in the habit of giving weekly tests. It shows that English teachers are very much particular to assess the performance of the students by way of monthly, fortnightly and weekly tests.

**Issue No. 9 (a):** Whether school library is well equipped with textbooks and reference books in the subject of English?

The findings are:

44.55% teachers expressed that school libraries are well equipped with English textbooks, reference books and journals etc. whereas according to 37.62% teachers libraries are not up to the required standard. Further according to 17.82% teachers, libraries are not well equipped.

**Issue No. 9 (b):** Is there separate library for books in English (other than general library)?

The findings are:

Only 12.87% teachers expressed that there is separate library in the form of few almirahs for English books and literature in the
school and that is often placed in the sitting room of a senior lecturer in the subject of English. If we go by the number of schools, it can be concluded that out of 48 schools, selected in the sample this provision exists only in 4 schools.

**Issue NO. 9 (c):** Whether the school subscribes any newspaper, magazine, journal in English? If yes, what are the names?

The findings are:

As per the views of 89.10% teachers the school in which they are teaching, subscribes newspaper and magazine. The main newspaper and magazine which are subscribed by the schools are – The Tribune, The Indian Express, The Hindustan Times, The Times Of India, Dainik Tribune, India Today, Sports Star and Competition Success.

**Issue No. 9 (d):** Whether the school has bulletin board, wall magazine etc.?

The findings are:

71.78% teachers have expressed the view that the schools in which they are teaching have maintained bulletin board, wall
magazine etc. for providing latest and up to date informations and knowledge related to the subject of English.

**Issue No. 10 (a):** Whether the same teacher or different teacher teaches language and literature?

The findings are:
As per the views of 96.53% students, the same teacher teaches students of English language and literature and this arrangement is satisfactory and more effective as students are in continuous touch with the same teacher.

**Issue No. 10 (b):** If language and literature is taught by different teachers then whether the achievement of students are more?

The findings are:
In the opinion of only 4.95% teachers if different teachers teach language and literature then the achievement of the students is more than when it is taught by the same teacher.
Issue No. 11: Methods and techniques adopted by English teachers to develop listening, speaking, reading and writing skills among students.

The findings are:

Results of the present study indicate that 83.17% teachers employ one or the other method and technique to develop listening, speaking, reading and writing skills among their students. Important among the methods and techniques are- interactional method, self study, extra reading, supplementary books, spoken English, practice method, debate, writing competition, use of audio-visual aids, reading method, group activities, discussion method and brain storming.

Issue No. 12 (a): What are the motivational techniques or exposure given by teachers and followed by students?

The findings are:

Out of the many motivational techniques used by the teachers the important techniques used by the teachers are to read newspaper/magazine, participation in discussion, improving the skills of writing, making spoken English compulsory, combination of reading newspaper/magazine/articles and listening to news/talks and also use of dictionary which are employed by 20.29%, 15.32%,
5.45%, 4.45%, 7.92% and 5.45% teachers respectively. Also there are 22.77% teachers who do not use any motivational technique.

**Issue No. 12 (b):** Encouragement given by English teachers to students to participate in various activities e.g. debate, discussion, essay competition etc.

The findings are:
As indicated by the results of the present study, there are 79.70% teachers who give continuous encouragement to their students to participate in various activities. Main techniques of encouragement are praise, prizes, medals and merit certificates.

**Issue No. 12 (c):** Whether the English teachers encourage students to keep and consult the dictionary?

The findings are:
Majority of the English teachers (i.e. 88.19%) are very particular in directing and motivating their students to keep and consult the dictionary to find the meanings of difficult words as well as to improve their vocabulary.

**Issue No. 13 (a):** Whether the teachers have the habit of keeping and consulting dictionary.
The findings are:

From the analysis of the results it is observed that 56.93% teachers are in the habit of keeping and consulting dictionary, which make them more comfortable, confident and enlightened.

Issue No. 13 (b): Whether the teachers have the knowledge of Phonetics, Pronunciation etc.?

The findings are:

Results show that the 52.97% teachers teaching at the secondary stage in the Union Territory, Chandigarh are having the knack in the skill of Phonetics and accurate articulation of words as per the standard laid down for secondary stage.

Issue No. 13 (c): Whether the teachers use English while interacting with the students and others?

The findings are:

Results of the present study illustrate that there are 53.47% teachers who use English while interacting with students and others whereas the percentage of these teachers who are not interacting with students in English is also quite large i.e. 46.53%.
Issue No. 13 (d): Whether the English teachers prepare notes on language items and literature for classroom lesson?

The findings are:
Informations collected from the results clearly indicate that there are 40.50% teachers who prepare their notes before hand on language items and literature for classroom teaching and remaining 50% teachers are not in the habit of preparing notes for class-room use.

Issue No. 13 (e): Whether the teachers have read any recently published book/article?

The findings are:
Results of the present investigation state that there are only 32.67% teachers who are in the habit of reading some current topics/articles/books/literature in the area of English literature. Remaining teachers (i.e. 67.33%) who are not reading any current literature may be due to their busy schedule, their other priorities or lack of interest.
Issue No. 13 (f): Whether the teachers have undergone any certificate/diploma course from Central Institute of English and Foreign Language Hyderabad/R.I.E Chandigarh?

The findings are:

Results of the present study illustrate that there are only 30.69% teachers who have undergone certificate/diploma course by attending seminars or refresher courses organized by C.I.E.F.L. Hyderabad or R.I.E. Chandigarh. Remaining teachers perhaps are not very eager or they have not been given the opportunity to attend such type of courses.

Issue No. 14 (a): In the opinion of English teachers what are the shortcomings in the subject of English at the secondary stage?

The findings are:

According to the opinion 17.83%, 7.42%, 5.94%, 3.74% and 6.93% teachers major shortcomings in the subject of English teaching are lack of cooperation and feedback from the parents; less stress on the practical work; less stress on grammar; less stress on poetry and defective evaluative system respectively. About 6% teachers have expressed that listening; speaking, reading and writing
skills are not developed properly whereas 5% of the teachers are of the view that home and school environment are not congenial as lack of exposure given by the teachers and parents causes hindrance in the learning of the foreign language.

**Issue No. 14 (b):** As per the opinion of teachers, which are the areas, where students are deficient in learning English?

**The findings are:**

The results reveal that in the views of 22% teachers, students are deficient in four skills i.e. reading, writing, listening and writing where as 17% of the teachers express their views that the students are deficient in the area of grammar. About 4% of the teachers express the view that students are deficient in poetry as well as vocabulary whereas as per 22% of the teachers, students are unable to interact with others in English.

**Issue No. 14 (c):** Suggestions of English teachers to improve the teaching, quality and standard of English language at the secondary stage.

**The findings are:**

In the opinion of 20.30%, 1.97%, 2.47%, 2.97%, 4.95%, 12.38%, 2.47% and 2.47% teachers, there should be more practice to
develop the four skills of English language, more stress on poetry, more stress on grammar, adequate use of audio-visual aids, holding debate, discussion, declamation contest, holding seminars for teachers, shortening of syllabus and making English compulsory in the primary classes respectively are the suggestions to improve the teaching, quality and standard of English at the secondary stage. In the view of 3.97% teachers more practice should be provided in all the four skills and grammar and use of English should be made compulsory for the teachers as well as the students.

**Issue No. 15:** Suggestions of the Researcher (on the basis of her observation) to improve the teaching of English language.

**The findings are:**

1. There is an urgent need to bring the drastic changes in curriculum construction, textbooks, methods, techniques and evaluation techniques in the subject of English.
2. More emphasis should be given to English language in the lower class i.e. right from grade I. For this enough training should be given to the teachers in the new methods of teaching.
3. There should be more emphasis on all the skills of English i.e. listening, speaking, reading and writing.
4 Overcrowding in the English classroom should be avoided so that the classes are easily manageable.

5 Physical conditions also need careful thought. Classroom must be airy, well lighted and at the same time it should be equipped with necessary teaching aids.

6 The textbooks recommended should be according to the needs of an average as well as gifted students.

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

8 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.

9 As learning of grammatical rules and grammatical items precedes the learning of language, therefore the teachers themselves should have a clear idea of the grammar of the language, its structure and uses. Also, in teaching grammar inductive method should be followed by the teacher.

10 Keeping dictionary of a foreign language should be made mandatory for the teachers as well as the students as this will enrich their vocabulary and develop the habit of self-learning.

11 The extent of vocabulary for the school period should also be decided. A selected vocabulary of about 4000 words should be the aim during the school period.
12 Speaking of English should be made compulsory both for the students as well as the teachers especially in school. Parents should also be instructed to interact with their children in English, so that maximum exposure can be provided to the students.

13 Enough provision should be made in the school time table for library period to promote reading habits among the students as well as to enrich their vocabulary.

14 It should be the responsibility of the English teacher to organize at least one activity out of various activities such as debate, discussion, declamation, paper reading contest etc. The students should also be motivated and helped by the teachers to take part in these activities.

15 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 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 Some practical aspects should be introduced in the present curriculum to meet the needs of the students fully.

18 Provision should be made for in-service education of the teachers by organizing seminars/refresher courses to boost the knowledge and morale of the teachers and these programmes
should be made more meaningful, relevant and effective. These programmes should be made mandatory so that no teacher can make excuse for not attending the programme.

19 Book review and group discussion should be made mandatory for the English teachers in order to develop the reading habits among them.

20 Head of the Institution should encourage the English teachers and students to establish English club in the school.

21 It should be the responsibility of the principals to make arrangement for the extra coaching of the gifted as well as the backward students in English, in the school itself.

22 Principal should provide adequate funds to equip the English classroom with necessary teaching aids. e.g. blackboard, flashcards, charts, models, tape recorder, C.D's, etc.


24 During pre-service education, English teachers should be made abreast with the new trends and techniques in the methodology of teaching English language.

25 Teacher should be strictly instructed to give and check the homework regularly and point out individual mistakes.
26 There is need to evaluate the students comprehensively. Besides, testing students proficiency in composition and comprehension there should be a variety of questions on vocabulary acquired, use of verb forms and tenses, sentence pattern, degrees, comparison, preposition, transformation, etc.

27 The attitude of the Principals and inspection staff should be friendly. Instead of criticizing, they should provide concrete and positive suggestions to the teachers.

**Educational Implications**

1) On the basis of the findings, the workload assigned to the majority of the teachers is 36 periods and to some even 42 periods per week. It has also been observed that class size is fifty to sixty students and in certain cases the class size is 70-80 students.

   If the principals take due care for reducing the workload and maintain adequate teacher-pupil ratio then the English teachers may be able to give due attention to the students which is very much desirable in the teaching of this subject.

2) 20% of the teachers are paid less than Rs. 5,000/- per month. The authorities of the Education Department may take adequate measures so that their economic lot is improved.
3) 35% of teachers are Post-Graduate in English. This finding may help the administrator to improve the quality of this subject if due preference is given to Post-Graduates in English though B.A., B.Ed. is the minimum required qualification.

4) Findings of the present study will be very beneficial to the authorities and curriculum framers. A good number of English teachers (say 25%) are not clear about the objectives of Teaching of English at the Secondary Stage. In the opinion of 75% teachers the objectives of English have not been attained even after the best efforts of curriculum framers in the last 50 years. That is why the teaching of English in our schools is in chaotic state today. Authorities and curriculum framers can take care of this aspect at the time of pre-service education. This subject should be taught more as a skill subject rather than a knowledge subject.

5) Findings of the present study will be very useful to the teachers, students, and administrators. This study reveals that most of the teaching is being done without adequate aids. With the exception of few schools, many have never heard of linguaphone or some other important aids for making teaching and learning of English effective. So much so, the teachers of English hardly take any initiative to prepare even simple charts. The principals and
administrators may purchase some of the valuable aids like CD's, gramophone, and linguaphone etc. from the school funds. The teachers of English may make whole-hearted effort to use aids, charts, and models etc. to enable the students to grasp the concept effectively.

6) Principals and administrators will be immensely benefited by the findings of the study and will be able to improve the standard of teaching of English in case they make some special arrangements for the coaching of gifted as well as backward children and spend some funds for organizing various extra-curricular activities like exhibitions, drama, play etc. by way of organizing English club.

7) The present study has an important implication for teachers, principals, administrators, authorities in Education Department (U.T., Chandigarh). They may send more and more teachers for refresher courses at R.I.E., C.I.E.F.L. so that the teachers are acquainted with the new trends in the methodology of Teaching of English and are abreast with the latest technologies of evaluation.

8) Findings may greatly benefit teachers, students and the administrators. Few teachers have given the view that the achievement of the students is more if literature and language is dealt separately by different teachers. The administrators while framing the time table may keep this
finding in consideration and start this practice especially in big schools.

9) The present study has important implications for the concerned authorities responsible for construction and implementation of English curriculum as this will enable them to know the difficulties faced by English teachers teaching in secondary schools and can include those topics/aspects which are although important but are not included in the present curriculum.

10) The findings of the present study may form a part of refresher courses, seminars, workshops and discussion groups organized for principals and teachers teaching English to the secondary stage students.

11) The present study has a very important implication for the department of Education, U.T. Chandigarh and school management because this will ensure that only persons with sound academic and professional background should get an entry into this profession.

12) The present study provides important implications to motivate the parents, teachers and principals and management to provide good environment at home and schools, provision of more equipments, funds, incentives to the teachers, library books, facilities to gifted and backward children, provision of English clubs and similar other
facilities which are badly needed in the educational institutions.

SUGGESTIONS FOR FURTHER RESEARCH

Some broad suggestions on the lines on which further research can be conducted are given below:

1) An evaluative study of teaching of any other school subject can be undertaken instead of studying the subject of English.

2) Study may be conducted on any other stage of education instead of secondary stage.

3) The study may be conducted by taking into consideration the rural urban background of the teachers, sex-differences of the teachers, their previous schooling, their professional and educational interests etc.

4) A replicative study involving the larger and different population, as also follow up studies may be undertaken to establish the validity of the findings of the present study.
5) It may be worthwhile to study how the personal characteristics of the principal and school affect the teaching of English at the school stage.

6) It may be interesting to study the effect of different strategies for the improvement of teaching of English at the secondary stage or to develop some new strategies for the improvement of listening, speaking, reading and writing skills in English at the secondary stage or some other stage of education.

7) A comparative study of the teaching of English in India in Hindi speaking areas and non-Hindi speaking areas may be undertaken by taking a sample from two or more states.

8) A comparative study may be conducted to trace the evolution of the teaching of English in India from its official beginning in the days of Macaulay to the last day of British rule and its comparison to the independent India of to-day.