

CHAPTER 8

FINDINGS AND SUGGESTIONS

8.1. Findings

The aim of the present study is to investigate and critically evaluate the methods and techniques widely practiced by secondary teachers of English in Silchar Subdivision of Assam, India. The Study has given the researcher useful insights into the state of art of English teaching in Silchar, Assam and some of these have been recorded along with the relevant comments at appropriate places in the foregoing chapters of this dissertation.

Even so, I thought it is useful to bring together in one place all the major conclusions that emerged from the findings of my field study. This necessitates, however, extensive cross references to the data which have already been discussed at some length in Chapter VII. My aim, then, is to avoid much needless repetition of what has already been said earlier. The Course left to me , therefore , is to present these findings and suggestions. Therefore some major findings and suggestions of this preset dissertation are discussed below:

8.1.1. Defective Clear-cut Policy

The poor standard of English in Indian classroom is because of defective policy of government. The study group (Teaching of English in India (1967) states, “The state governments don’t have a fixed policy for teaching English. There have been too many changes and too often” In Assam too there have been frequent changes in the policy of the government towards the teaching and learning of English. Though English is taught as a compulsory subject, only the pass mark is taken into consideration. Moreover the Sarva Siksha Abhiyan (SSA) has implemented the policy of

‘Education for all’ where all the students up to class VIII have to be promoted to the next class even offering remedial class to the poor learners. Some learners are so dull that even after giving remedial classes they are not able to qualify. Some teachers instead of taking remedial classes promote all the students without considering their quality which imparts an evil tendency among the students not to bother for getting qualified which affects the quality of the student. As the percentage of low achievers has been ever increasing, the Government has decided not to consider good marks in English as essential for admission into a course of higher studies in government schools. If we are to aim at good standards in English, it is high time that the Government takes a strong decision to formulate and implement appropriate policies that promote students’ learning of English.

8.1.2. Lack of Exposure to the Language

There is no good exposure of English of Bengali medium students in the home as well as among the friends. The English is taught only on the classroom for 45 minutes in a day. As a result of it the students do not get much opportunity to expose themselves in the English language.

8.1.3. Dearth of Suitable Teaching/Learning Material and Insufficient provision of audio-visual aids

There are no suitable learning materials in the schools environment which may produce good learners of English. Since second language learning is highly skilled job. Susmita (2016) has stated that with the progressive advancement of technology, traditional classrooms have been supplemented by the blessings of educational technology. Televised lectures, audiotapes, computers, programmed text and language laboratories are not dream now. These languages-teaching aids can be used in the classroom process. Only

the continuous flow of lecture by the teacher in the classroom may prove to be monotonous for the learners. The learners may look for the something exciting and motivating. But, the fact is that most of the teachers do not take any help of these aids, even these teaching aids are not available everywhere in India especially in the rural areas. Learners in the schools of many remote villages (in India as well as Assam) still learn without a roof. Therefore, the age old fashion of black board and the chalk prove to be enduring, endearing and versatile in teaching of English in Indian classrooms.

Effective teaching specially depends on suitable teaching/learning material and sufficient provision of audio-visual aids. In Bengali medium schools teachers are unable to teach English effectively due to the lacking of Teaching-Aids. Many teaching/ learning materials like- good textbooks, workbooks, and handbooks for teachers, TV, radio, charts or other useful visual material-are essential for effective teaching. Unfortunately many teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical. There is no audio-visual aid available in the school for the teachers to use it for effective teaching. Government is reluctant to provide these aids and the schools don't have enough funds that they can afford to buy those costly materials.

8.1.4. Lack of competent Teachers

The researcher has noticed that Most of the English teachers of Bengali medium schools of Assam are not well trained and not much aware of modern teaching of English. They fail to revise their aims in the new setting and to teach English effectively within the limited period of time. Teachers have a lot of responsibility rest on their shoulders which has to be realized by them and it has to be done before it is too late. T.P.Reddi (1977), in his presidential Address said “We, the teachers of English, are keenly alive to the responsibility that rests on us. We have to see that English is taught at all

levels and taught well and its standards are properly maintained”. The teachers of English of Bengali medium schools do not keep themselves abreast with the recent developments in the field of theories of learning and teaching, which stands as a barrier of teaching their students effectively.

Secondly, the problem of dearth of competent teachers arises due to the lack of teachers who are specialized in the method of Teaching English. Most of the teachers are not properly trained who lack the knowledge of methodology of teaching English and therefore students are not benefitted by them. Even the teachers, who are trained, received their training from the Indian teachers who lack native like proficiency. Even the materials and methodology used in these training programmes are outdated sharing the same limited experience over and over again. There is hardly any scope to improve intuitive and spontaneous knowledge of the language. Though there are institutes like CIEFL, RIEs and, ELTCs to train teachers of English, they are hardly enough for the large demands of the Indian teacher population.

8.1.5. Defective Methods

It is a well known fact that good teachers are more important than good methods, but by applying good methods and techniques of teachings an efficient teacher can improve remarkably the quality of teaching. The faulty and out dated methods and techniques are used by the teachers of the Bengali medium schools of Assam. The programme of teaching is carried out by inefficient methods in classroom. The learners as well as teachers do not realize the importance of English as a language of communication and they lack the confidence to speak in English. The main reason is that the students have been taught the language through grammar – translation method. This method makes them dependent on their (MT) mother tongue. So, they need more practice for testing their proficiencies.

There are some conservative teachers of English who are not ready to learn new methods and techniques of Teaching English. Most often it is witnessed that they are teaching using only the lecture method and they are very much comfortable using it and they ignore the other methods of teaching. Teachers do not involve the students to take active part in teaching learning programme in the classroom. The oral work which is the soul of any method is totally neglected and given importance on writing from the very beginning which is an advanced skill to be learnt. Students are not given exposure to the use of language. Language is taught by the rules and learnt by rote memory. As a result, students fail to achieve any command over the use of language.

It is obvious that technology has provided education with a range of teaching aids that have been great help in modern language teaching. Digital Tape-recorder, filmstrips, film projector, radio and TV are playing important role in language teaching in the different parts of the world. Linked with growing age of these technological aids has been the development of programme learning, which has, in recent year, made considerable impact on language teaching. Most of the teachers and students express the importance of using teaching techniques and aids in teaching-learning. But in reality, teaching aids are scarcely used in teaching learning process. Sometimes only chart and posters are used. The teachers cited a number of reasons for not using teaching techniques and aids inside the classroom like, large number of students, lack of infrastructure, limited time period etc. are some of the major barriers as cited by the teachers.

8.1.6. Lack of English library and laboratory

There is no English Library which can supply good number of study materials to the students such as grammar books, books on spoken English etc. neither no phonetic laboratory to improve both teachers and students

phonetic skills. Lack of library and English laboratory is one of the major problems in Bengali medium schools of Silchar subdivision. None of the schools have language laboratory nor any student have ever heard of language lab.

8.1.7. Defective syllabus

The data elicited from the survey especially from teachers' questionnaire provide us various information of the syllabus. It is found that a large number of teachers believe that all the objectives of teaching English cannot be achieved by the present syllabus. 80% of the teachers believe that speaking and listening skills are not given so much importance in the present syllabus where the exercises given in the text book also can develop only reading and writing skills. 90% of the teachers believe that it is not possible to achieve the objectives as they are confused between completing the syllabus and focusing on skill development. There is a huge gap noticed between the syllabus of class IX and X with the syllabus of class I to VIII. There is no coordination found between the syllabuses of these two sections. It is because the syllabus from class I to VIII is prepared by NCERT while syllabus of class IX and X is prepared by SEBA. The materials provided in the course are not sufficient. The textbook does not offer enough guideline to the teacher. There is no specific guideline for the students which grammar book should be followed. The syllabus in the secondary schools is not according to mental/cognitive level of the students. The English medium schools have got much up dated syllabus in compare with Bengali medium schools which are completely old and more beheading. The syllabuses of English medium schools are based on the demand of the time compared to the mother tongue medium schools.

8.1.8. Defective textbooks and curriculum

The syllabus provided by the Board of Secondary Education does not fully the present objectives of the teaching of English. The important problem of teaching English in schools is defective textbooks. Where books are beyond the ready comprehension of students, distaste for reading is created. Speed in reading can be achieved only through the provision of books which students can read with comprehension. This is the one of the obstacles which the students have to overcome. Books are often prescribed which reflect English life and culture and are less understood and appreciated by students. Books containing common vocabulary and common themes would have been more useful. The purpose of any prose book is to enable the students to develop the stock of words and thus such words can be used in our daily lives are certainly more useful.

The syllabus and text book provided for the mother tongue medium schools are not attractive and suitable for the students. The syllabus lacks the communicative approach which is the prime need of it to make them useful for day to day life. Moreover, there is no close coordination of the syllabus from one class to another. The grammar taught in various classes doesn't follow any chronological order unlike the English medium schools.

8.1.9. Faulty Examination system

If teaching and learning are to be effective as instruments of teaching English, the important reform that we need is in the Setting of question Paper. Question Paper setting is, perhaps, the most crucial area in examinations. The main purpose of evaluation is to assess the performance of the students in terms of the 'desired terminal behaviour'. Besides, it should give us valid and reliable evidence of the needs of our students, their capabilities, and their success in achieving the goals we set for them. An

analysis of the question papers SEBA showed that the paper setters did not seem to have any such criteria in view while setting questions. Examinations were characterized by a set of patterns which continued unaltered for years. The questions asked in the question papers in English were content based as opposed to ‘language ability’ based. Certain defects like a high degree of selectiveness, imprecision in wording, vagueness in objectives, preponderance in essay type questions and wide options were apparent in SEBA papers. Such questions encouraged students to cram answers to the expected questions and reproduce them at the examinations. This pattern did not provide students any incentive to develop language skills. In other words, the goal of promoting and consolidating the language skills was not supported by this trend in the examinations.

8.1.10. Apathy of the government

Since English is taught as a compulsory subject from class 1 to graduate level but it is observed that no explicit step has been taken by the government to impart quality education to the students of the provincialized schools. Most of the teachers teaching English in higher classes in the schools did not have English as special subject. They are simple graduates having neither pre service nor in service training to help them acquire proper knowledge on the subject. Moreover, there are thousands of vacancies which were not filled till today in the primary, secondary and college level.

8.1.11 Use of Mother Tongue in the Classroom

The attitude of teachers and students towards using mother tongue in ESL classroom is another noteworthy feature affecting the teaching learning process. The teachers are well aware of the disadvantages of the excessive use of mother tongue, but they ignore it saying that their use of mother

tongue depended on their students' specific needs most of the time. They defend themselves saying that they have to use it with beginners and low achieving students to help them understand the new language. The researcher wants to shed the light on another problem as well encountered by Bengali ESL learners, which is the use of the first language (L_1), i.e., Bengali, in ESL classrooms. It is noticed that many Bengali learners switch to their first language (L_1), i.e. Bengali, in ESL classrooms most of the students try to communicate with their teacher in Bengali as they are not comfortable to express their ideas in second language (L_2)

8.1.12. Laid back attitude of both the teacher and the student

The last problem is the laid back attitude of both the teacher and the student. Students are not receiving any up dated knowledge on English from their teachers. The teacher in most of the schools is so lazy that they neither come to the class well prepared with all the relevant knowledge. They usually carry only the text book to the class and try to read and explain it. On the other hands the students are lethargic too, so they try to get the easiest way out to get through the examinations by collecting and referring to the notes easily available in the book depot or through private tuition. No library works are undertaken by the students in their leisure time.

A close study of the above mentioned factors make the point clear that effective teaching needs lot of effort on the part of the students, teachers, parents and above all government. Negligence from any one of them can ruin the whole prospect which is really unwelcomed. To make the whole process a successful one it is very necessary for each of us to take active part in it.

8.1.13. Teacher Awareness of the Main Trends and Issues in ELT at the Secondary level in Silchar Subdivision of Assam.

It is gratifying to note that , in recent years, there has been a steadily increasing interest in---and a growing awareness of --- the teaching of English as language (Language skills) at the secondary level in the schools of Silchar, Assam which are affiliated to SEBA , Assam. However, this study has revealed that the secondary schools teachers of class X find considerable difficulty in translating this awareness into a concrete instrument for purposeful classroom activity. The training received by the teachers working in the secondary level (high school) of Bengali medium schools of Assam proves hardly adequate. Moreover, the teachers seem to be not qualified enough to handle the subject smoothly. The most of teachers have not received short-term training in teaching English nor any participation in refresher course/workshop/seminar/symposium. However, for lack of adequately trained teachers who can teach the present language – oriented course – books in English this change failed to provide sufficient motivation either to the teachers or the students to develop language skills.

8.1.14. Neglect of Four Skills of Language: LSRW

One of the major findings of the study is that the majority of teachers felt that the skills of ‘listening , ‘speaking’ ‘reading’, and ‘writing’ are most important and useful and yet they were the most neglected indirectly

8.1.14. 1. Listening Skill

The study reveals that the students of Bengali medium schools get a very little scope to develop the skills of English language. It has been seen from the listening skill that, 20% of them answered incorrectly, 30% of the students have responded partially, 45% of the students have answered

correctly and only 5% of them understudy have skipped this test item. The reason for the good performance of the students in this test item is that the given dialogue is constructed with simple and familiar words which enable the learners to comprehend the given dialogues easily. So it is inferred that the simple and familiar words facilitates the listening comprehension of the students. Further, it is observed that the hard and unfamiliar vocabularies hinder the students in understanding the concept. That is, they are not able to deduce and guess the meaning of unfamiliar and hard words like using the contextual clues. The words ‘wrested ‘nominated’ etc and this is by virtue of the unfamiliarity with the tense (has/have), phrase (by virtue of) and group verb (break into) even though the answers are found explicitly in it. These items have given them difficulty in understanding the concept embedded in the discourse.

8.1.14. 2. Speaking Skill

It is found that in the process of learning to speak, the students followed certain strategies in their communication to conceal their linguistic inadequacy. The learners follow the word-for-word translation from the native language to L₂, and use the fillers in their communication whenever they encounter gap and linguistic inadequacy. The students avoided to talk with the researcher in English and to speak on given topic due to the anxiety, language shock, cultural shock and the linguistic inadequacy. Instead of constructing sentence, they have given elliptical responses for the questions asked. The students reduce their voice when they feel that they are about to say in wrong. It is also noticed that some of the students have invented certain new words in their oral communication, when they fail to find appropriate word or for the word which is absent in their mental lexicon.

8.1.14. 3. Reading Skill

It is clear from the above test and area chart that 53.5% of the students have responded incorrectly, 10% of the students answered partially and 36.5% of the students have responded correctly. The students assume that the conjunctions merely link the sentences and words. The poor performance may be because of the failure of the understanding of the meaning of the conjunctions. So, it is evident that the failure of understanding meaning of the 'conjunction' whether it contrasts or compares or adds the idea or information in a compound sentence will lead to the failure of understanding not only the sentence but also discourse. Another reason of their failure is the inability of understanding these words, they could not perceive the intersentential relationship existing within the given discourse. Lack of it leads to the misunderstanding of the discourse. This sorry state of affairs may be because of the failure on the part of students in understanding the words like 'both.... and' 'so' 'inspite of being' and excepted. The reason of their poor performance may be their poor vocabulary load and their inability to infer the delicate shades of meaning of words occurring in different contexts. It is also noticed that the students experience problems in understanding the collocational complexity of the phrasal verbs like 'gave up' 'climbed up' 'called on' etc.. There is a possibility of understanding and not understanding the contextual meanings of the words (dashing, dusk, fruitful and famous) in each sentence, and also synonymous words given in the options. So, failure of understanding either the contextual meaning of the words or meaning of the optional words should have driven them to choose incorrect synonymous words. Thus the students are not familiar with the grammatical functions of the conjunctions which compare or contrast or add the ideas between sentences and between words.

8.1.14. 4. Writing Skill

It is identified that the students under study have used the articles 'an' before words beginning with vowels, and 'a' before words beginning with consonant without considering the quality of letter or phoneme which begins in a word. Further, both definite and indefinite articles are indiscriminately used before noun/noun phrase and are unnecessarily omitted where required. Bengali learners commit morphological errors by omitting one or more morphemes from a word and such omission results in semantically deviant utterances. For instance, the learners have the tendency to omit third person and plural marker '*-s*', past tense marker '*-ed*', perfective marker '*-ed*' or '*-en*' which leads to morphological error. The errors in the use of pronouns and adjectives are also identified. Moreover, errors have also been identified in the grammatical items like adverbs and auxiliaries.

Similarly the learners have often over generalized the target language rules by adding the unnecessary morphemes while the root generally takes a zero morpheme. For instance, the learners have the tendency to add simply '*-s*' to all singular nouns whenever the need arises for the use of plural forms. And also, the suffix '*-ed*' was mostly used while changing the verb into a past form. However, the students have conjugated the '*-ed*' morpheme even to the irregular verbs. The learners while using the agentive form add '*-er*' '*-ist*' with the irregular verbs too which generally take a zero morpheme. Thus generalizing the rule of target language the learners commit morphological errors. These are some intra lingual strategies followed by the learners in their morphological system. Another type of error found out in the students' writings is in the use of prepositions. It is observed that numbers of errors are committed by the learners in sentence level also due to the dissimilarity of syntax pattern between L_1 and L_2 .

8.1.15. Other miscellaneous observations are

1. The school authorities did not allot more time to the study of English. English is taught like other subjects for 40/45 minutes duration of five/six days a week in almost all secondary level Bengali medium schools. The provincialized secondary level Bengali medium schools of Assam rarely organized tutorials or after-school study sessions.
2. Classes split into sections: Even schools, which have sufficient infrastructure, do split the class into smaller sections.
3. Lesson Plan and Teaching aids: Teachers working in these schools do not prepare Lesson Plans and teaching aids for English classes. The teaching aids are essential for better teaching- learning. The Lesson Plans are essential for the mastery of language skills. The school authorities do not take any encouraging step or organize training programmes to prepare teaching aids and Lesson Plans at low cost.
4. No computer training to English teachers **Schools**, which possess computers, do not make it available to the teachers of English. They are prevented from using it.
5. Dictionaries are not easily available to the students. As a result, when any doubt comes, rather than referring to the dictionary, they seem to write the words with wrong spellings.
6. Students are never encouraged to speak English in the classroom environment. The English teacher uses Bengali as link language in the class. There is no environment of speaking English in the schools.

8.2. Suggestions

A systematic approach of teaching English should be followed to solve the above mentioned problems. The following strategies may be beneficial for teaching English language in the classroom. The remedies and suggestions for The Problems of Teaching English in Bengali medium school:

8.2.1. Utilizing the different methods of teaching learning process

The students must be exposed to different methods of teaching English. The different methods will make the teacher's teaching and the learning of the students effective. Language education usually takes place at a language school. There are many methods of teaching languages. Teacher should try to experiment and find out which method is most effective for the student in that particular environment. Some of the methods of teaching English are as follows:

- (i) The Grammar Translation Method
- (ii) The Direct Method
- (iii) Reading Method
- (iv) Army Method
- (v) Audio-Lingual Method
- (vi) The structural Approach
- (vii) The Bilingual Method
- (viii) Communicative Language Teaching (CLT)

8.2.2. Building a rapport with the class

There must be a good relation between students and teachers. This cordial relation may help to create a bond between the student and the teacher; they will find learning the language easier. When the teacher enters the class, a welcoming smile to the students and a greeting may serve to create a good

rapport. When a bond is built It may also help the students to interact in the class and they will feel free to express their views to the teacher.

8.2.3. The teacher should keep in mind the aims of teaching English

The aims of teaching English must be remembered by the teacher. It will help one to teach effectively. These aims are:

1. To enable the students to understand English when spoken,
2. To enable him to speak English,
3. To enable him to read English,
4. To enable him to write English.

The teacher must know the standard of attainment to be reached in each class.

8.2.4. Improvement in the teaching facilities

Special efforts should be made to ensure that teachers get proper teaching facilities, including space, books, and teaching aids. The school libraries should subscribe good journals, newspapers etc which may enable the teachers to know the latest developments in the field of English Language Teaching.

8.2.5. Government should play active role

In the development of English language teaching in the country Government should play an active role. Research in the field of methodology, materials production, textbook writing and original research in English should be liberally financed.

8.2.6. Competent teachers should be appointed

A competent teacher only can make the classroom teaching more effective. Special efforts should be made to ensure that teachers of English themselves possess a good command of English. He can enliven his students and create interest among them to learn new things. Therefore only the competent teachers should be appointed, and they should always update their knowledge from time to time.

8.2.7. Eradicating the Socio-Psychological problems

The socio-psychological problems of the students must be eradicated by the efforts of the teacher by motivating them and giving them some responsibility. The teacher should increase the interaction session between him and his students, which will overcome the lack of motivation and communicative needs in the students.

8.2.8. Building basic communication skills in the students

Teachers must develop a basic communication skill with his students before teaching his students.. He should always speak with them and converse with the students about day-to-day things and activities in simple English. While trying to talk, they will learn to express themselves. He should continue doing it until he receives any positive sign from his students.

8.2.9. Internal tests should be made compulsory

As most of the schools in Assam, the government rule pattern of conducting English classes is followed. The schools have 6 lectures for English per week and it consists of theory lectures and one spoken English class. Certain internal mark is reserved for the spoken English class, but still many students

feel it is waste of time and they remain absent. These classes should be made compulsory to every student, if the student fails to be present in the spoken English class, then he should not be given the internal marks and should not be allowed to appear for the final exams.

8.2.10. Strict supervision

The school authorities should see that the teacher is well conversant with good methods of teaching. The examination pattern of the school should be improved. Necessary Audio-Visual aids should be made available to the schools.

8.2.11. Handling properly the mixed ability classrooms

1) The teacher should adapt some of the materials to make the language simple. He should design own teaching materials. He should use visual teaching materials to grab the students' attention and to motivate them to get interest in the subject.

2) Teacher should give a different level of tasks to the slow learners. He should reduce the number of choices or should not give the more difficult choices in multiple level exercises. He should include open-ended tasks which help learners work at their own pace. He can form groups of weaker and stronger students separated from each other and give different tasks to these groups. Stronger and quicker students must be engaged with more complicated tasks, whereas the weaker students should be given a simpler task or they should be allowed to work with the teacher as a group member

. 3) Teacher should try to know the learners, their language level and interests. He should try to find every single student's strength by offering a variety of activities.

4) He should try to find the strengths and preferred learning style of everyone. He should also involve and encourage the shy learners. Extra work should be given that the students would enjoy doing on their favourite topic. They would be more enthusiastic to work on such projects.

5) Teacher should help students; learn to respect diversity in terms of skills and abilities. He should prepare additional activities for the active learners.

8.2.12. Incorporating technology

The internet makes it possible for students to view videos of activities, events and places around the world. Viewing these activities can help English language learners to develop an understanding of new concepts while at the same time building topic related to the background knowledge.

8.2.13. Experiential learning

Teacher can provide opportunities for English language learners to acquire vocabulary and build knowledge through hands-on learning. He can also help connecting learning to prior knowledge. In order to make learning more meaningful, teacher should connect a new topic to an experience or event from the learners' background. This can support the learner in making connections between vocabulary in their first language and English.

8.2.14. Development of four language skills

Teaching listening comprehension should not be ignored. It may be taught in the following manner: How to understand a context, how to deduce meaning of a unknown vocabulary in a context, and how to understand the contextual situational meanings of words. Besides, the children like watching television. They naturally enjoy watching the television in the mother tongue. But if they take a bit of trouble in the beginning to watch television

in English, soon they will get accustomed to watching in English and enjoy thereafter, resulting in greater possibility of picking up the foreign language. Different types of conversational discourse may be taught, and the students should be given enough time for the development of conversational discourse in the school hours. The conversational discourse training will eliminate language shock and cultural shock. Further, that will help to develop communicative competence of the students. To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning would be helpful for the development of competence in English.

Students must read more number of books like English magazine, story, poem, news paper etc. Teaching of reading comprehension has to be introduced. That is, how to read, how to understand a text and how to understand contextual as well as literal meaning of words, will increase the reading ability of the students.

The reading games should be introduced in classroom. That is, finding phrasal verbs, differentiating the mono syllabic, disyllabic, tri syllabic words, differentiating the nouns like common, abstract, animate, inanimate, etc. and the verbs like transitive and intransitive in sentence or discourse will be helpful for the development of linguistic competence which will enhance the reading comprehensibility of students.

Parents and teacher must encourage students in writing practice. To avoid the overgeneralization of verb forms and other grammatical items the regularity and irregularity of the language rules may be taught and reinforced. Practice of differentiating the lexical and grammatical items, recognition of unfamiliar words and understanding of their literal and contextual meanings with the help of teacher or dictionary will enhance the reading comprehensibility To avoid errors in writings, students may be practiced to write stories, and the errors in the written items may be spotted

then the reasons for the occurrence of errors should be indicated to the students.

8.2.15. The other miscellaneous suggestions are

1. A six-month pre-service training should be made compulsory. The training period should be considered as probationary period. End term examination should be conducted to assess the trainees' level of attainment at the end of the training programme. The training should include micro and macro teaching, CALL (Computer Assisted Language Learning) basics, Lesson Planning, Methods of Teaching, Discussion, Group/Pair activity, Basics of Phonetics, Question paper-setting, Use of Audio-visual aids, Preparation of Teaching aids and Evaluation techniques.
2. In-service training after five years should be made compulsory. This training should be made a criterion for promotion and annual increment.
3. The English textbooks prescribed by SCERT should have a teacher's handbook and a workbook, the former containing guidelines for the teachers and the latter containing exercises in primary, secondary and advanced skills for the students. The textbooks should help develop language skills and practical application of English in day to day activities.
4. School library should be provided with English language learning materials like books, magazines, audio cassettes, CDs on singing, grammar, Phonetics, Word drill etc. Teachers Resource books, Guides, Dictionary, Pronouncing dictionaries should be made available to all English teachers.
- 5 To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning would be helpful for the development of competence in English.
6. At present, the only assessment that matters is the year-end examination administered by the district Boards or SEBA and students study for it

cramming answers to likely questions. Assessment should be made a continuous process with Unit tests, Assignments and oral examination.

6. Singing songs is one of the powerful ways of learning the language.

When a song is sung repeatedly, it goes on echoing in mind and the words of the songs are easily remembered

7. The parents need to motivate the children to learn English. The parents could discuss with the children about many persons who have succeeded in their lives by giving importance to English.

8. There are certain prayers which are recited every day by the children. It also can be made possible to recite in English.

9. The children look for inspiration to learn new things. If the teachers inspire them try to speak to them in English, surely they will be able to learn English soon.

10. While teaching vocabulary of English, the grammatical functions and linguistic features of words should be taught. Further, the semantic value of words should be distinguished.