Summary, Findings and Suggestions for Further Research
INTRODUCTION

Language is God's special gift to mankind. It plays a great role in our life. Perhaps because of its familiarity, we rarely observe it, taking it rather for granted, as we do breathing or working. It is universal media of conveying the common facts and feelings of everyday life.

Sapir (1921) states, "Language is a primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols". Accordingly no species other than humans has been endowed with language. Animals cannot acquire human language because of its complex structure and their physical inadequacies. Animals do not have the type of brain which the human beings posses and their articulatory organs are also very much different from those of human beings.

Language is basically a social activity. R.H. Robins (1967) stated: "Language is a symbol system based on pure or arbitrary convention... infinitely extendable and modifiable according to the changing needs and conditions of the speakers". Every language is the product of a particular society and culture and it has meaning only in relation to that society and culture. Since culture and society are dynamic, so is language. Language changes according to the needs of society. Old English is
different from modern English, so is old Hindi different from modern Hindi. This shows the creativity and productivity of language.

The importance of language as an instrument of thought and communication, as an effective means of human development and as a tool and product of human society cannot be exaggerated. Language has played such an important role in the development of human civilization and culture that the story of language has rightly been called the story of civilization. Again the dynamism of human personality has much to do with the effective use of language. Language also plays an important role in education. No system of education can be complete unless the study of language receives proper emphasis in it.

The functions of language can be divided into two main categories - social and non-social. The social function of language comprises the expression, communication and comprehension of the thought, feelings and emotions through the spoken or the written word. Expression and communication have a very wide range. Language as a medium not only expresses thought but also feeling and strivings. The full current of mental life-reason, desire and impulse are sometimes transmitted through this media. As a means of communication, language transcends the limits of time and space. Communication is the only socializing factor in a community. By virtue of communication only individuals form a community. The non-social use of language is in the inner life of each individual purely dealing with his thought and mental life. Bloomfield (1935) calls this use of language as "talking to oneself or thinking". He adds:

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“As Children we talk to ourselves aloud, but under the corrections of our elders, we soon learn to suppress the sound producing movements and replace them by very slight inaudible ones; we ‘think in words.”

Different people in different countries make use of different languages. But among all these, the position of English language remains unique. It is one of the major vehicles of the culture of the modern world. By ignoring this language, no nation of the West or the East can prosper and move shoulder to shoulder with the rest of the world. No wonder, there is in the present world no better means of communication than the language called English.

More than five decades have passed since India attained independence. English language, for its rich vocabulary, elegant style and dignified use, seems to hold the key in every walk of life. The social, cultural and political life of India’s teeming educated classes continue to be impressed by English language. No doubt, the first decade of independence witnessed strong opposition to this language from certain sections of society. But English language weathered all storms and emerged as the most important vehicle of inter state and inter nation communication.

The census of India (1971) revealed that 380 languages or dialects are spoken in India. These can be grouped in 14 languages (given in the schedule VIII of the Indian Constitution). Hindi occupies the first place because it is spoken by nearly 30% of the population. Next to it are Bengali, Telgu, Marathi and Tamil. English is, the only language which is known to the educated people all over the country.
English is an international language par excellence. It is the first language of England, U.S.A., Australia and Canada. It is the second language of many countries like Russia, France, Germany, India, Pakistan etc. One in ten persons of the world knows English. 50% of the world's newspapers, scientific and technical periodicals, 60% of the world's radio broadcasts and 75% of the world's mail are in English. The U.N.O. has given English the status of being an official language. So F.G. French's (1950) following statement seems quite apt:

"No language ancient or modern can be compared with English in the number of geographical distributions of the homes, factories and offices in which the language is spoken, written and read"

Further English is one of the few languages of the world which record everything of importance and interest that takes place in any field of human activity and in any part of the world. English language has also proved a great incentive behind the international exchange of teachers and students in different countries of the world. Due to the educational potential of English language, many educationally backward countries of the world have shown unprecedented expansion.

English is a living language; so its importance, as far as culture is concerned cannot be exaggerated.

Our late Prime Minister, Pandit Jawahar Lal Nehru acknowledged in the Parliament:

“English is the major window for us to the outside world. We dare not close that window if we do, it will spell peril for the future!”
The continued use of English language is desirable as it is the only language through which maximum knowledge can be imparted to students. No library is complete without the works of Shakespeare, Milton, Shelley and other English poets; of Scott, Dickens, Hardy and many more eminent English novelists. Indians have been enlightened to read the writings of philosophers like Green, Bradley, J.S. Mill, Rousseau and many others. It is the English press that reports all events of national and international importance sooner than before.

Keeping in view the above facts and the importance of the English language, the researcher in the present study will try to find out different aspects of English language teaching in the state of Punjab at the secondary level.

TEACHING OF ENGLISH

Teaching or learning a language especially a foreign language is different from the other non-linguistic subjects. Of late, there has been witnessed an increased interest in teaching and learning of English in Indian schools and universities. English being a foreign language requires special attention while teaching it. Successful teaching of English language is based on understanding its nature. It involves four basic skills - listening, speaking, reading and Writing. English language is a skill subject and it is taught through practice and drill work. Only then this language becomes a habit with learners. Further any language is primarily meant for speaking. Accordingly an English teacher lays more emphasis on listening and speaking of English language. The other aspects of English language that are reading and writing are taken up afterwards. It is considered that a person who is good at speech will automatically be good at writing.
AIMS OF ENGLISH TEACHING:

Aims are very important in the teaching-learning process. For teaching any subject to the students, aims are fixed up. Then efforts are made to attain those aims. In the teaching – learning of English as a foreign language, some aims have been fixed up by the authorities.

Before taking up anything – say a lesson on prose, poetry, composition etc., aims should be decided first. Once the destination is fixed, then all efforts should be made to achieve the fixed aims. A careful language teacher can decide about the aims of teaching the target language. In the words of an eminent linguist:

"With careful thought, puzzling out precisely what he wants to achieve and what are the immediate needs of his pupils, a teacher of language can soon become expert in noting the objectives that he should strive for and once he is aware of the advantage, he very soon forms the habit of directing his efforts and those of his pupils on to selected objectives. The carefully thinking out of detailed and well defined objectives for lessons will do more than almost anything else to improve a teacher's work and to make it effective."

The special aims of teaching English in India are as under:

1. Every learner should understand English when it is spoken and written.
2. He should also be able to speak and write English.

The study of every language has four important aspects, namely Listening, Speaking, Reading and Writing. None of these aspects of a language can work in isolation. They must function in co-ordination with one another. We have accepted English as
a foreign language as well as a library language. In this context
the above aspects can be rolled in to the following general aims:

1. Reception; and
2. Expression

1. Reception: Reception means responding to language. It
involves:

a) Listening and understanding;
b) Reading and understanding.

a) Listening and understanding: In the learning of a
language, listening is the basis of everything. When the
child learns mother tongue, listening skill comes first. In
the teaching of English as a foreign language, the learner
is to respond to a new set of symbols in speech. To achieve
this aim, the teacher must provide maximum
opportunities to his pupils to listen to the spoken form of
English language. For this purpose, the teacher may use
certain audio-aids such as tape-recorder, linguaphone,
radio etc. The aim should be that children learn to
respond to English sounds produced in quick succession.
In fact, everything in language learning is based on good
listening.

b) Reading and Understanding: Besides responding to
spoken symbols, the learner must also learn to respond to
written symbols. Reading is also a good means of receiving
language. It includes silent reading of the language with
full understanding. The learner of the language should be
able to read the subject matter of that language silently.
Here reading means reading with full understanding. In
reading the learner should have a reasonably good speed
of reading. But reception through reading for acquiring knowledge should come much later there than reading for expression has been acquired.

II Expression: Expression means using language. The expression of ideas and facts, in a foreign language is an important aim. Anything that the learner 'has in mind' should be first clothed in new symbols before it is 'expressed'. This involves two-fold process:

(i) To think of ideas and thoughts, and
(ii) To clothe them in new symbols.

To achieve the aim of expression, the learner must start 'using' the target language (English) in (a) speaking (b) reading and (c) writing

(a) Speaking: Listening is naturally followed by speaking. Once the child has started understanding language symbols, he should be given opportunities to use those verbal symbols in speech. This means:

(i) the child should be able to make the sounds of English—single sounds as well as sounds in combination;
(ii) he should know the use of proper stress and intonation;
(iii) he should be able to express himself through short simple sentences;
(iv) he should be able to converse in English, answer simple questions and ask simple questions;
(v) he should be able to talk about events, places, things and persons in simple English.

The teacher can achieve this aim in a number of ways;
(i) The child should be given as many opportunities as possible to listen and speak English;

(ii) The teacher should become a good model of speech for the child. A good model will produce a good speaker, and a bad model, a bad speaker.

(iii) In order to be a good model, the teacher should himself learn and practice English sounds;

(iv) The teacher should make use of aids such as linguaphone, gramophone, tape-recorder, radio etc. during the teaching hours.

(b) **Reading:** In expression, reading stands for loud reading. Every teacher of the language should be taught how to read the subject matter loudly. It is an important role of expression. The idea is that young pupils should have had a sound teaching in reading mother-tongue before they start reading the foreign language. Reading as a mode of expression in learning English means responding to verbal symbols after they have been given written shapes. Early expression in reading must be in the form of loud reading.

This will prepare ground for silent reading in higher classes and in adult life. While teaching loud reading, the teacher should see to it that:

(i) The pupils pronounce words correctly.

(ii) The pupils lay proper stress on words.

(iii) The pupils bring in proper intonation.

(iv) The pupils read at reasonable speed.

(v) They do not commit reading faults of hand and eye movement.
Writing: While teaching English for practical purposes, pupils must be given the ability to write simple and correct English. This is the most difficult task. The aim here is to enable the pupils to write on simple topics of day to day life such as letters to friends and relations, applications and simple notes or invitations. This ability calls for handwriting, spelling, structures, words of active use, punctuation, etc. In order to achieve this aim, the teacher should begin teaching pupils how to make the shapes of English letters. Afterwards, he should teach them the other aspects of writing through chained-composition and then free composition. The use of visual aids will prove valuable in achieving this aim.

The above, then are the important general aims of teaching English to Indian children. An Indian child will be said to have gained the working and practical mastery over English if he has learnt the four basic skills:

(i) Understanding spoken English;
(ii) Speaking correct English;
(iii) Reading English; and
(iv) Writing simple and correct English for daily use.

The teacher of English should see to it that all abilities should be regarded as paramount and equal importance should be given to each. A certain ability should not be developed at the cost of any other ability.

REVIEW OF RELATED LITERATURE

Review of related literature is an important pre-requisite to actual planning and for the execution of any research work
before embarking on making a fresh study. An attempt has been made to review studies having adequate relevance to the problem and arrive at trends depicted in these studies.

Rangachar and Kulkarni (1967) examined the provision of teaching facilities for English in Mysore and found that most of the schools had neither school libraries nor aids in language teaching.

Nair (1975) analyzed the text books in English prescribed for study for the secondary school pupils in Kerala since 1952. The major findings of the study were:

(i) The text books in English were changed thirteen times in secondary schools during the period 1952-1975.

(ii) The concept of standards of attainment in English changed with the changes in text books.

(iii) Vocabulary was a neglected item in the text books, especially in the early years.

(iv) Phrasal verbs and idioms used in the readers were in accordance with the linguistic attainment of pupils.

(v) Absence of illustrations in the books prescribed for study during 1952-53 was a drawback.

(vi) The books prescribed for study during 1952-53 did not contain exercises in structures but exercises in structures predominated in the latest books.

Patrikar (1981) conducted a study regarding the causes of the deterioration in the usage of English language to be analyzed by critical examination of errors in language performance of students and suggestions for improvement in the teaching learning process in schools and colleges. The
investigation was limited to written expression in English. In all 1500 written scripts (valued answer books) of candidates from urban centers of Nagpur, Akola and Amravati appearing at B.A.I, II, III examination of the university were collected for analysis. The study revealed that students' knowledge of English vocabulary, morphology and syntax was very confused. Use of wrong items, omissions and wrong substitutions, lack of knowledge and control over the structure of the language, interference of the mother tongue and lack of fundamental grounding for the receptivity of students from psychological and environment points of view were the major causes in deficient achievement.

Sharma (1986) concluded that during the past three decades there has been a gradual lowering of standards of English due to various reasons like socio-political problems of teaching English.

Jayashree, S. (1989) identified the difficulties in teaching and learning English as a second language among the high school students and found that the difficulties found by English teachers included children’s improper listening nature, their inattentiveness in class, their lack of interest and understanding in English, their poor vocabulary, taking too much time in giving response, understanding capacity not being normal and the students' participation in English class was not good.

Grover, Santosh 1991 investigated in to the standards of reading ability in English in government and central schools of Delhi and gave the following results:
(1) Reading ability was not found to be a unitary trait.

(2) There was no significant gender difference in reading in the case of government school boys and government school girls.

(3) There were significant differences in the mean achievements of central school pupils and government school pupils in Reading Ability Test.

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 structure. The study was conducted on a sample of 150 students (50 students from each section A, B, C) drawn from one institution i.e. Sikh Girls High School, Sidhwan Khurd (Ludhiana District of Punjab State). All the three groups were taught for eight weeks as per the design of the study. It was reported in her study that students' achievement (in three groups) differed significantly from each other while teaching with the help of the different methods. Further, a clear-cut advantage in favour of programmed instructions format in terms of achievement in English structure was visible as compared to bilingual and direct method. Similarly obtained results were in favour of bilingual method as compared to 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 separate strategies for the teaching of English - pronunciation, vocabulary, spelling and grammar.

Bawa (2001) in her study on 48 Government aided high/Senior Secondary Schools or Government recognized high / senior secondary schools of Union Territory Chandigarh tried to settle some of the issues concerning the teaching of English at the secondary stage. It was found that out of 202 teachers, 26 teachers are male and 176 females, 29.20% teachers are B.A., B.Ed., 38.62% teachers are M.A. (English), M.Ed., 23.76% teachers have work load of 24 periods, 36.64% have 33 periods and 37.62% teachers have work load of 36 periods per week: 91.9% teachers are working on regular posts, 26.73% are holding TGT posts while 73.27% are working on PGT post. 20% teachers are getting salary less than 6000/- per month. 20% are getting salary between 6000/- to 9000/- per month. Whereas 52.97% teaches are getting salary more than 9000/- per month. In the class there are 50-60 students. Percentage of schedule caste teachers is 4%. 98% teachers have either average SES or high SES. In the opinion of 80% teachers, English is taught because it is an international language. As per the opinion of 48% teachers, the main objective of teaching English is to develop communication skills. In the opinion of 75% teachers objectives of teaching English are achieved partially. In the opinion of 62%, teachers, curriculum of English incorporates the different aspects of English only partially. In the opinion of 48% teachers, English text books are up to the mark and 82% teachers are of the view that the present curriculum in English meets the needs of the students fully or at least partially. 21%, 14% and 20% teachers use interactive, lecture and discussion methods respectively. About 74% teachers employ audio visual aids /
mass media in their teaching. 46% teachers are of the view that there is adequacy of equipment and audio-visual aids for teaching English in schools.

Bhatnagar Purnima (2003) conducted a study of curricular aspects and transactional modes of Hindi language teaching at secondary level in Punjab and gave the following results: 27.40% teachers have suggested that text books should be according to the mental level of students. 36.75% teachers are of the view that syllabus should be minimized while as per the opinion of nearly 50% teachers seminars, workshops and conferences should be organized by schools, districts education department of the state government. 36% of the teachers have suggested that there should be improvement in examination system and instead of essay type questions more objective type questions should be set in question papers. 28% teachers expressed that there should be more practical stress on practical grammar while 21% teachers felt that new teaching devices should be adopted by Hindi teachers.

Kumar and Ambedkar (2005) conducted a study on effectiveness of Computer Assisted English Language Learning (CAELL) to find out the effectiveness of CAELL in relation to the conventional method of teaching. Three groups of pupils studying in IX standard were assigned to three different treatments at random. One group was taught by computer with teacher support system, another group was taught with the computer and the third one by the conventional method of teaching. Significant difference was found in the achievement in grammar of day scholars and hostlers, parental education and achievement, parental occupation and achievement among all the three treatment groups. No significant difference was found

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in the achievement in grammar of boys and girls. The research proved that the CAELL method to teach English grammar is more effective and particularly when it is used with the assistance of a teacher. The presence of the human element has better impact on the teaching-learning situation.

Chaturvedi and Mishra (2007) in their study entitled “The Teaching of English in India. The Agony and Ecstasy” stressed the importance of English language in India. Consequently its teaching in India should have a four fold object viz. (i) to understand the English language when spoken (ii) to understand it when written (iii) to speak it and (iv) to write it. All the four aims are equally important but unfortunately in India, the emphasis is laid on reading and writing prominently and not on listening.

From the review, it is observed that in comparison with physical and social science, studies on language especially English language have been very few. Therefore, this calls for further exploration of this field.

RATIONALE OF THE STUDY

It is obvious from the research literature that research work in the field of teaching learning and various related issues in the school subject area is very scanty and scarce in India. Buch (1979, 1987,91) also listed just a few studies in this area.

An examination of the Indian educational research literature also shows that research is available in the field of physical and social science and very little in the field of Hindi language. But in the area of English language there is total neglect of research work specially related to such issues as whether teachers have the clarity of objectives of English teaching and up to what levels these are attained, which methods, teaching procedures and
strategies with respect to various skills are employed by English teachers, adequacy and use of equipment and audio-visual aids by English teachers, adequacy of text books, methods which are adopted by English teachers to develop listening, speaking, reading and writing skills among the students, evaluative techniques used by the teacher, achievement of the students in the subject of English, problems faced by the teachers in teaching English at the secondary levels in the state of Punjab and similar other related issues.

The investigator is a teacher of English and in course of her experience as a teacher she found that students are normally weak in English subject. Together with her experience as teacher of English language, many questions come in her mind to which present study tried to answer like whether teachers know the objectives of teaching English? Whether teachers face problems while teaching English? Whether students commit errors in listening, speaking, reading and writing English, whether students' achievement in the subject of English is poor or not? and similar such type of questions.

The present study was aimed at to address these issues.

NEED OF THE STUDY

English language occupies a very important place in the constitution of India as well as at the secondary stage of education in many states of India. The present study, therefore, holds special significance at the present period in the history of Indian Education.

In our system of education therefore, it becomes necessary to provide planned education at the school level to avoid more wastage of human as well as material resources and heavy
burden on the Indian economy. Present study will provide new direction for the teaching of English at the secondary stage.

Review of research literature clearly reveals that studies with regard to the language are very scarce especially in the field of English language. Whatever little work has been done in the field of English language, only relates to knowledge of vocabulary, spelling, hand-writing and correlates of achievement. Study of present nature which deals with English language teaching and learning at the secondary stage by and large remained unexplored in India. Thus, there is an immense need for conducting such a study at the secondary level in Punjab where English is taught as a second language.

It is hoped that the present study will lead to the greater crystallization of objectives, content, method, activities and evaluative techniques of English language teaching at the secondary level of education.

Needless to say that the results of the present investigation will be very useful for planners and administrators in improving the teaching and standard of English language in the Punjab State.

**STATEMENT OF THE PROBLEM**

**AN EVALUATIVE STUDY OF ENGLISH LANGUAGE TEACHING IN SECONDARY SCHOOLS OF PUNJAB.**

**ISSUES**

In the present study, the following issues were studied:

1. To know the educational, professional background and socio-economic status of the teachers teaching English at secondary stage.
2. (a) To know what is perception of teachers about the objectives of teaching English and why to study English.
(b) To know up to what extent the teachers attain the objectives of teaching English.

3. (a) To know up to what extent does the present curriculum of English as specified by P.S.E.B. incorporates the different aspects of English, and what aspects are left.
(b) To know the perception of the teachers about the different aspects of English Text Book prescribed by P.S.E.B.

4. (a) What are the different instructional methods, strategies, Audio Visual aids employed by teachers in teaching English?
(b) To know about the adequacy of equipments, AV aids and provision of funds to purchase these equipments.

5. What are the various evaluative techniques employed by the teachers in assessing the progress of students in the development of four skills (i.e. listening, speaking, reading and writing) in the subject of English?

6. (a) Whether facilities, incentives and encouragement are given to teachers for attending in-service training programme?
(b) Up to what extent inservice programmes are found meaningful, relevant and effective?

7. Whether teachers get encouragement from head for purchasing books, equipment for teaching English or for English club.
8. Whether the English Teacher has recently read any Book on English Literature, or any article/topic/event related to English?

9. Whether there are facilities in the schools for extra coaching of gifted and backward students in English?

10. Whether teacher is a member of English club and has organized any activity/exhibition related to English Language?

11. Whether teachers assign homework, check it and provide feedback?

12. Whether the school subscribes any Newspaper, journal, magazine in English for School Library.

13. Whether the school has maintained a bulletin board or wall magazine?

14. (a) What are the motivational techniques used by the teachers?
   (b) Whether teacher encourages the students to keep Dictionary with them?

15. Whether the teacher uses English language while interacting with students, fellow teachers and parents?

16. Upto what extent the teachers develop listening, speaking reading and writing skills among their students?

17. (a) What are the problems faced by English teachers teaching English at the secondary level?
   (b) What are the short comings of English Teaching?
   (c) Which are the areas where students are deficient in learning English?
(d) What are suggestions to improve the quality of English teaching at secondary stage?

**METHODOLOGY**

Present investigation was done with the help of descriptive survey method.

In the first phase of investigation Questionnaire for Teachers was developed with the help of experts in the field of test construction and English language. Tests for testing the abilities of listening, speaking and reading were developed by the investigator herself. An English vocabulary test for writing ability was also constructed and standardized with the help of English Text books and senior teachers of English.

In the second phase, Questionnaire for Teachers was administered to English teachers and tests for listening, speaking, reading and writing were administered to students of English.

In the third stage, with the help of conference and dialogue opinion/views of the 10 experts were sought using judgement sampling for studying opinion about teaching of English language.

**SAMPLE**

For the purpose of present study, 80 government/government aided or recognized high/senior secondary schools were selected with the help of random technique from the randomly selected eight districts of Punjab. While selecting the institutions, due consideration was given to private and government schools, boys, girls and co-education institutions. All the teachers teaching English and students of one section (which were selected randomly) studying English in class IX/X in these schools formed the sample of the study.
TOOLS USED

1. Questionnaire for Teachers: This was developed by the investigator herself to collect information from English teachers teaching IX or X classes. This tool was also validated with the help of experts in the field of English and test construction.

2. English Listening, Speaking and Reading Tests: These tests were constructed by the investigator herself for testing the listening, speaking and reading abilities of students.

3. English Writing and Vocabulary Test: This test was also constructed and standardized by the investigator to know the knowledge of English vocabulary and writing ability of students of IX/X class.

4. Conference/dialogue with experts: In order to know the opinion of the experts regarding different aspects of teaching of English at the secondary stage, the investigator took the help of conference/dialogue with the experts.

DATA COLLECTION

Data for the present study was collected from the teachers teaching English to the IX and X classes in Govt./Private recognized High/Sr. Sec. Schools taken from eight districts of Punjab. At the first step, principals of various schools were requested to give their help and permit for the collection of data from the teachers of their schools. After that English teachers were contacted personally to fill the Questionnaire or they were requested through their principal to fill the questionnaire. Efforts were made by the researcher to answer all the queries of the teachers so that they can respond to the Questionnaire carefully and with interest. Similar efforts
were made to collect data from students. All this was done to get maximum cooperation from the teachers and students by telling them that their responses would be kept secretly confidential and that their cooperation was essential and also contributing towards the enhancement of research in the area of English Language.

**STATISTICAL TECHNIQUES USED**

As per the issues raised in the present study the collected data were analyzed by converting frequencies into percentages. Further wherever possible content analysis was also done.

**FINDINGS**

The following are the findings of the study given in different parts:

**Part I**

The findings of Part I, which is devoted for the study of personal, educational and professional status of the teachers, are as given below:

1. Out of 160 English teachers, the total sample of the study, 33.75% teachers are males and 66.25% teachers are females. This reveals that the no. of female teachers is almost double as compared to male teachers.

2. The percentage of English teachers between the age group < 30 years, 30-40 years, 41-50 years, 51-60 years are 43.75%, 33.75%, 9.37% and 13.12% respectively. This shows that majority of teachers are below the age of 30 years.

3. As per the results of the study 78.75% teachers are B.A., B.Ed., 27.5% teachers are post graduates in English
whereas 50% teachers have done postgraduation in subjects other than English. 7.5% teaches are graduate only.

4. The results reveal that 59.42%, 54%, 1.34% teachers have secured first, second and third division respectively at B.A. level; 69.84%, 26.07%, 0.79% teachers have secured first, second and third division respectively at B.Ed. level; 13.6% 53.6% and 8.8% teachers have secured first, second and third divisions respectively in M.A. English or subjects other than English.

5. The percentage of teachers who opted for English literature in B.A. is 41.25% whereas 58.75% teachers did not opt for English literature at the graduation level.

6. Majority of the teachers (48.75%) have teaching experience below 5 years 29.37%, 4.37%, 4.37%, 13.12% teachers have teaching experience between 5-10 years, 11-15 years, 16-20 years and 21-25 years respectively.

7. There are 36.87% teachers who teach between 20 to 30 periods per week. A good no. of teachers i.e. 35% have the work load of 36 periods whereas 28.12% teachers teach between 37-42 periods per week.

8. The percentages of teachers who are working on regular, adhoc and purely temporary basis are 43.75%, 15.62% and 40.62% respectively.

9. Approximately 75% teachers are getting salary below Rs. 10,000/- whereas 10% teachers are getting salary between 10,000 – 15,000 and another 10% teachers are getting between 15,000 to 20,000. Only 3.75% teachers are getting between Rs. 20,000/- to Rs. 25,000/- per months.
10. The number of students in IX class is below 30 as reported by approximately 43% teachers and above 30 as reported by 56% teachers. In X class 38% teachers have students below 30 in number and 62% teachers have students above 30 in number. The maximum number of students goes up to 50.

11. The results indicate that 81.87%, 10.62% and 7.5% teachers are from general, schedule caste and backward class respectively.

12. As per the results total monthly income of family of 32.5% teachers is below Rs. 10,000/- whereas 33.75%, 20.62% and 13.12% teachers have the total monthly income of their family between Rs. 11,000-20,000/-; 21,000-30,000/- and > 30,000/- per month.

13. The results reveal that 25% teachers' spouses are B.A. whereas 18.75% teachers' spouses are M.A. and 10% teachers' spouses are B.Ed. also.

14. Qualification of children was not given by any of the teachers.

15. Majority of the teachers i.e. 98.12%, 88.12% have T.V. and scooter available in their homes. 50% teachers have car and 28.12% teachers have Air conditioners in their homes.

16. 88.12% teachers subscribe newspapers/journals/magazines in their homes whereas 11.87% teachers have reported that they do not do so.

17. The results show that only 9.37% teachers live in rented houses whereas 90.62% teachers have their own houses.
18. Only 27.5% teachers or their family members are members of social organization whereas 72.5% teachers are not members of any social organizations.

19. An equal no. of teachers belong to either High socio economic status, average socio economic status or low socio economic status (i.e. approximately 33%).

Part II

The results of Part II, which is concerned with perception of English teachers regarding importance, objectives, curriculum, textbooks, methodology, audio-visual aids, library, co-curricular activities, evaluative etc are given below:

1. As per the opinion of 40.3%, 18.6%, 16.12%, 15.5% teachers, English should be studied because it is an international language, link language, an important language and an important means of communication with the educated world respectively. 6.2%, 4.34%, 3.1%, 3.1% teachers opine that English is main requirement for higher studies, major window on the world, develops confidence and provides good job prospects.

2. In the opinion of 24.8% teachers the objective of teaching English language at secondary stage is to develop the four skills viz. listening, speaking reading and writing. According to 15.5%, 14.88%, 12.4%, 12.4%, 9.3% teachers, the objectives of teaching English are to provide students global approach, to face various competitions, to develop students’ interest in English language, to enable students to speak and express themselves in English language and to be
acquainted with the vast English culture. Approximately 6% teachers have mentioned developing creative writing, good hold on English while pursuing higher studies and attaining perfection in technological and scientific knowledge as objectives of teaching English.

3. None of the teachers consider that the objectives are attained fully whereas 66.34%, 28.52% and 4.34% teachers consider that objectives are attained partially, very little and not at all respectively.

4. Regarding the incorporation of different aspects of English in the curriculum specified by P.S.E.B. 67.58%, 19.22% and 12.4% teachers consider that the incorporation is done partially, very little and not at all respectively. None of the teachers consider, that the incorporation is done fully.

5. Only 3.1% teachers have expressed that the present curriculum meets the needs of students fully whereas 60.14%, 29.76% and 6.2% teachers have reported that the present curriculum meets the needs partially, very little and not at all respectively.

6. Nearly 10% teachers feel that text books recommended by P.S.E.B. are upto the mark whereas 35.34%, 39.06% teachers consider text books to be satisfactory and not satisfactory respectively. 14.26% teachers have not bothered to give any answer.

7. Grammar translation method, lecture method and Bilingual Method is used by 42.16%, 17.36% and 7.44% teachers respectively. Almost an equal no. of teachers i.e. 6%
approximately use direct method and induction – deduction method. 15.5% teachers have reported that they do not make use of any method.

8. As regarding the instructional skills used by English teachers, approximately an equal no. of teachers i.e. 15% teachers use audio-visual aids and questioning skill; approximately 9% teachers give either ample practice in listening and speaking or use discussion; 12.4% teachers use Black Board. An equal no. of teachers i.e. approximately 6% use narration skill, give clues or outlines, explanation or reinforcement while teaching English.

9. 78.50% teachers have informed that they make use of different mass media, audio-visual aids while teaching English whereas 21.7% teachers have reported that they do not do so. Majority of the teachers i.e. 24.80% use charts, models, flash cards and black board; Tape recorder, newspaper and language lab is employed by 18.6% whereas 22.32% teachers use television, computer, internet, C.D., slide projector and transparencies while teaching.

10. In the opinion of 40.3% teachers there is adequacy of equipment and audio-visual aids for teaching English whereas 58.9% teachers opine that the provision is inadequate.

11. 34.1% teachers consider availability of funds to be spent on teaching, learning and other activities in the subject of English to be adequate whereas 65.1% teachers consider it to be inadequate.
12. Regarding the availability of funds to purchase equipments 
and aids related to English teaching, 23.56% teachers 
consider these to be adequate whereas 75.64% teachers 
consider these to be inadequate.

13. Majority of English teachers i.e. 24.18% use written tests for 
evaluating the performance of students. Oral tests and 
questioning is used by approximately 12% teachers 
separately. An equal no. of teachers i.e. approximately 9% 
evaluate students through assignments, written tests and 
elocutions, debate, discussion and extempore. Similarly 
approximately 6% teachers use quiz, giving exposure to 
read, write and speak English, reading chapters or news for 
evaluating students. Reading with proper pronunciation 
(4.34%) and competitions (2.48%) are also employed.

14. Regarding facilities and incentives given to English teachers 
for attending in-service training programme 3.1%, 4.34%, 
6.2%, 1.86% teachers have informed that they are given 
cash, leave with pay, prize, and increment respectively. 
83.7% teachers have expressed that they are given nothing 
for attending in service programme.

15. As reported by English teachers, only 24.8% teachers have 
attended any in-service programme during the last 5 years 
whereas 74.4% teachers have not done so.

16. Majority of the teachers i.e. 49.6% have informed that in-
service education programmes are not meaningful, relevant 
and effective whereas 27.9% teachers find these 
programmes effective. 21.7% teachers have not given any 
answer to this question.
17. As per the opinion of 37.2% teachers, they get encouragement from the head while acquiring any equipment whereas 21.7% teachers say that they do not get any encouragement and in the opinion of 40.3% teachers they sometimes get encouragement from the head.

18. Only 21.7% teachers have read recently book(s) on English literature or any author whereas 80.6% teachers have not gone through any books on English literature or author recently. The books read by English teachers are Chicken Curry, God of Small Things, Tempest, John Keats, Tough Times Never Last, But Tough People Do, As you Like It, William Wordsworth etc.

19. 18.6% teachers have the knowledge of some current topic/article/event published in English Newspapers/magazine/literature in India or abroad whereas 80.6% teachers have not any such knowledge. The teachers have gone through the articles/events as World Cup, Indian Budget, Educational Tribune, Health Tribune, Letters to Editors, General Information in the newspapers etc.

20. According to 40.3% teachers the facility for extra coaching of gifted children is available in schools whereas 58.9% teachers have informed that such facility is not available.

21. As per the information provided by 77.5% English teachers, there is facility available in the school for extra coaching of backward children whereas 34% teachers have reported that no such facility is available in their schools.
22. Only 14.26% teachers have reported that they have English Club in their schools while majority of teachers i.e. 84.94% teachers have informed that they do not have any English club in the school.

23. As there are very few English clubs in schools, only 12.4% teachers are member of English club whereas 86.80% teachers are not.

24. Only 22.94% teachers have organized drama/exhibition/play in their schools whereas 76.26% teachers have not done so.

25. Almost all the teachers i.e. 96.72% assign homework to students regularly. Only 2.48% teachers do not assign homework regularly to their students.

26. Majority of teachers i.e. 93% give class tests to their students while only 6.2% teachers do not give class tests their students.

27. Majority of teachers i.e. 83.7% give weekly tests to the students whereas only 12.4% and 3.1% teachers go for fortnightly and monthly tests respectively.

28. 96.72% teachers provide feedback to their students whereas 2.48% teachers do not do so.

29. Regarding the availability of text books and reference books in the subject of English in the school library 37.2% teachers have reported that there is availability, 9.3% teachers say that they do not have and 52.7% teachers informed that the availability is there but it is not upto the required standard.
30. Only 22.94% teachers have reported that there is provision of separate English sections in the school library whereas majority of teachers i.e. 76.26% teachers have not any provision of separate English Section in their school libraries.

31. Majority of teachers i.e. 71.3% have informed that their schools subscribe newspapers/journals/magazines whereas 27.9% teachers' schools do not subscribe only newspapers etc. Maximum schools subscribe The Tribune, The Indian Express, The Hindustan Times, The Times of India, India Today, Reader's Digest etc.

32. 51.46% teachers have expressed that their schools maintained bulletin board or wall magazine whereas 47.74% teachers have informed that their schools do not do so.

33. As reported by 24.8% teachers there is provision of separate teachers for language and literature whereas 74.4% teachers have informed that there is no such provision.

34. In the opinion, of 54.56% teachers the level of students' achievement is high if they are taught by one teacher whereas according to 44.64% teachers the level of students' achievement is high if they are taught by more than one teacher.

35. 14.26%, 13.02%, 11.78%, 11.78% teachers use audio-visual aids, group activities, dictionary, give practice of listening, speaking, reading and writing respectively for developing listening, speaking and writing among students. Paper reading, Translation method is used by 9.3% and 6.2%
teachers respectively. 12.4% teachers have reported that they do not use any method.

36. 14.26%, 13.02%, 9.3%, 9.3%, 8.68%, 7.44% teachers use motivational techniques or exposures as encouraging students to participate in all activities, prizes, participation in discussion, appreciation, reinforcement and making spoken English compulsory respectively. An equal no. of teachers approximately 6% show pictures, charts etc., be a role model for students, and assign project work to students to motivate them. 19.84% teachers do not provide any motivational technique or exposure.

37. 94.86% teachers give encouragement and motivation to students to participate in various activities whereas 4.34% teachers do not do so.

38. All the teachers i.e. 100% encourage students to keep and consult dictionary.

39. Majority of the teachers i.e. 84.94% have the habit of keeping and consulting dictionary whereas 14.20% teachers do so but it is not always.

40. Only 32.24% teachers use English while interacting with students and others whereas 63.86% teachers do not do so and only 3.1% teachers use English sometimes while interacting.

41. 84.32% teachers prepare notes on language item or literature whereas 14.88% teachers do not do so.

42. It is reported by only 14.26% teachers that they have read any recently published book/s or article/s whereas majority
of teachers i.e. 84.94% have not gone through any article or book published recently.

43. None of the teachers (i.e. 100%) has undergone any certificate/diploma course from C.I.E.F.L. Hyderabad or R.I.E., Chandigarh.

44. Problems of over crowded classrooms, poor background of students for developing habit of speaking English, lack of time, English being, introduced late, difficult syllabus, difficult to understand because of being a foreign language are faced by 16.74%, 13.64%, 10.54%, 9.92%, 9.3% and 7.4% teachers respectively. Almost an equal no. of teachers i.e. 6% consider the problems to be low salary of English teachers, lack of grammatical understanding on the part of teachers and lack of audio visual aids 11.78% teachers have not bothered to give any answer.

45. Only 6.2% teachers opine that the level of achievement of students in the subjects of English is high whereas an equal no. of teachers i.e. approximately 46% opine that students’ achievement level is low and medium respectively.

Part III

The findings of Part III, which is devoted to know from teachers teaching English at secondary stage the short comings in the subject of English, areas where students are deficient, common errors committed by students and suggestions to improve the standard of English language at secondary stage, are given below:
1. Approximately 30% teachers have mentioned lengthy syllabus and lack of provision to learn new methods of teaching as the short-comings in the subject of English. 28.52%, 15.5%, 14.26%, 12.4%, 9.3% and equal no. of approximately 6% teachers consider more stress on grammar translation method, grammar of rules, syllabus not interesting, non-availability of audio video aids, lack of confidence in students in spoken English, lack of proper library facilities, reading, writing, stress on rote memory, lack of exposure to the students as the major short comings in the subject of English.

2. Reading, Speaking, Writing, proper listening with understanding, ability to interact in English, developing proper accent by rural students, stress and intonation poetry are the areas where students are deficient in learning English as opined by 18.6%, 15.5%, 15.5%, 12.4%, 7.44%, 7.44%, 6.2%, 6.2% teachers respectively. 12.4% teachers have not bothered to give any comment.

3. Regarding the common errors committed by students in listening and understanding English, 15.5%, 13.64%, 9.3%, 6.2%, 5.58%, 4.34%, and 3.1% teachers consider tone of the speaker is not understood properly, pronounced word not being understood, lack of understanding regarding accent of English, lack of understanding of theme, repetitions required to grasp the matter and fluent English not understood respectively. In Speaking, the common errors committed are lack of confidence, non ability to speak more than five lines, lack of fluency, wrong pronunciation, non
understanding of stress, intonation and rhythm as reported by 4.34%, 3.62%, 3.1%, 2.48%, and 1.86% teachers respectively. The common errors committed in Reading are inability to answer questions based on reading, extensive, intensive-reading, reading speed, reading habit, reading with comprehension not developed as mentioned by 7.44%, 4.34%, 12.4%, 6.2%, 4.96%, and 3.1% teachers respectively. In writing grammatical mistakes, poor vocabulary and spelling mistakes are mentioned by 9.3%, 8.68%, 5.50% teachers respectively. 11.78% teachers have given no comment.

4. As per the suggestions given by English teachers to improve the teaching quality and standard of English language at the secondary stage 15.5%, 13.64%, 13.64%, 12.4%, 11.78%, 9.3%, 9.3%, 8.68%, 8.68% teachers have suggested need for new approaches, adequate attention to be paid to correction work, holding co-curricular activities in English language, provision of more audio visual aids, making use of dictionary compulsory for both teachers and students, influence of authority and parents to be minimized, specialized teachers to teach language and literature knowledge of phonetics to be must for both teachers and students more emphasis on literature respectively. Better salary, balanced curriculum, evaluation reforms, teachers as role models, incentives to teachers, practical application of grammar are suggested by between 6% to 7% teachers.
**Part IV**

The findings of Part IV, which is devoted to know the level of *Listening ability with understanding* of English language of students studying at secondary stage in schools of Punjab, are as given below:

Maximum Students (41.75%) were unable to get even passing marks in this test whereas those who could win distinction (9.45%) and get first (23.45%) or second (15.4%) divisions are very less. Only a few students (9.95%) could get passing marks.

**Part V**

The findings of Part V, which is related with knowing the level of *Speaking Skill* of students studying at secondary stage in the schools of Punjab, are as given below:

The results indicate that only 12% students could win distinction in this test. However there are some students (35.1%) who could get first division and second division (29.35%) in this test. Very few students (i.e. 13%) could get passing marks only and 10.45% students could not get even passing marks in the test for speaking ability in English Language.

**Part VI**

The findings of Part VI, which is concerned with knowing the level of *Reading Skill* of students studying at Secondary stage in the schools of Punjab are given below:

As per the results there are very few students (i.e. 2.55%) who could win distinction or secure first division (i.e. 8.9%) in the test for reading ability. However one fifth (22.5%) of the total
sample could secure second division in this test and another one fourth of the total sample (25.5%) could score only passing marks in this test. But a majority of students i.e. 40.1% could not get even passing marks in the test for reading ability.

**Part VII**

The findings of Part VII, which is devoted to know the level of *writing skill and vocabulary* of students studying at secondary stage in the schools of Punjab, are as given below:

As per the results of Part VII only 2.55% students could win distinction in this test whereas 10.15% and 18.95% students could secure first and second divisions in this test. 24.1% student could get only passing marks and majority of the students i.e. 44.25% could not get even passing marks in the test for writing and vocabulary.

**Part VIII**

On the basis of data collected from IX and X classes for testing their four skills viz. listening, speaking, reading and writing, the identified common errors committed by students are as given below:

1. In *Listening Skill*, students take too much time in understanding spoken English and need many repetitions to grasp the matter conveyed by fluent English. Many worlds are misunderstood along with word accent and sentence. Being weak in comprehension, students are not able to answer questions correctly and follow the instructions given by teacher. The attitudinal tone of the speakers is not clear to the students and students lack interest in listening with proper attention.
2. In Speaking Skill, students are in the habit of using one word instead of complete sentence which hampers their fluency in language and mars their confidence. Some vowels, diphthongs and consonant sounds are found difficult to pronounce by students. Many words are mispronounced by students which may be due to Punjabi touch or hesitation or lack in proficiency in proper stress, rhythm and intonation in spoken English.

3. In Reading Skill, comprehension is quite weak be it grammatical structures, vocabulary or answering some intelligible questions. As students read English under compulsion and have no good reading habits they find complex English sentences difficult to understand, lack fluency in reading, mispronunciation of words and have wrong reading habits.

4. In Writing Skill, students are not using proper cursive writing, capital letters, punctuation marks, etc. Consequently students don't have good handwriting. Good vocabulary, knowledge of grammatical structures especially Tenses, correct spellings, putting together their feelings and expressions, writing according to the demands of the situation etc. are quite lacking in students.

**Part IX**

On the basis of opinions from experts regarding the standard of teaching English at the secondary level in the schools of Punjab, the following conclusions have been drawn:

(i) The experts are of the opinion that there is dearth of
dedicated teachers. Teachers have forgotten that the onus of producing good citizens lies on them. Further those who are selected for the post of social studies are given English language to teach without considering the calibre of the teachers. Not only students but teachers also are scored of this subject. The reason is that teachers are not ready to improve themselves. Hence their mental poverty is increasing. English teachers themselves do not make use of English while interacting with others and mispronounce many words. The libraries of schools do not have good books and dictionaries on English language. The vocabulary of teachers is very poor.

(ii) Regarding background of teachers and students the experts feel that both teachers and students coming from rural background feel difficulty in learning this language and they are not given enough exposure for spoken aspect of this language. Due to the late introduction of this language, the handwriting spellings and pronunciation of students is suffering a lot.

(iii) As far as the teaching methods are concerned, grammar translation, though it is no more an effective method, is still the favourite one with maximum teachers. Teachers do not take initiative for learning new methods. Similarly at B.Ed. level the course content is more than time period required for mastering it. Teaching is done mainly at the memory level and not at the reflective level. Teaching Grammar and poetry is not clear to maximum teachers. In fact the way English is taught in our schools is making this language a
phobia for the students. Teachers are running after short cut formulae instead of making the logic clear for use of any word or structure etc. The use of English in practical life is totally neglected.

(iv) Some experts opine that teaching aids are not made available to the teachers and if made available teachers are not willing to use them. Language laboratory is not at all available. This ‘touch me not’ attitude of English teachers towards teaching aids is a major hurdle against realizing the beauty of teaching and learning this language.

(v) Maximum co-curricular activities are organized in Hindi or Punjabi language. Those teachers who take initiative to organize co-curricular activities in English are demotivated by the head of institution because now teaching is examination centred and result oriented. The debate, declamation etc. in English are also a formality only as nobody is listening because English is found difficult to understand.

(vi) Many experts have blamed the faulty examination system which is centred on checking students' writing ability only. The target of getting maximum passing marks and getting 100% result is also killing the quality of good teaching. Mass copying during examination, faulty question papers based on memory only, favouratism by teachers and wrong evaluation practices need immediate reform.

(vii) In the view of some of the experts the administration also plays a very important role. The indifferent attitude of head mars the performance of teachers as well as students.
Further the time period allotted for teaching English is very less.

(viii) Regarding financial aspects, experts feel that the poor performance of English teachers is due to their poor salary which makes them do tuition work. Consequently teachers pay less attention to their class students and do partial treatment with students also.

(ix) The policies of government are making our English teacher 'Jack of all trades but master of none'. Teachers are to do election duties or implementation of any policy except teaching. No time is left for correction work or professional growth of teachers. If government organizes any seminars or in-service programmes, teachers do not participate willingly or these seminars etc. are not upto the mark P.S.E.B. gives students choice to either opt for or leave English language. Hence maximum students go for other subjects or languages. Teachers have to run after 100% results by hook or crook as their promotions transfers are dependent on these. As per ACR teachers are to interact in Punjabi with students. In this way English language gets a start with Punjabi language.

(x) Regarding the text books and reference books, the experts feel that these are recently revised at the secondary stage but are too difficult to teach. Further teachers actually teaching English are not consulted for revising books rather influential persons are invited. Our libraries are not furnished with good reference books, newspapers, magazines and journals etc. in English language. Teachers
and students find cheap help books easy to follow and consequently they ignore good reference books etc.

EDUCATIONAL IMPLICATIONS

1. Findings of the study will make the teachers, students and administrators more clear about the aims and objectives of teaching and learning English. Keeping these in mind, the 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 as a knowledge subject.

2. The results of the study put emphasis on improving the qualification of English teachers. Quality of this subject will be improved by making English literature must at graduation level.

3. As per the results of the present study it is revealed that most of the teaching is being done without adequate aids. With the exception of few schools, maximum have never heard of linguaphone or some other important aids for making teaching and learning of English effective. Teachers neither take pains to prepare simple teaching aids nor do they trouble themselves by making use of aids already available in school. Therefore, the school authorities and principals should make sure that these aids and equipments are available and must be used by the teachers regularly. Teachers should be given some incentives for the proper use of these aids. On the other hand if inspite of the fact that these aids are available in the schools, still the teachers are not using these then some strict action must be taken.
against these teachers for not making use of available teaching aids and equipments.

4. On the basis of the findings it is revealed that the workload assigned to a good number of teachers is 36 periods and to some extent between 37-42 periods per week. It has also been observed that class size is above 30 in majority of the cases. Therefore, this study suggests that principals must take care for reducing the workload and maintain adequate teacher-pupil ratio, only then the English teachers may be able to give individual attention to the students as well as will be able to do correction work properly which is a major requirement of English language learning.

5. Now in most of the cases average persons are joining the teaching profession. Thus the salary of teachers should be raised to such an extent that it attracts competent and able persons to the teaching profession.

6. It is also revealed that availability of funds to be spent on teaching, learning and other activities in the subject of English is inadequate. So the principals should create adequate funds for this purpose.

7. In majority of the cases, teachers’ knowledge regarding content, methods and skills is not up to date. Therefore, the authorities should send more and more teachers for refresher courses so that the teachers are acquainted with new trends in the methodology of teaching this language and are abreast with the latest techniques of evaluation. For this purpose some incentives must be given to the teachers.
8. For developing independent thinking, reasoning ability, creativity, power of self expression of students, discussion classes and teaching through question answer strategy should be encouraged by the teachers.

9. In service education must be made attractive, meaningful, need based, relevant and compulsory in which teachers should be given freedom to discuss their problems related to teaching learning process. For this adequate facilities and incentives in terms of special increment or promotion should be given to the teachers to enable them to attend inservice training programmes.

10. Special arrangement for coaching of gifted and backward students in English language must be made free of cost or on nominal charges by school authorities in order to improve the standard of teaching English.

11. Every school should subscribe sufficient number of newspapers, journals and magazines for teachers so that the teachers can be abreast with the new knowledge in this field. In addition to this every school must maintain a bulletin board or wall magazine for students so that they learn new things everyday after reading bulletin board or wall magazine and by contribution to these daily.

12. Teachers should be encouraged by school principals to read recently published articles in newspapers and books on English literature. They should also be encouraged to send their articles in school magazine or newspapers.
13. English teachers should adopt adequate methods to develop listening, speaking, reading and writing skills among the students.

14. Co-curricular activities related to English language help in creating interest of students in this language as well as in improving their performance. Therefore principals of the schools should help the English teachers to establish English clubs in schools.

15. Knowledge of phonetics should be compulsory for teachers and students to know the basic mechanics of this language.

16. There should be separate post of English teachers in the schools. The present practice of teaching English classes at the secondary stage by Social Studies teachers should be discouraged.

SUGGESTIONS FOR FURTHER RESEARCH

Based on the findings of the study, some suggestions on the lines on which further research can be conducted are given below:

1. An evaluative study of any other school subject except English may be undertaken.

2. A similar study may be conducted on any other stage of education instead of secondary stage.

3. The rural-urban background and sex differences of the teachers as well as students may be considered for the study.

4. Some other study involving the larger and different populations, as also follow up studies may be undertaken to establish the validity of the findings of the present
5. Students' hold on English grammar, phonetics and composition may be undertaken instead of taking the four skills viz. Listening, Speaking, Reading and Writing.

6. It may be worthwhile interesting to study how the personal characteristics of the principal and school affect the teaching of English at the School stage.

7. It may be to study the acquisition of Listening, Speaking, Reading and Writing Skills of Teachers' teaching English at the School stage.

8. A comparative study to trace the evolution of the teaching of English in India from second half of Twentieth to Twenty First century may be conducted.

9. 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.

10. Assistance and hindrance created by mother tongue in the acquisition of English language may be undertaken.