

CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

Review of related literature is an important prerequisite to actual planning and then execution of any research work. The survey of the related literature helps in acquiring information about the studies done in the field and it facilitates in avoiding unnecessary duplication. In this chapter, the researcher reviews the related literature of the study. In doing so, the researcher focuses on important broad areas regarding the various aspects of teaching English as a second language. Though, various research works have been found in the field of English language teaching both at international and national levels, no sufficient works have been found at the state level and not a single work on the problem of learning English by the 12th standard Assamese medium students could be traced so far as the knowledge of the researcher goes. However, some published and unpublished works of the related area are reviewed here. The reviews are sub-headed as ‘Classroom Teaching of English as Second Language’, ‘Language Proficiency, Teacher and Learner’ and ‘Review of Studies on English Language Teaching’.

2.2. Classroom Teaching of English as Second Language.

In English language teaching-learning process, classroom plays an important role. A scientific, well-furnished classroom with a limited number of students is a pre-condition for effective teaching-learning. The classrooms of our higher secondary schools and the junior colleges are highly congested with a student strength ranging from 35 to more than hundred. This possesses a great obstacle in teaching-learning process. As a result, learners do not get required space to interact, act and indulge in various innovative techniques like pair-work, group work, etc. Ticku (2003) aptly cites a comparison between our classrooms and that of the English speaking West. A

normal class in the English speaking West is small. Classroom studies often get done with no more than 10-15 students; those 20-25 seem to be the norm. To make the point more categorical, Ticku (ibid.) cites an example. In a letter to *Time* magazine of 15 April 1991, Melissa Stepanick, a Grade 4 American teacher, was quoted as saying: 'I 'd give up a pay rise if they would lower my class size. I can't be effective with 33 kids. Ms Stepanick's lament suggests that for teachers in her world, 33 pupils make an unacceptably large class. But for a teacher in India, especially in Assam, a class with 40+ pupils is no reason for complaining; here a teacher normally works with much larger numbers.

Classroom climate is generally divided into two types (a) teacher-centred classroom and

(b) student-centred or client centred classroom. Teacher centred classrooms traditional, direct, dominative and autocratic; on the other hand, student centred classrooms are integrative, progressive, indirect and democratic.

Sing and Walberg's (1973) study reveals a high relationship between an effective classroom environment and achievement and positive attitude to the study. They say that if teachers are trained in effective interpersonal relations, their effective skills will help to reduce negative classroom influences and to promote a climate conducive to pupils' growth, motivation and achievements and satisfaction.

Gordon says that in order to establish the classroom climate which will help the students to think rationally, independently as well as co-operatively, and to motivate them to develop their personal, social and intellectual competencies, the teacher must be proficient in the interpersonal skills (1972).

Brown and Mac Dougall in their paper 'The Influence of Interpersonal Skill Training on the Social Climate of Elementary School Classrooms'(1973) attempted to alter the social climate of classrooms by improving pupil-teacher relations, peer relations and pupils' self concepts through an in-service training programme. And they found that feedback and positive assessment of their classroom behavior offered to teachers helped to build up positive self-concepts in their pupils.

William T. Littlewood discusses the process of first language acquisition and second language learning. According to him, if the method and materials are not

proper, the learner will be misled. In the classroom, the learner is provided with an external syllabus which may be contradict with his/her internal syllabus, as the learning sequence may not be the same with the teaching sequence. Mentioning the distinction between teaching and learning, Littlewood says _ “In most of the considerable literature that exists about classroom method and techniques, the focus of attention is clearly on the activity of teaching, as if learning were merely a straight forward reflection of the teacher’s actions. ‘To learn’ means, above all, to react to stimuli and instructions provided by the main actor in the classroom: the teacher.” Some factors that influence the teaching-learning process are -

1. In almost every sphere of education, there has been a growing tendency to become more “learner-centred”. We have come to realize that each person is ultimately responsible for his own learning and needs to engage his own personality in the educational process.

2. In language teaching, our methods and techniques have often failed to produce effective learning, however sound they may have appeared in theory. To discover why, we must study the learner.

3. Related to the previous point, we have become increasingly aware that individual learners are different from each other. They are not simply soft clay waiting to be shaped by the teachers, but have their own personalities, motivations and learning styles. All of these characteristics affect how learners act in the classroom.

4. The active role which the learners perform in developing their language has been emphasized by studies of L1 acquisition. These have led to similar work in foreign and second language learning which again has shown the learner to be an active participant in the development process.

2.3. Language Proficiency, Teacher and Learner

The American Heritage Dictionary of English Language defines proficiency as ‘performance in a given art, skill or branch of knowledge with expert correctness and facility’ with ‘a high degree of competence through training’. Clark (1972) defines the language proficiency as the ability to use language for real life purpose without regard to the manner in which that competence was acquired. But for the learners there are no opportunities to practise and improve their English. As a result, Taye (1999) states,

“the English possessed by the vast majority of the students at all level in secondary schools is totally inadequate....Students do not possess sufficient English even to understand what they hear from the teachers or read in their textbooks, let alone to participate actively through their own speaking and writing.” In our acquisition poor environment, proficiency in English language on the part of the teacher is a matter of prime concern, without which teaching English will prove to be mere futile. Proficiency of the teacher motivates the learner, who regards the teacher as a role model. In turn, it inspires the learners to undergo the arduous task of English learning as a joyful activity.

Teachers’ role in the teaching-learning situation is crucial and they alone can make the learning process a successful and interesting experience. A language teacher is not only concerned with adopting a certain approach or teaching method in the classroom, but is also expected to modify the strategies to suit the situation. Gatenby (1967) says: “If we can train the teacher, make him efficient, and give him confidence, he can himself remove or get rid of most of the other drawbacks”. The teachers’ proficiency and attitude play a major role in the learning process. The teacher is a role model for his/her students. Any mistake in his/her pronunciation or usage may have a fatal consequence on the learners. Lee (cited in Perren 1968) points out: “One of the main causes of ineffective teaching in the world today is that so many teachers have inadequate command of English.” National Policy on Education (1986) defines teacher as “The status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create condition which will motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capacities of and the concerns of the community.”

Talking about the role of teachers’ language proficiency, Allen and Vallette (ibid) say that it is, of course, desirable that all language teachers be fluent speakers of the language they are teaching....It seems plausible that a dynamic language teacher of average-to-low language proficiency who uses tape recordings and a variety of techniques in the classroom might well be more effective than the very fluent teacher who is less responsive to the needs of the students and lack imagination in his teaching methods. Although techniques in themselves cannot compensate for very

poor language proficiency, they definitely enhance the effectiveness of the teacher in the classroom.

Commenting on the role of a teacher, Ahire (2012) points out: “Life is a process in which change is inevitable. In keeping with the pace of changing times, the teacher also needs to change.” Littlewood (1981, cited in Choudhury, A.S.) conceptualizes the role of the language teacher broadly as the ‘facilitator of learning’....instead of the ‘teacher in instructor’. Teacher have to create a genuinely humane climate in which we have to initiative a process where a young person can find him/herself respected, can make responsible choices can experience the excitement of learning, can lay the basis for living as an effective, concerned citizen, well informed, competent in knowledge and skills and confident of facing the future. Shaun O’ Dwyer (1999) mentions that in teaching English as second language and foreign language today, the old pedagogical idea of the teacher as an authority transmitting knowledge to students ‘who do not know’ is in disrepute. The idea now is for a more democratic student-centred approach, in which the teacher facilitates communicative educational activities with students. Such an approach, stresses the importance of learner autonomy and responsibility for the learning process, and attributes greater value to the learner’s experience and knowledge in the classroom.

In their work “Studies on Teachers’ Classroom personalities”, Anderson and Brewer say that there are two types of teachers: dominative and integrative. A dominative teacher thinks that he knows the best issues, orders and decisions, expects obedience and conformity; dislikes discussions and criticism and trends to blame or threatens. An integrative teacher on the other hand, requests rather than orders, consults, encourages co-operation, delegates responsibilities, welcomes pupils’ ideas, creativity and initiative. His pupils contributed more to the lesson; they are more friendly and co-operative, less inattentive and aggressive and resistant to instruction than the pupils of dominative teachers. According to Anderson and Brewer, it is the teacher, who is the principal creator of the classroom climate. Therefore, they claim that the students’ response largely determined by the teachers’ style of functioning.

Flanders says, the behavior of the teacher more than that of any other individual sets the climate of the class. The rule is that, domination invites further domination, and integration stimulates further integration. When a teacher has high

proportion of integrative contacts, pupils show more spontaneity and initiative and voluntary social contributions, and acts of problem-solving. When a teacher has high proportion of dominating contacts, the pupils are more easily distracted from the school work and show more compliance to, as well as rejection of the teachers' domination.

M.R. Panchal, in his book *'Teaching English in India'* mentions that a learner must be given only what he can take and only as much as he can take. Advocating in favour of the communicative approach of language teaching, he says that the only adequate test in a language is the ability to use the language, very much as an adequate test of car driving is the ability to drive it on the road and not the ability to state how to drive a car.

J.C. Aggarwal says that the learner should get the chance to encounter the text directly, so that they can develop their critical and creative abilities. If the teachers organizes classroom activities in such a way as to foster independence in learning, his role will be become that of a manager. Once a teacher sees himself as a "manager of learning" rather than an "impartor of information", he is likely to be less worried about his inability to cater to linguistic needs of learners.

2.4. Review of Studies on ELT

The *International Handbook of English Language Teaching* (Cummins and Davidsons, eds., 2007) clearly describes the spread of English and how English came to become a global phenomenon. At the same time, he tries to give an idea about the policy, practice, research and theory, associated with English language teaching. Ticku (2003) combines information on the subject and key points of research with a holistic and multidisciplinary approach, all of which familiarizes the researchers with the terminology of English Language Teaching (ELT). Many teachers who teach English in learning environments where the language is restricted to the classroom often experience an increased need to formulate a suitable method for such classrooms. He guides the teachers work towards such method, drawing attention on teaching-learning contexts in India and its multilingual contexts.

Nagaraj (2008) provides a comprehensive study of English language teaching method giving the readers an understanding of the approaches, methods, teaching

techniques and aids used in teaching English, together with all their implications. Agnihotri and Khanna (1994) point out two distinct traditions in teaching English in relation to social division. They opine that the convent and the public schools serve the needs of the elite and powerful class of the society. In such schools, the speaking skill is given utmost importance, while reading and writing get less importance. On the other hand, the regional medium schools serve the masses, where English is taught only as a subject including comprehension, grammar, translation etc.

Vivian Cook (1996) states why the teachers need to see the classroom from many angles. The choice to what to do in a particular lesson depends upon the teachers' assessment of all the factors involved in teaching those students within a particular situation. The effectiveness of any method depends on the teachers, who should use the particular method keeping in mind the type of students for whom it is most appropriate. In addition, he/she should see whether the method fits the classroom environment, in which the students simultaneously exchange information.

Venkateswaran (1995) aims at solving most of the genuine problems faced by teachers and learners who deal with English as a second language. To quote the author himself, after going through this book, teachers will definitely feel that "language teaching is not as unpleasant a job as it is imagined to be". The wisdom and the skill shown by the author including a wide range of topics of utmost relevance and importance in the English language classrooms are remarkable indeed. He incorporates current topics such as classroom techniques, methods and techniques of language teaching, language games, the use of audio-visual aids, practice materials in phonetics, etc. which are of great assistance for the professional teachers as well as teacher educators. It has been prepared with real classroom situations in mind, at the same time dealing with the practical problems that a English teacher faces today. To quote him, "Every problem has been looked at with this perspective in mind and practical suggestions have been made".

Sing (2004) also tries to document the importance and need of teaching aids in the classroom. According to him, some barriers of communication can be easily overcome by using special aids that are appealing to the senses of the learners and giving them a firsthand experience by visualizing some concrete concepts, ideas, facts and principles. The aids also possess the power to mitigate the monotony of English

language classroom. However, the use of such aids demands certain principles for their proper use. Such aids should be developed in such a way that they are intertwined into the contents and are used only as supplementary to the texts and the contents taught in the class. These activities should have some follow up activities by the teacher, at the same time evaluating regularly the effectiveness and utility of a particular teaching aid on the learning process.

Allen and Valette (1972) focus on the ways of implementing and supplementing existing materials. They mainly concentrate on teacher-made materials which may be used with large classes, small groups, and individual students. At the same time, they can be used with any method. This book has been presented in four sections. Part One presents an overview of the language class, ways of preparing supplementary materials, and a variety of procedures for effective classroom management. Part Two describes specific techniques for teaching English, its grammar, vocabulary and sound system. Part Three focuses on the ways of developing the four basic skills of language, while the last part on teaching culture.

H.G. Widdowson mentions “Teaching stimulates the educational process only by indirect effect, which, it seems to me, must be meditated by learning....Trainer and trainee are converse terms, as their morphology implies. There is no such reflexivity in education; teaching and learning are not converse activities in the same sense. Learners are not Teachers”.In his work *‘Principles of Language Learning and Teaching’* H.D. Brown says that in almost every sphere of education, there has been a tendency to become “learner-centred”. Therefore time has come to prepare the methods and materials accordingly.

Q.Z. Alam mentions that English is now a service subject and a library language. There is a greater concern now for the learners need; it is a case of shift of emphasize from the subject to the learner. He also suggested that “the teaching of a foreign language should not be a ‘chalk and talk’ profession only. But, at the same time, we cannot afford to be extravagant in this direction”. Using proper method for teaching in fact a clear challenge to the teacher, but if we seriously wish to improve the standards of language teaching in our country, effort must be made in right earnest to spread their use.

In “Studies on Classroom Process and School Effectiveness at Primary Stage”, Pradhan and Mistry attempted to assess the extent of teaching-learning process in schools and the nature of student-teacher interactions which were responsible for the good or poor results. Their objectives were to study the adequacy of infrastructural facilities, methods of teaching and nature of student-teacher interactions in good and poor result schools. The major findings of the study were 1. Factors contributed to good results included (a) Mastery (of teachers) in the subjects, (b) Pre-teaching activities, (c) Child-centred teaching, and (d) Healthy student-teacher, student-student and teacher-student interaction. 2. The good result school was located in an area inhabited by educated community. Besides the teachers’ ability, willingness and devotion to help the students, availability of appropriate infrastructure, facilities in the school and dynamic leadership qualities of the head of the institution were major contributory factors to good result. (3) The poor result schools were found lacking in infrastructure facilities and certain other aspects that contributed the other schools to become good result schools.

In the study entitled ‘Attitude Towards English of Hindi Medium Undergraduates’, Urbashi Barat found that (a) There existed significant difference between the male and female students. (b) Male students (Hindi medium) were more interested in English, less intimidated by their English teacher, and less embarrassed by any inability to speak the language. They did not consider English as a different subject, (c) Fewer female students (Hindi medium) regarded English as being important in higher education.

In the thesis entitled “A Critical Investigation into the Methods of Teaching English in the Secondary Schools of Aurangabad District”, Abdul Khaliq attempted to study the methods of teaching English in the secondary schools. His objectives were (a) To investigate teaching methods adopted by the teachers of English, (b) To see whether the methods adopted for teaching prose and poetry are suitable, (c) To investigate into the methods of teaching grammar, (d) To survey the methods of teaching composition, and (e) To suggest measures to adopt suitable teaching strategies. The major findings of the study were (a) the three-fourth of the teachers was trained against one-fourth who were trained in different subjects. Yet they were not effective. (b) The aspects other than prose were neglected by a majority of the teachers. More than 75% teachers did not prefer to teach other aspects like poetry,

grammar and composition. Further, they did not know how to teach them. (c) It was observed that only the translation method was employed by a large number of the teachers. About 70% teachers employed translation method, while 12% teachers adopted direct method and 18% teachers use Structural Approach while teaching English. (d) More than 80% of the teachers used mother tongue to explain anything related to teaching English, and (e) Adequate and appropriate teaching aids were not available in the schools.

In the study entitled “English Language Teaching at Pre-University Level: A Comparative Study with Reference to Materials, Methods and Modes of Evaluation”, T.V.S. Padmaja tried (a) to compare the English language teaching-learning situation in Karnataka and Andhra Pradesh, (b) to investigate the role played by the instrumental materials in language learning and their success; (c) to compare the effectiveness of different teaching methods, and (d) to investigate the degree to which the tests relate to the course content and programme objectives. The major findings of the works were (a) there was need to provide re-orientation programme to the teachers so that they got acquainted with the new teaching techniques and approaches. (b) Due weightage was given to English while considering for admission to under graduate professional courses. (c) Adequate financial resources were provided to improve the classroom facilities so as to make it easy to manage the large classes with mixed ability students. (d) Phonetic aspect was almost ignored in both the states. (e) Lecturing method was followed by most of the teachers and there was a need to replace this method by eclectic method where in various techniques from the available methods were drawn in order to realize the specific objectives of learning English.

According to Lewin et al., pupils who are exposed to highly authoritarian atmosphere, develop an aggressive and dominative behavior with each other. On the other hand, pupils who are exposed to democratic atmosphere are spontaneous and friendlier in their relationships.

Marianne CelceMurcia and Lois McIntosh (eds.) (1969), in the book *Teaching English as a Second or Foreign Language*, attempt to put together a comprehensive introduction to the profession of teaching English as a second or foreign language. It sets out with the goal of maintaining a balance between theory and practice providing needed background information and relevant research, on the one

hand, and providing many practical classroom suggestions on the other. It also tries to cover all of the areas that are considered critical to successful language instruction; knowledge of teaching methods, background on and strategies for teaching the language skills, an understanding of student factors, and information helpful to a teacher's performance and growth.

Susan Brindley, (ed), in *Teaching English*, (1994), offers an opportunity to engage with the debate in English teaching, and to explore the view points of writers who have contributed to those debates. The professional life as an English teacher is characterized in this book by such interaction with ideas and opinions, conversations about English with a variety of people including colleagues, parents and pupils who are a part of the life of an English teacher.

Joyce Brace and Weil Marsha, (ed), *Perspectives for Reform in Teacher Education* (1972), is a collection of papers which are sources of ideas for educating teachers. Most of these papers were written to provide a frame of reference for experimentation in one phase or another of a teacher education programme and to conceptualize the entire shape of the programme. The reason for publishing this series of papers is to provide the teacher education community a set of conceptualizations which they can use to approach the design of the various aspects of the teacher education programme or even its totality. Most of these papers are addressed to the twin problems of helping teacher education become a humanizing experience for the teacher and helping him to learn how to make education of his/her own students a humanizing experience.

Malcolm Come, Jennifer Haystead and Stefan Zaklukiewicz in *Classroom Management Strategies (A Study in Secondary Schools)* (1978), contains an account of an explanatory study of the classroom management strategies used by teachers in secondary schools. The study was carried out for the Scottish Council for Research in Education as part of the in-house programme of research. In this book some strategic aspects of the teacher's management of the educational work of students have been discussed which is an important reference for the investigator in this research work. It lends some support to this perspective through an exploration of the complex character of teachers concerns in seeking to handle their direct encounters with students in the classroom. The layout of desks, allocation of classrooms, organization of the school

day, implications of the timetable, lesson time and its management, handling classroom situation so and so forth.

Jack C. Richards in the book *Context of Language Teaching*, (1985), illustrates both the scope of the applied linguistics of language teaching as well as the need for an integration of theory and practice, in developing a fuller understanding of it. The essays attempt to develop a principle approach to practical issues in language teaching. The chapters deal with both "macro" and "micro" issues in language teaching. The main emphasis is the different levels of planning and organization that successful language teaching entails.

Kothainayaki (1994) has observed the classroom interaction in second language teaching among students and teachers in VI, VII and VIII standards. She has observed, in her study, some of the pattern of teacher -students and student - student interaction both inside of the classroom and outside of the classroom. Further, she has investigated the errors in the use of articles, prepositions, particles, etc. Hence, she recommends that grammar teaching should have been started right from the first standard and enforcing the lot of grammatical drills will enhance the students' interpersonal communicative competence.

Karthiyayani (1995) has studied the reading comprehension of the students studying at the higher secondary level. She has found, that the reading performance of the students in English (L2) is better when the answers are explicitly stated in the passage, and the students found difficulty if the answers scattered in the passage. Further, she has observed that the parental economical position and the students' previous academic record play a crucial role in the performance of the students, but the gender and location play a less important role in the performance of the reading comprehension of the students.

Nisha (1995) has investigated the areas of hindrance in acquiring communicative competence and the areas of incompatibility between the language syllabus, language teaching and linguistic performance of the first year degree students in English who had Tamil as medium of Instruction. She has identified some of the communication strategies followed by the learners when they had encountered problem in the process of communication. Further, her study reveals that the socio-

economic factors play less important role and parental education, situational and psychological factors play a crucial role in the advancement of the communicative competence of the learners.

Baskaran (1996) in his study, has investigated the orthographical errors in second language committed by the under graduate students. He has identified the errors due to addition, omission, substitution and inversion of the spelling. Moreover, the orthographical errors due to LI influence also have been specified in the study. Hence, he recommended that the spelling drill with special emphasis on confusing words and practice of dictionary-using will lessen the orthographic errors in writing of the students.

Ravi (1998) has explored the motivational problems in teaching-learning English as a second language at the high school level with particular reference to the 6th, 7th, 8th standards. This study revealed that the motivational problems are relatively less in the higher classes than that of the lower classes. Further, he has also identified that the quantum of vocabulary used in the text books also determines the quantum of motivation achieved.

Rangasamy (1998) has evaluated the techniques of teaching English, text materials used for the higher secondary students and their performance in speaking and writing. He has identified, in his study, the phonological, grammatical and discourse based errors. Based on his finding, he has suggested that the examination should test the mastery of the students over the four skills of language including spelling test, word building, grammar, phonology, reading and writing comprehension. Further he recommended that the text should contain more lessons written by Indian writers and the poems should be minimized in the text.

Chandran (1999) has investigated the communicative ability in speaking English of the higher secondary first year students. He has identified, in his study, the phonological, lexical and grammatical errors, and also he has proved that the communicative ability of speaking of the students with English as their medium of instruction is better than that of the students of Tamil medium. Further, he recommended that the syllabus designers and material producers may give top most priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge.

Jayanthi (2002) has observed the classroom interaction of the graduate students. This study revealed that the factors like smartness of the students, shyness, evaluative, capacity, commitment, psychological conditions, observation of world knowledge, time factor, interactional awareness, interaction with text, etc., play some role over the effective and efficient interaction of the students. Moreover, she has said shyness of the students' psychological conditions of the students especially past failures, etc. lead to the avoidance of the interactive performance and other above said factors enhance the interaction of the students in English literature Teaching classes,

Subramanian (2002) has evaluated the linguistic skills of the graduate students in English. He has evaluated all the four linguistic skills, listening, speaking, reading and writing. However, he has dealt with in detail only the writing skill of the graduate students. He has identified, in his study the phonological, grammatical and orthographical errors in productive skills and in the comprehension skills he has identified the recalling ability of words and sentences. Moreover, he recommended that the group discussion, language games should be encouraged in the class hours and introducing the audio-visual instrument for language teaching would be good and wise at collegiate level.

Sobana (2003) has explored the communicative competence in written English among secondary students. She has evaluated the competence based achievement of the students on the basis of the marks obtained by them to the given tests items like identification of sounds and letters, identification of word meanings, application of word meaning in sentences, letter writing and composition. Further, the study revealed that the instruction and parental economical and educational background have a direct impact on the competence based achievement and ability to use written English.

Ahuja (1979) in *Preparation of Instructional Materials in the Teaching of English Language for Developing the skill of Listening*. (M. Phil Dissertation NEHU), said that the teaching of English has been gradually taking a better shape in our country. It is because English has been made as one of the Compulsory subjects at the secondary level under three language formula and partly because of conscious efforts on the part of the teachers and researchers. The demand for effective teaching of English at all levels, has enormously increased the work of teachers teaching English. Therefore number of short courses and training programmes in addition to the in-service training courses are being organized periodically.

K. Arora (1976) in *Difference between effective and Ineffective Teachers*, Ph.D. (Edu), JMI, underscored the characteristics differentiating effective and ineffective teachers. The objectives of the study was to find out (i) Their educational background, (ii) their occupational background, (iii) their job satisfaction, (iv) their present work, (v) Their job motivation, (vi) their attitudes, and (vii) their opinion about certain current issues related to school education. The study was conducted in thirty higher secondary schools of Delhi, including equal number of boys' and girls' schools. Among the 160 teachers selected for the study, there were equal numbers of effective and ineffective male and female teachers. The findings of the study: (i) The age and tenure of service were non- differentiating characteristics, (ii) A greater number of ineffective teachers passed examinations while in service (iii) of the aspects under the present work, the working conditions and others, the distance between the school and home, the time spent on doing traveling, the additional non-teaching duties.

E.S. Balachandran (1981) in *Teaching Effectiveness and Student Evaluation of Teaching*, Ph.D. Edu. Madras University, opines that the main objectives of his study were (i) to construct a rating scale to evaluate teaching effectiveness of College teachers by their students, and (ii) to find out the feedback effect of student evaluation on teachers in terms of their teaching effectiveness. The findings of the study were i) The evaluative feedback based on students' rating helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teachers.(ii) Students' rating and self-rating of teaching effectiveness were positively and significantly related but the self-rating was significantly higher than the students' rating, (iii) The factors of teaching effectiveness identified were: subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating, concern for the students' progress and informal academic help.

V.K. Rao (2004) in *Teacher Education* suggests valuable relevant matter on diverse aspects of teacher education. Students, teacher, educationists, and educational administrators and teaching-trainers will find this book useful and informative. Another plausible reason that one infers from the researches done in teacher education so far is that teacher effectiveness has perhaps been considered in the abstract, without reference to the particular subject content involved. As more knowledge is gained about the structure of an individual discipline, both teaching methods and methods of

evaluating their effectiveness can be found. Researchers therefore need to plan their studies as to answer the question, what are the conditions under which one learns to learn and how can students be helped to develop attitudes, habits and skills conducive to lifelong learning? Answers to questions like these will help in pressuring the proposed objective in the National education Policy about 'Accountability of Teacher's to the society in general and profession in particular.

Mohit Chakrabarti (1998) in *Teacher Education (Modern Trends)*, tries to put forward his point that the Principal or Head of the educational institute plays a very significant role in preparation of effective and prospective teachers is beyond any doubt. What the teacher trainees, fresher teachers and the teacher educators actually feel and expect is a synchronization of the best of teaching efficiency and that of administrative advantages available or likely to be available, where the head of the institute really serves as a liaison officer, in advancement of education. The investigator too has pointed out that the head of the institute should not be unduly dominating; he/she should really serve as a liaison officer and give constructive criticisms to the English teacher if any.

Simon G. Bernabas in his study "English Language Teaching in Rural India- Issues and Suggestion" has investigated that in a multilingual and multicultural country like India, classes of mixed ability groups are a prominent feature of every classroom of small town and village. He suggested the teachers, the ways to teach English meaningfully to such classes, normally comprising very able, able, less able and unable students. He points out that the importance of technology based teacher training is important. Every newly appointed teacher, right from the primary school to college level, especially teachers from rural background, should undergo at least a one month intensive training in the skills of English. The purpose of this course is to fine tune the teacher's own proficiency in the language and to help them teaching English with technological aids for solid results.

A lot of studies have been made on English Language Teaching in India as well as in the foreign countries since when English is regarded as *lingua franca* of the entire globe. The researcher has made a futile effort to incorporate only a few relevant studies. It has been observed that various methods, techniques and aids flourish the field of English language teaching. But it is the teacher only, who with

his experience and skill, can bring wonder to the classroom, making a judicious and need-based selection and mixing of the three as per the goals, objectives and need of the content to be taught. Methods, techniques and aids are the heart of planning process for realizing the pre-conceived objectives of English teaching-learning. The teacher should also be familiar with the curriculum content prior to planning in order to comprehend its emphasis, adaptability, objectives, flexibility and comprehensiveness. At the same time, he/she will have to be well-aware of the physical organization of the classroom which is also a part and parcel of success of effective teaching-learning process. Moreover, a positive attitude on the part of the teacher is essential which sets the tone for the learning activities and in turn helps him/her in attaining desired success in the process.