

CHAPTER-V

ANALYSIS AND INTERPRETATION OF DATA

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CHAPTER-VANALYSIS AND INTERPRETATION OF DATA :- QUESTIONNAIRES  
RECEIVED FROM TEACHERS OF ENGLISH FROM SECONDARY  
SCHOOLS (MARATHI-MEDIUM) IN TASGAON TEHSILV.1 INTRODUCTION :

Chapter-II deals with the place of teaching English at the secondary stage. Chapter-III deals with the review of the related research literature. The research methodology was discussed in Chapter-IV. All these chapters serve as theoretical background for the research problem on hand. On this theoretical background, the researcher proposes to analyse the data collected through the questionnaire for the present research work.

V.2 TEACHERS' PERCEPTION ABOUT THE  
EXTENTS OF REALISATION OF OBJECTIVES :

First question from the second part was included in the questionnaire to know to what extent the objectives of teaching English have been realised as teaching of any subject has got to be objective-based. The same is true about teaching of English as a third language.

The following table (Table No. V.1) gives perception of English teachers about the extent of objectives realised.

TABLE No. V.1

## TEACHERS' PERCEPTION ABOUT THE EXTENT OF REALISATION OF OBJECTIVES

Objective No.	p		q		r		s		t		No. of total teachers agreed	Percentage
	No. of teachers agreed	Percentage	No. of teachers agreed	Percentage	No. of teachers agreed	Percentage	No. of teachers agreed	Percentage	No. of teachers agreed	Percentage		
1) To enable the pupils -												
a) to understand spoken English within the structures and vocabulary prescribed;	10	14.08	32	45.07	22	30.98	5	7.04	-	-	69	97.18
b) to speak using freely the vocabulary prescribed;	6	8.45	7	9.85	21	29.57	24	33.80	6	8.45	64	90.14
c) to understand written English within the prescribed vocabulary including that which the pupil learnt in the previous classes;	3	4.22	26	36.61	24	33.80	11	15.49	-	-	64	90.14
d) to write in simple and correct English answers to questions from the prescribed text-book or on topics within the range of their experience.	12	16.90	18	25.35	17	23.94	15	21.12	2	2.81	64	90.14
2) To write a short composition based on the pictures or outlines given.	4	5.63	10	14.08	22	30.98	23	32.39	3	4.22	62	87.32
3) To answer correctly in the mother tongue questions on an unseen English passage written within the restricted vocabulary and structures.	2	2.81	14	19.71	25	35.21	15	21.12	2	2.81	58	81.69
4) Other objectives : To enable the pupils -												
a) to write a letter with the help of given points.	-	-	-	-	2	2.81	-	-	-	-	2	2.81
b) to translate ideas from English into mother tongue.	-	-	-	-	2	2.81	-	-	-	-	2	2.81
c) to recite a poem or a passage;	-	-	-	-	-	-	3	4.22	-	-	3	4.22

\*Gradation of Extent : p = 90%, q = 75%, r = 50%, s = 25%, t = 10%.

From Table No.V.1, the extents of objectives of teaching English as a third language realised, becomes clear. Out of 71 teachers, 10 teachers (14.08%) stated that the objective No.1a was achieved to the extent of 90%. Out of sample group,32 teachers (45.07%) agreed that the objective No. 1a was achieved to 75%. Twenty two teachers i.e. 30.90% trusted that the objective No. 1a was realised to the extent of 50%. Only 5 teachers i.e. 7.04% believed that the objective No. 1a was achieved to the extent of 25%. No teacher was found saying that the objective No. 1a was achieved to the extent of 10%. Out of 71 teachers, 69 teachers (97.18%) were of the opinion that the objective No. 1a was achieved to the various extents.

Six teachers out of 71 (8.45%) said that the objective No. 1b was achieved to the extent of 90%, 7 teachers (9.85%) agreed that the objective No. 1b was achieved to the extent of 75%, 21 teachers (29.57%) expressed that the objective No. 1b was realised to the extent of 50%, 24 teachers (33.80%) opined that the objective No. 1b was realised to the extent of 25% and 6 teachers (8.45%) agreed that the objective No. 1b was achieved to the extent of 10%. Out of 71 teachers 64 teachers (90.14%) stated that the objective No.1b was achieved to the various extents.

Three out of 71 teachers (4.22%) opined that the objective No. 1c was achieved to the extent of 90%, 26 teachers (36.61%) trusted that the objective No. 1c was realised to 75%, 24 teachers (33.80%) consented that the objective No. 1c was carried out to the extent of 50% and 11 teachers (15.49%) stated that objective No. 1c was achieved to the extent of 25%. No teacher was found saying that the

objective No. 1c was achieved to the extent of 10%. Out of 71, 64 teachers (90.14%) stated that the objective No.1c was realised to the various extents.

Twelve out of 71 teachers (16.90%) expressed that the objective No.1d was acquired to the extent of 90%, 18 teachers (25.35%) believed that the objective No. 1d was realised to the extent of 75%, 17 teachers (23.94%) opined that the objective No. 1d was achieved to the extent of 50%, 15 teachers (21.12%) agreed that the same objective was realised to the extent of 25% and only 2 teachers (2.81%) stated that the objective No. 1d was acquired to the extent of 10%. Sixty four out of 71 teachers (90.14%) stated that the objective No. 1d was achieved to the various extents.

Four out of 71 teachers (5.63%) said that the objective No. 2 was achieved to the extent of 90%, 10 teachers (14.08%) believed that the objective No. 2 was realised to the extent of 75%, 22 teachers (30.98%) agreed that the same No. of objective was acquired to the extent of 50%, 23 teachers (32.39%) opined that the objective No. 2 was realised to the extent of 25% and only 3 teachers (4.22%) expressed that the same No. of objective was acquired to the 10%. Out of 71, 62 teachers (87.32%) trusted that the objective No.2 was realised to the various extents.

Two out of 71 teachers (2.81%) opined that the objective No. 3 was acquired to the extent of 90%, 14 teachers (19.71%) expressed that the objective No. 3 was realised to the extent of 75%,

25 teachers (35.21%) were of the opinion that the same No. of objective was achieved to the extent of 50%, 15 teachers (21.12%) believed that the objective No. 3 was realised to the extent of 25% and 2 teachers (2.81%) stated that the objective No. 3 was realised to the extent of 10%. Out of 71 teachers, 58 teachers (81.69%) trusted that the objective No. 3 was achieved to the various extents.

Seven out of 71 teachers (9.85%) have given other objectives of teaching English as a third language. Two out of 71 teachers (2.81%) opined that the objective No. 4a was realised to the extent of 50% and 2 teachers (2.81%) expressed that the objective No. 4b was acquired to the extent of 50% also. Only 3 teachers (4.22%) trusted that the objective No. 4c was carried out to the extent of 25%. These objectives are given below :

- 1) To enable the pupils to write a letter with the help of given points. This objective is stated in writing skill.
- 2) To enable them to translate ideas from English into mother tongue.
- 3) To encourage them to recite a poem or a passage.

Through observation schedule and personal visits, this data were verified and found invalid. The percentage of teachers who put forth this data was negligible.

**V.3 PERCEPTION OF ENGLISH TEACHERS REGARDING THE REASONS FOR NOT ACHIEVING THE OBJECTIVES :**

The second question from the second part was included in the questionnaire to know the perception of English teachers regarding the reasons for not achieving the objectives as achievement of the objectives is based on many factors.

The following table (Table No. V.2) gives perception of English teachers regarding the reasons for not achieving the objectives.

**TABLE-NO.-V.2**  
**PERCEPTION OF ENGLISH TEACHERS REGARDING THE REASONS FOR NOT ACHIEVING THE OBJECTIVES**

<b>Sr. No.</b>	<b>Reasons/Causes</b>	<b>Number of Teachers responded</b>	<b>Percentage</b>
1.	Lack of clear-cut objectives	18	25.35
2.	Wrong methods of teaching	15	21.12
3.	Dearth of competent teachers in English	26	36.61
4.	Indifference towards correction work	27	38.02
5.	Unrealistic syllabus	18	25.35
6.	Defective text-books	10	14.08
7.	Lack of audio-visual aids	46	64.78
8.	Over-crowded classes	47	66.19
9.	Insufficient time	35	49.29
10.	Faculty system of examination	25	35.21

FABLE-NO. V.2 (Contd...)

Sr. No.	Reasons/Causes	Number of Teachers responded	Percentage
11.	Unsatisfactory supervision	16	22.53
12.	Lack of English atmosphere	62	87.32
13.	Other reasons :	11	15.49
	a) Lack of grasping capacity		
	b) Lack of interest of education among pupils		
	c) Undue fear towards English		
	d) Lack of proper training of teachers of English		
	e) Poor vocabulary of the pupils.		

Table No. V.2 explains the various causes for not achieving the objectives of teaching English as a third language. Out of 71 teachers, 18 teachers (25.35%) agreed with the causes of lack of clear-cut objectives and unrealistic syllabus, 15 teachers (21.12%) opined that wrong methods of teaching English was one of causes, 26 teachers (36.61%) believed that dearth of competent teachers in English was also one of the causes, 27 teachers (38.02%) were of the opinion that indifference towards correction work was responsible for not achieving the objectives, 10 teachers (14.08%) trusted that defective text-books caused to the failure of the objectives, 46 teachers (64.78%) concurred with the lack of audio-visual aids, 47 teachers (66.19%) stated that overcrowded classes were responsible for not achieving the objectives, 25 teachers (35.21%) agreed with faulty system of examination, 35 teachers (49.29%) said that insufficient time was one of the causes,



16 teachers (22.53%) expressed that unsatisfactory supervision was also one of the causes and 62 teachers (87.32%) agreed with lack of English atmosphere. Only 11 teachers (15.49%) have given the other causes. These causes are as follows :

- 1) Lack of grasping capacity.
- 2) Lack of interest of education among pupils.
- 3) Undue fear towards English.
- 4) Lack of proper training of teachers.
- 5) Poor vocabulary of the pupils.

This information was verified and found valid by interviewing the teachers and observing the classes.

#### V.4 PERCEPTION OF ENGLISH TEACHERS REGARDING THE WAYS OF TEACHING ENGLISH PRONUNCIATION :

First question from Part-III included in the questionnaire to know the ways of teaching English pronunciation.

The following table (Table No. V.3) shows responses regarding the ways of teaching English pronunciation.

TABLE-NO.-V.3PERCEPTION OF ENGLISH TEACHERS REGARDING THE  
WAYS OF TEACHING ENGLISH PRONUNCIATION

Sr. No.	Ways	Number of responses	Percentage
1.	Encouraging pupils to imitate the teacher's model pronunciation	57	80.28
2.	Giving minimal pairs of words	27	38.02
3.	Giving ample oral drills	57	80.28
4.	Reading aloud	57	80.28
5.	Question Answer	58	81.69
6.	Recitation	54	76.05
7.	Other ways :	11	15.49
	a) Giving chorus drills		
	b) Using phonetic dictionary		
	c) Using audio aids		
	d) Arranging conversation in the classroom		

It is clear from the above table (Table No. V.3) that 57 out of 71 teachers (80.28%) followed 3 ways of teaching English pronunciation namely encouraging pupils to imitate the teacher's model pronunciation, giving ample oral drills and reading aloud. Out of 71 sample group, 27 teachers (38.02%) gave minimal pairs of words, 58 teachers (81.69%) used question-answer method and 54 teachers (76.05%) followed the way of recitation for teaching English pronunciation. Only 11 teachers (15.49%) have given the other ways. These ways are given below :

- 1) Giving choras drills.
- 2) Using phonetic dictionary.
- 3) Using audio aids.
- 4) Arranging conversation in the classroom.

In some cases, this data were verified through interview schedule and observation schedule and some contradictions were found about the other ways No. 2, 3 and 4.

#### V.5 PERCEPTION OF TEACHERS REGARDING THE DIFFICULTIES OF TEACHING PRONUNCIATION :

Second question from the Part-III included in the questionnaire to know the perception of teacher regarding the difficulties of teaching pronunciation.

The following table (Table No. V.4) shows the perception of teachers regarding the difficulties of teaching English pronunciation.

TABLE No. - V.4  
PERCEPTION OF THE TEACHERS REGARDING THE  
DIFFICULTIES OF TEACHING PRONUNCIATION

Sr. No.	Difficulties	Number of responses	Perce- ntage
1.	Lack of proper time and individual attention	55	77.46
2.	Lack of good models of sounds	42	59.15
3.	Imperfect knowledge of English sounds	27	38.02
4.	Regional influences over English	51	71.83
5.	Teachers' defective pronunciation	19	26.76
6.	Ignorance of stress and intonation	36	50.70
7.	Different orthography (System of spelling)	19	26.76
8.	Other difficulties	8	11.26
	a) Lack of interest		
	b) Lack of concentration of students		
	c) Lack of efforts from Std. V		
	d) Staff room comments		
	e) Lack of English atmosphere		
	f) Lack of using correct pronunciation		
	g) Lack of audio aids		

It is clear from the above table (Table No.V.4) that 55 teachers (77.46%) out of 71 faced the difficulties of lack of proper time and lack of individual attention, 42 teachers (59.15%) stated that lack of good models of sounds was one of the difficulties, 27 teachers

(38.02%) had imperfect knowledge of English sounds, 51 teachers (71.83% of) were facing the difficulty of regional influences over English, 19 teachers (26.76%) believed that teachers' defective pronunciation was one of the difficulties, 36 teachers (50.70%) were ignorant of stress and intonation, and 19 teachers faced the difficulty of different orthography (system of spelling). Only 8 teachers (11.26%) were facing other difficulties. These difficulties are as follows :

- 1) Lack of interest.
- 2) Lack of concentration of students.
- 3) Lack of efforts from Std. V.
- 4) Staff room comments.
- 5) Lack of English atmosphere.
- 6) Lack of using correct pronunciation.
- 7) Lack of audio aids.

Through interview schedule and observation schedule, this data was verified and found valid.

#### V.6 PERCEPTION OF THE TEACHERS REGARDING THE REMEDIES OF TEACHING PRONUNCIATION :

The third question from the Part-III included in the questionnaire to know the perception of teachers regarding the remedies of teaching English pronunciation.

The following table (Table No. V.5) shows the perception of teachers regarding the remedies of teaching English pronunciation.

TABLE No. V.5PERCEPTION OF THE TEACHERS REGARDING  
THE REMEDIES OF TEACHING PRONUNCIATION

Sr. No.	Remedies	Number of responses	Percentage
1.	Presentation of models of sounds	56	78.87
2.	Teaching difficult sounds	34	47.88
3.	Importance of teacher's model speech	42	59.15
4.	Forestall regional influences	27	38.02
5.	Using different aids such as linguaphone, tape recorder, radio, etc.	64	90.14
6.	Using language laboratory	19	26.76
7.	Explaining proper rhythm	41	57.74
8.	Other remedies	9	12.67
	a) Separate diary for spellings		
	b) Personal attention		
	c) Systematic practice with frequently occurring affixes (s, es, d, ed, ness, less, etc.)		
	d) Detail study of vowels and consonants		
	e) Practical English from beginning		
	f) Arranging phonetic classes		
	g) Extra periods for backward students		

It is clear from the above table (Table No.V.5) that 56 out of 71 teachers (78.87%) suggested that presentation of models of sounds was one of the remedies to overcome the difficulties of teaching English

pronunciation, 34 teachers (47.88%) agreed with the remedy of teaching difficulty sounds, 42 teachers (59.15%) gave importance to teachers' model speech, 27 teachers (38.02%) suggested that forestall regional influences was one of the remedies, 64 teachers (90.14%) were using different aids such as linguaphone, tape recorder, radio, etc., 19 teachers (26.76%) agreed with the use of language laboratory, and 41 teachers (57.74%) suggested that explaining proper rhythm was one of the remedies to remove the difficulties of teaching English pronunciation. Only 9 teachers (12.67%) suggested the other remedies. These remedies are given below :

- 1) Using separate diary for spellings.
- 2) Personal attention.
- 3) Systematic practice with frequently occurring affixes  
(s, es, d, ed, ness, less etc.)
- 4) Detail<sup>ed</sup> study of vowels and consonants.
- 5) Practical English from the beginning.
- 6) Arranging phonetic classes
- 7) Extra periods for backward students.

This information was verified through interview schedule, observation schedule and personal visits and found invalid. The percentage of teachers who put forth this data is a meagre one.

#### V.7 PERCEPTION OF THE TEACHERS REGARDING THE WAYS OF TEACHING STRUCTURES :

First question in the Part-IV included in the questionnaire to know the perception of teachers regarding the ways of teaching English structures.

The following table (Table No.V.6) shows the responses regarding the ways of teaching structures.

TABLE No. V.6  
PERCEPTION OF THE TEACHERS REGARDING THE  
WAYS OF TEACHING ENGLISH STRUCTURES

Sr. No.	Ways	Number of responses	Perce- ntage
1.	Comparing and contrasting the structures with that of the mother tongue	40	56.33
2.	Obtaining mastery over a given structure by drilling it	47	66.19
3.	A process in which any model sentence may be multiplied indefinitely substituting for any of its words	31	43.66
4.	Other ways	13	18.30
	a) Providing more examples for practice.		
	b) Using day to day life incidents		
	c) Presentation through natural situation.		
	d) Giving oral and written exercises		
	e) Using multiple line of approach		
	f) Explaining in simple sentences		
	g) Giving chorus and individual drills		

It is clear from the above table (Table No. V.6) that 40 out of 71 teachers (56.33%) tried to teach structures by comparing and contrasting them with that of the mother tongue, 47 teachers (66.19%) stated that obtaining mastery over a given structure by drilling



it, was one of the ways and 31 teachers (43.66%) followed a process in which any model sentence may be multiplied indefinitely substituting for any of its words. Only 13 out of 71 teachers (18.30%) have given other ways for teaching English structures. These ways are as follows

- 1) Providing more examples for practice.
- 2) Using day-to-day life incidents.
- 3) Presentation of structures through natural situations.
- 4) Using multiple line of approach.
- 5) Giving oral and written exercises.
- 6) Explaining structures in simple English.
- 7) Giving chorus and individual drills.

In some cases, this data were verified through observation schedule and some contradictions were found about the other ways No. 2, 3, 4 and 6.

#### V.8 PERCEPTION OF THE TEACHERS REGARDING THE DIFFICULTIES OF TEACHING STRUCTURES :

Second question in the Part-IV included in the questionnaire to know the perception of teachers regarding the difficulties of teaching English structures.

The following table (Table No. V.7) shows the perception of teachers regarding the difficulties of teaching structures.

TABLE-NO.-V.7PERCEPTION-OF-THE-TEACHERS-REGARDING-THE  
DIFFICULTIES-OF-TEACHING ENGLISH STRUCTURES

Sr. No.	Difficulties	Number of responses	Percentage
1.	Ignorance of presenting the structures	22	30.98
2.	Ignorance of practising the structures	27	38.02
3.	Ignorance of applying the structures	27	38.02
4.	Other difficulties	12	16.90
	a) Lack of frequent use of that structure		
	b) Lack of concentration and understanding		
	c) Lack of co-ordination between the teachers of lower grades and teachers of upper grades		
	d) Lack of clear-cut knowledge of structures		
	e) No definite rules available for teaching structures		
	f) Lack of response of students		

It is clear from the above table (Table No. V.7) that 22 out of 71 teachers (30.98%) were facing the difficulty of the ignorance of presenting the structures, 27 teachers (38.02%) were ignorant of practising the structures and the same number of teachers (38.02%) were ignorant of applying the structures. Only 12 out of 71 teachers (16.90%) were facing other difficulties of teaching English structures. These difficulties are given below :

- 1) Lack of frequent use of that structure.
- 2) Lack of concentration and understanding.
- 3) Lack of co-ordination between the teachers of lower grades and the teachers of upper grades.
- 4) Lack of clear-cut knowledge of structures.
- 5) No definite rules available for teaching English structures.
- 6) Lack of response of students.

Through interview schedule and personal visits, this data were verified and found valid.

#### V.9 PERCEPTION OF THE TEACHERS REGARDING REMEDIES OF TEACHING STRUCTURES :

Third question from the Part-IV included in the questionnaire to know the perception of teachers concerning the remedies in teaching English structures. The following table (Table No.V.8) shows the perception of teachers about the remedies of teaching structures.

TABLE No. V.8

#### PERCEPTION OF THE TEACHERS CONCERNING THE REMEDIES OF TEACHING STRUCTURES

Sr. No.	Remedies	Number of responses	Percentage
1.	Knowledge of presenting the structures	31	43.66
2.	Knowledge of practising the structures	34	47.88
3.	Knowledge of applying the structures	36	50.70
4.	Other remedies :	8	11.26
	a) Giving simple examples		
	b) Creating meaningful situations		
	c) Proper stress on structure		
	d) Clear-cut knowledge of objectives of teaching structures		
	e) Revision of taught structures		
	f) Repetition of structures again and again		
	g) Following structural approach and direct method		

It is clear from the above table (Table No.V.8) that 31 out of 71 teachers (43.66%) suggested that they should have knowledge of presenting structures, 34 teachers (47.88%) suggested that they should have knowledge of practising the structures and 36 teachers (50.70%) suggested that they should have knowledge of applying the structures. Only 8 out of 71 teachers (11.26%) suggested other remedies to remove the difficulties of teaching English structures. These remedies are as follows :

- 1) Giving simple examples.
- 2) Creating meaningful situations.
- 3) Proper stress on structure.
- 4) Following structural approach and direct method.
- 5) Clear-cut knowledge of objectives of teaching structures.
- 6) Revision of taught structures.
- 7) Repetition of structures again and again.

In some cases, this information was verified through observation schedule and some contradictions were found about the other remedies No. 2, 4, 5 and 6.

#### V.10 PERCEPTION OF THE TEACHERS REGARDING THE WAYS OF TEACHING ENGLISH VOCABULARY :

First question in the Part-IV, included to know the perception of teachers regarding the ways of teaching English vocabulary.

The following table (Table No.V.9) shows the perception of teachers regarding the ways of teaching English vocabulary.



TABLE -No. V.9  
PERCEPTION OF TEACHERS REGARDING THE  
WAYS OF TEACHING ENGLISH VOCABULARY

Sr. No.	Ways	Number of responses	Perce- ntage
1.	Giving word for word translation in mother tongue	31	43.66
2.	Drilling the word over and over again	49	69.01
3.	Giving oral drill, motor drill and visual drill	29	40.84
4.	Performing actions	50	70.42
5.	Showing models, charts and pictures	57	80.28
6.	By giving synonyms	26	36.61
7.	By giving antonyms	20	28.16
8.	Giving lexical meanings (dictionary meanings)	26	36.61
9.	Other ways	14	19.71
	a) Using words in simple sentences		
	b) Daily word recitation in group		
	c) Explaining word with its noun adjective, adverb form etc.		
	d) Giving examples from pupils' own experience		
	e) Creating meaningful situations according to meaning of words		

It is clear from the above table (Table No. V.9) that 31 out of 71 teachers introduced vocabulary by giving word for word translation in mother tongue, 49 teachers (69.01%) followed the way

of drilling the word over and over again, 29 teachers (40.84%) tried to give oral drill, motor drill and visual drill, 50 teachers (70.42%) introduced words by performing actions, 57 teachers (80.28%) followed the ways of showing models, charts and pictures, 26 teachers (36.61%) followed the ways of giving synonyms and lexical meanings and 20 teachers (28.16%) introduced words by giving antonyms. Only 14 out of 71 teachers (19.71%) mentioned other ways of teaching English vocabulary to the pupils. These ways are given below :

- 1) Using words in simple sentences.
- 2) Daily word recitation in group.
- 3) Explaining word with its noun, adjective, adverb etc.
- 4) Giving examples from pupils' own experience.
- 5) Creating meaningful situations according to the meaning of words.

Through observation schedule, this data were verified and found invalid. The percentage of teachers who put forth this data is a meagre one.

#### V.11 PERCEPTION OF THE TEACHERS REGARDING THE DIFFICULTIES OF TEACHING ENGLISH VOCABULARY :

Second question in the Part-V included to know the perception of teachers regarding the difficulties of teaching English vocabulary.

The following table (Table No. V.10) shows the perception of teachers regarding the difficulties of teaching English vocabulary.

TABLE No. V. 10PERCEPTION OF TEACHERS REGARDING THE  
DIFFICULTIES OF TEACHING VOCABULARY

Sr. No.	Difficulties	Number of responses	Percentage
1.	Ignorance of presenting/introducing vocabulary in the known structures	26	36.63
2.	Ignorance of presenting only one meaning of a word at a time	19	26.76
3.	(Ignorance of methods of teaching English vocabulary	13	18.30
4.	No repetition and application after presenting words	24	33.80
5.	Lack of time	41	57.74
6.	Lack of audio-visual aids	46	64.78
8.	Other difficulties	7	9.85
	a) No recitation of words again & again		
	b) Lack of individual attention of teacher and parents		
	c) Lack of supplementary reading material		
	d) No response from students		

It is clear from the above table (Table No. V.10) that 26 out of 71 teachers (36.63%) faced the ignorance of presenting/introducing vocabulary in the known structures, 19 teachers (26.76%) were ignorant of presenting only one meaning of a word at a time, 13 teachers (18.30%) were ignorant of different methods of teaching English vocabulary, 24 teachers (33.80%) asserted that no repetition and application after presenting words was one of the difficulties, 41 teachers

(57.74%) opined that lack of time was also one of the difficulties and 46 teachers (64.78%) were facing the difficulty of lack of audio-visual aids. Only 7 out of 71 teachers (9.85%) faced the other difficulties of teaching English vocabulary to the pupils. These difficulties are as follows :

- 1) No recitation of words again and again.
- 2) Lack of individual attention of teacher and parents.
- 3) Lack of supplementary reading material.
- 4) No response from students.

This information was verified through observation schedule and personal visits and found valid.

#### V.12 PERCEPTION OF THE TEACHERS-REGARDING THE REMEDIES-OF-TEACHING VOCABULARY :

Third question in the Part-V included in the questionnaire to know the perception of the teachers regarding the remedies of teaching English vocabulary.

The following table (Table No. V.11) shows the perception of teachers regarding the remedies of teaching English vocabulary.



TABLE No. V.11

PERCEPTION OF TEACHERS REGARDING THE  
REMEDIES OF TEACHING ENGLISH VOCABULARY

Sr. No.	Remedies	Number of responses	Perce- ntage
1.;	Material demonstration	29	40.84
2.	Establishing direct bond between word and idea.	40	55.33
3.	Making use of word through class-room situations or activities	52	73.23
4.	Arranging spelling games	56	78.78
5.	Look, say and write	47	66.19
6.	Definitions and explanations	18	25.35
7.	Knowledge of suffixes and prefixes	28	39.43
8.	Giving intonational meaning	13	18.30
9.	Giving cultural meaning	15	21.12
10.	Other remedies	9	12.67
	a) Sometimes by its function i.e. with the help of parts of speech		
	b) Practice by writing words		
	c) Creating meaningful situations		
	d) By exemplification		
	e) Associating with other words, ideas or concepts		

It is clear from above table (Table No. V.11) that 29 out of 71 teachers (40.84%) suggested that material demonstration was one of the remedies to eradicate the difficulties of teaching English vocabulary, 40 teachers (55.33%) agreed with establishing direct bond between word and idea, 52 teachers (73.23%) suggested the remedy

of making use of word through classroom situations or activities, 56 teachers (78.78%) suggested that arranging spelling games was one of the remedies, 47 teachers (66.19%) suggested a remedy of look, say and write, 18 teachers (25.35%) suggested a remedy of giving definitions and explanations, 28 teachers (39.43%) suggested that they should have knowledge of suffixes and prefixes, 13 teachers (18.30%) suggested a remedy of giving intonational meaning and 15 (21.12%) teachers suggested a remedy of giving cultural meaning. Only 9 out of 71 teachers (12.67%) have suggested other remedies to eradicate the difficulties of teaching vocabulary. These remedies are given below :

- 1) Sometimes by its function i.e. with the help of parts of speech.
- 2) Practice by writing words.
- 3) Creating meaningful situations.
- 4) By exemplification.
- 5) Associating with other words, ideas or concepts.

In some cases, at his data were verified through interview and observation schedules and some contradictions were found about the other remedies No.1, 3 and 5.

**V.13 PERCEPTION OF THE TEACHERS REGARDING THE WAYS OF DEVELOPING THE LISTENING SKILL OF THE PUPILS :**

Question No. 1 in Section-A in Part-VI included in the questionnaire to know the perception of the teachers regarding the ways of developing the listening skill of the pupils.

The following table (Table No.V.12) shows the responses of the teachers regarding the ways of developing listening skill of the pupils.

TABLE-NO. V.12  
PERCEPTION OF TEACHERS REGARDING THE WAYS OF  
DEVELOPING LISTENING SKILL OF THE PUPILS

Sr. No.	Ways	Number of responses	Perce- ntage
1.	Conducting the entire lesson in English only	30	42.25 ✓
2.	Making use of audio-aids such as tape recorder	32	45.07
3.	Making them to listen to radio lessons	39	54.92 ✓
4.	Aural-oral Approach	24	33.80
5.	Opening the text-book and explaining new words	42	59.15
6.	Asking/Answering questions	61	85.91
7.	Other ways	10	14.08
	a) Group drilling of words		
	b) Telling summary of lesson in simple English		
	c) Reading of news papers aloud		
	d) Imitation of teacher's pronunciation		
	e) Practice of listening English lectures		

It is clear from above table (Table No. V.12) that 30 out of 71 teachers (42.25%) followed the way of conducting the entire

lesson in English only to develop, the listening skill of the pupils, 32 teachers (45.07%) made use of audio-aids such as tape recorder, 39 teachers (54.92%) encouraged the students to listen to radio lessons, 24 teachers (33.80%) followed aural-oral approach, 42 teachers (59.15%) asserted that opening the text-book and explaining new words was one of the ways and 61 teachers (85.91%) followed the way of question-answer. Only 10 out of 71 teachers (14.08%) have mentioned the other ways. These ways are as follows :

- 1) Group drilling of words.
- 2) Telling summary of lesson in simple English.
- 3) Reading of news papers loudly.
- 4) Arranging discussion between the students and English speaker
- 5) Practice of listening English lectures.

Through observation schedule and personal visits, this information was verified and some contradictions were found about the other ways No.3, 4, and 5.

**V.14 PERCEPTION OF THE TEACHERS REGARDING THE DIFFICULTIES OF DEVELOPING LISTENING SKILL OF THE PUPILS :**

Question No. 2 in Section-A in Part-VI included in the questionnaire to know the perception of the teachers regarding the difficulties in developing listening skill of the pupils.

The following table (Table No. V.13) shows the responses regarding the difficulties that the teachers face in developing the listening skill of the pupils.



TABLE No.-V.13  
PERCEPTION OF THE TEACHERS REGARDING THE  
DIFFICULTIES IN DEVELOPING THE LISTENING  
SKILL OF THE PUPILS

Sr. No.	Difficulties	Number of responses	Perce- ntage
1.	Lack of knowledge of proper method	12	16.90
2.	Lack of knowledge of various types of exercises	26	36.63
3.	Lack of audio-aids e.g. tape recorder, radio etc.	33	44.67
4.	Lack of own competency in speaking English	28	39.33
5.	Lack of English atmosphere in school and outside the school	62	87.32
6.	Other difficulties	11	15.49
	a) Lack of interest.		
	b) Less stress on drill work/oral reading collective reading etc.		
	c) Ignorance of importance of English		
	d) Ignorance of sound system		
	e) Lack of motivation		
	f) Lack of ambition to proceed to higher education		

It is clear from above table (Table No.V.13) that 12 out of 71 teachers (16.90%) asserted that lack of knowledge of proper method was one of the difficulties that they faced in developing listening skill of the pupils, 26 teachers (36.63%) had no knowledge of various types of exercises, 33 teachers (46.47%) asserted that there were no

audio aids e.g. tape recorder, radio etc. 28 teachers (39.33%) consented the lack of competency in speaking English, 62 teachers (87.32%) were of the opinion that lack of English atmosphere in school and outside the school was one of the difficulties that they faced in developing listening skill of the pupils. Only 11 teachers (15.49%) had faced other difficulties. These difficulties are mentioned here :

- 1) Lack of interest.
- 2) Less stress on drill work/oral reading/collective reading etc.
- 3) Ignorance of importance of English.
- 4) Ignorance of sound system.
- 5) Lack of motivation.
- 6) Lack of ambition to proceed to higher education.

Through interview and observation schedules, this data was verified and found valid.

**V.15 REMEDIES THAT THE TEACHERS SUGGESTED FOR DEVELOPING THE LISTENING SKILL OF THE PUPILS :**

Question No. 3 in Section-A in Part-VI included in the questionnaire to know the remedies suggested by the teachers for developing the listening skill of the pupils.

The following table (Table No. V.14) show the responses of the teachers about the remedies suggested by them for developing the listening skill of pupils.

TABLE No. V.14REMEDIES SUGGESTED BY THE TEACHERS FOR DEVELOPING  
THE LISTENING SKILL OF THE PUPILS

Sr. No.	Remedies	Number of responses	Percentage
1.	Using playway method	39	54.92
2.	Using direct method	37	52.12
3.	Giving ear training exercises	36	50.07
4.	Giving articulation exercises	14	19.71
5.	Creating English atmosphere	51	71.83
6.	Giving memory exercises	35	49.29
7.	Giving knowledge of sound system to the pupils	44	61.97
8.	Grading listening material according to students' level	37	52.12
9.	Providing authentic materials rather than idealised and filtered samples	11	15.49
10.	Design task-oriented exercises to engage the students' interest and help them learn listening skills sub-consciously (Ur, 1984; 25)	25	35.21
11.	Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, story telling, English songs and so on	51	71.83
12.	Providing visual aids or drawing pictures and diagrams associated with the listening topics	36	50.70
13.	Developing each listening ability separately	21	29.57
14.	Other remedies a) Using wall paper journal b) Model reading by teacher and a few students	5	7.04

It is clear from above table (Table No. V.14) that 39 out of 71 teachers (54.92%) suggested a remedy of using playway method to develop listening skill of the pupils, 37 teachers (52.12%) agreed *about* remedy of using direct method, 36 teachers (50.07%) suggested a remedy of giving ear-training exercises, 14 teachers (19.71%) suggested that giving articulation exercises was one of the remedies, 51 teachers (71.83%) suggested that creating English atmosphere and providing students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, every day conversation, interviews, story telling and English songs were also the remedies, 35 teachers (49.29%) suggested a remedy of giving memory exercises, 44 teachers (61.97%) suggested to give knowledge of sound system to pupils. 11 teachers (15.49%) suggested to provide authentic materials rather than idealised and filtered samples, 25 teachers suggested to give design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously (Ur, 1984; 25), 36 teachers (50.70%) suggested to provide visual aids or drawing pictures and diagrams associated with the listening topics, 21 teachers (29.57%) suggested to develop each listening ability separately. Only 5 out of 71 teachers (7.04%) suggested other remedies. These remedies are given below

- 1) Using wall paper journal
- 2) Model reading by teacher.

This information was verified through personal visits and observation schedule and found invalid.



V.16 TEACHERS' PERCEPTION ABOUT THE WAYS OF DEVELOPING SPEAKING SKILL OF THE PUPILS :

Question No. 1 of Section B Included in Part-VI of the questionnaire helps to know the ways of developing listening skill of the pupils.

The following table (Table No. V.15) shows teachers' perception about the ways of developing speaking skill of the pupils.

TABLE No. V. 15

TEACHERS' PERCEPTION ABOUT THE WAYS OF DEVELOPING SPEAKING SKILL OF THE PUPILS

Sr. No.	Ways	Number of responses	Percentage
1.	Giving proper and ample opportunities for speaking and conversation	55	77.46
2.	Arranging oral composition	36	50.70
3.	Good model of teacher's speaking	49	69.01
4.	Arranging questions and answers	52	73.23
5.	Arranging talks and discussions	36	50.70
6.	Reproducing; telling or completing a story	35	49.29
7.	Arranging debates and prepared lessons	20	28.16
8.	Giving different types of drills	47	66.19
9.	Using structural approach/aural-oral approach	32	45.07
10.	Using direct method	19	26.76
11.	Using Bilingual method	12	16.90
12.	Other ways	6	8.45
	a) By dramatization		
	b) Arranging speech competitions and prizes for winners		
	c) Story books for loud reading		

It is clear from the above table (Table No. V.15) that 55 out of 71 teachers (77.46%) followed the way of giving ample opportunities for speaking and conversation to develop speaking skill of the pupils, 36 teachers (50.70%) asserted that arranging oral composition and arranging talks and discussions were the ways, used for developing speaking skill, 49 teachers (69.01%) agreed *about* good model of teacher's speaking, 52 teachers (73.23%) followed the way of arranging questions and answers, 35 teachers (49.29%) agreed with reproducing, telling or completing a story, 20 teachers (28.16%) followed the way of arranging debates and prepared lessons, 47 teachers (66.19%) tried to give different types of drills, 32 teachers (45.07%) used structural Approach/Aural-oral Approach, 19 teachers (26.76%) followed direct method and 12 teachers (16.19%) followed the bilingual method to develop the speaking skill of the pupils. Only 6 out of 71 teachers (8.45%) have given other ways for developing speaking skill. Those ways are given below :

- 1) By dramatization.
- 2) Arranging speech competitions and prizes for winners.
- 3) Story books for loud reading.

Through interview and personal visits, this data were verified and found invalid. The percentage of teachers who put forth this data is negligible.

**V.17 OPINIONS OF TEACHERS ABOUT THE DIFFICULTIES  
OF DEVELOPING THE SPEAKING SKILL OF THE PUPILS :**

Question No. 2 of Section-B included in Part-VI of the questionnaire helps to know the difficulties that the teachers face while developing the speaking skill.

The following table (Table No. V.16) gives opinions of teachers about the difficulties in developing listening skill.

**TABLE No. V.16**

**OPINIONS OF TEACHERS ABOUT THE DIFFICULTIES  
IN DEVELOPING SPEAKING SKILL**

<b>Sr. No.</b>	<b>Difficulties</b>	<b>Number of responses</b>	<b>Perce- ntage</b>
1.	Ignorance of various methods	16	22.53
2.	Ignorance of various ways of oral work	11	15.49
3.	Lack of audio-visual aids	46	64.78
4.	Lack of time	42	59.15
5.	Ignorance language games	36	50.70
6.	Lack of co-curricular activities	38	53.52
7.	Lack of good model of classroom speech	26	36.61
8.	Other difficulties	4	5.63
	a) Lack of confidence and boldness		
	b) Lack of interest.		
	c) Lack of hard work.		
	d) Lack of library facilities.		

It is clear from the above table (Table No. V.16) that 16 out of 71 teachers (22.53%) stated that ignorance of various methods was one of the difficulties that they faced while developing speaking skill, 11 teachers (15.49%) were ignorant of various ways of oral work, 46 teachers (64.78%) were of the opinion that lack of audio-visual aids was one of the difficulties, 42 teachers (59.15%) faced lack of time, 36 teachers (50.70%) were ignorant of language games, 38 teachers (53.52%) had to face lack of co-curricular activities and 26 teachers (36.61%) faced lack of good model of classroom speech. Only 4 teachers (5.63%) were facing other difficulties of developing speaking skill of the pupils. These difficulties are as follows :

- 1) Lack of confidence and boldness.
- 2) Lack of interest.
- 3) Lack of hard work.
- 4) Lack of library facilities.

This information was verified by observing lessons and personal visits and it was found valid.

#### V.18 TEACHERS' PERCEPTION ABOUT THE REMEDIES OF DEVELOPING SPEAKING SKILL OF THE PUPILS :

Question No. 3 from Section-B included in Part-VI of the questionnaire helps to know the remedies of eradicate the difficulties in developing the speaking skill of the pupils.

The following table (Table No. V.17) shows the responses of the teachers about the remedies of developing speaking skill.

TABLE No. IV. 17TEACHERS' PERCEPTION ABOUT THE REMEDIES OF  
DEVELOPING SPEAKING SKILL OF THE PUPILS

Sr. No.	Remedies	Number of responses	Percentage
1.	Giving picture lessons	41	57.74
2.	Giving them saying and doing exercises	44	61.97
3.	Developing the ideas on the topic within their range	43	60.56
4.	Using tape recorder to give the feedback	35	49.29
5.	Dramatisation	34	47.88
6.	Language games	27	38.02
7.	Play way method	33	46.47
8.	Phonetic method	26	36.61
9.	Oral method	32	45.07
10.	Other remedies	7	9.85
	a) Arranging question-answer session.		
	b) Encouraging everybody to express his ideas in English.		
	c) Creating English atmosphere.		
	d) Giving guidelines.		
	e) Accepting answers in English only.		
	f) Enabling pupils to try to speak simple sentences.		

It is clear from above table (Table No.V.17) that 41 out of 71 teachers (57.74%) suggested a remedy of giving picture lessons to develop speaking skill, 44 teachers (61.97%) suggested to give pupils saying and doing exercises, 43 teachers (60.56%) suggested a remedy of developing the ideas on the topic within their range, 35 teachers (49.29%) suggested to use tape recorder to give the feedback, 34 teachers (47.88%) suggested that dramatisation was one of the remedies, 27 teachers (38.02%) suggested to arrange language games, 33 teachers (46.47%) suggested to use playway method, 26 teachers (36.61%) suggested to use phonetic method and 32 teachers (45.07%) suggested to use oral method to develop speaking skill. Only 7 teachers (9.85%) have suggested other remedies to remove the difficulties of developing speaking skill. These remedies are given below :

- 1) Arranging question-answer session.
- 2) Encouraging everybody to express his ideas in English.
- 3) Creating English atmosphere.
- 4) Giving guidelines.
- 5) Accepting answers in English only.
- 6) Enabling pupils to try to speak simple sentences.

Through observation schedule, this data were verified and some contradictions were found about the other remedies No. 2 and 3.

V.19 TEACHERS' PERCEPTION REGARDING THE WAYS  
OF DEVELOPING READING SKILL OF THE PUPILS :

Question No. 1 in Section-C included in Part-VI of the questionnaire helps to know the ways of developing reading skill of the pupils.

The following table (Table No. V.18) shows the responses of the teachers regarding the ways of developing reading skill.

TABLE No.-V.18  
TEACHERS' PERCEPTION REGARDING THE WAYS OF  
DEVELOPING READING SKILL OF THE PUPILS

Sr. No.	Ways	Number of responses	Percentage
1.	Using the alphabet method	16	22.53
2.	Using the word method	25	35.21
3.	Using the phrase method	28	39.43
4.	Applying the sentence method	43	60.56
5.	Giving the exercise of reading aloud in the class	61	85.91
6.	Framing a library association of the pupils	17	23.94
70	Training them to interpret the printed symbols	14	19.71
8.	Using Dr. West's new method	8	11.26
9.	Other ways	10	14.08
	a) Reading simple story books in leisure time one by one.		
	b) Individual reading in the class.		
	c) Giving supplementary reading.		
	d) Asking pupils to read loudly at home regularly.		
	e) Creating proper situation for reading.		

It is clear from the above tablek (Table No. V.18) that 16 out of 71 teachers (22.53%) were of the opinion that alphabet method was one of the ways of developing reading skill, 25 teachers (35.21%) agreed with the word method, 28 teachers (39.43%) concurred with the phrase method, 43 teachers (60.56%) followed the sentence method, 61 teachers (85.91%) followed the way of giving exercise of reading aloud in the class, 17 teachers (23.94%) agreed with framing alibrary association of the pupils, 14 teachers (19.71%) followed the way of training pupils to interpret the printed symbols and 8 teachers (11.26%) followed Dr. West's New Method to develop the reading skill of the pupils. Only 10 teachers (14.08%) have given other ways. These ways are as follows :

- 1) Reading simple story books in leisure time one by one.
- 2) Individual reading in the class.
- 3) Giving supplementary reading.
- 4) Asking pupils to read aloud at home regularly.
- 5) Creating proper situation for reading.

This information was verified through interview schedule and personal visits and some contradictions were found about the other ways No. 1, 3 and 5.

**V.20 OPINIONS OF THE TEACHERS ABOUT THE DIFFICULTIES OF DEVELOPING READING SKILL OF THE PUPILS :**

Question No. 2 of Section-C included in Part-VI of the questionnaire helps to know the difficulties tht the teachers face while developing the reading skill.



The following table (Table No. V.19) gives the opinions of the teachers about the difficulties in developing reading skill of the pupils.

TABLE No. V.19  
OPINIONS OF THE TEACHERS ABOUT THE DIFFICULTIES  
OF DEVELOPING READING SKILL

Sr. No.	Difficulties	Number of responses	Perce- ntage
1.	Ignorance of mechanics of reading	21	29.57
2.	Ignorance of different methods to use	16	22.53
3.	Lack of library facility (reading room)	42	59.15
4.	Lack of English news papers, magazines etc.	47	66.19
5.	Lack of time for practice	41	57.74
6.	Ignorance of proper pause	21	29.57
7.	Ignorance of proper speed	22	30.98
8.	Other difficulties	9	12.67
	a) Ignorance of words.		
	b) Ignorance of pronunciation.		
	c) Lack of efforts.		
	d) No other sources for reading besides the reader.		
	e) Lack of practice of reading.		
	f) Ignorance of proper tone, stress (mechanism) etc.		
	g) Ignorance of strong and weak forms of verbs.		

It is clear from the above table (Table No.V.19) that 21 teachers out of 71 (29.57%) opined that ignorance of mechanics of reading and ignorance of proper pause were the difficulties of developing reading skills, 16 teachers (22.53%) were ignorant of different methods, 42 teachers (59.15%) faced the lack of library

facility, 47 teachers (66.19%) asserted that lack of English news papers and magazines was one of the difficulties, 41 teachers (57.74%) faced lack of time for practice and 22 teachers (30.98%) were ignorant of proper speed. Only 9 teachers (12.67%) have given other difficulties of developing reading skill. These difficulties are given below :

- 1) Ignorance of words.
- 2) Ignorance of pronunciation.
- 3) Lack of efforts.
- 4) No other sources for reading besides the reader.
- 5) Lack of practice of reading.
- 6) Ignorance of proper tone, stress (mechanism) etc.
- 7) Ignorance of strong and weak forms of verbs.

Through interview schedule and observation schedule, this data were verified and found valid.

#### V.21 PERCEPTION OF TEACHERS ABOUT THE REMEDIES OF DEVELOPING READING SKILL OF THE PUPILS :

Question No. 3 from Section-C include in Part-VI of the questionnaire helps to know the remedies that the teachers suggested to remove the difficulties for developing reading skill of the pupils.

The following table (Table No.V.20) shows response of teachers about remedies for developing reading skill.

TABLE No. 20  
PERCEPTION OF TEACHERS ABOUT THE REMEDIES OF  
DEVELOPING READING SKILL OF THE PUPILS

Sr. No.	Remedies	Number of responses	Perce- ntage
1.	Setting a model in different language items	24	33.80
2.	Using the phonic method	35	49.29
3.	Giving supplementary reading	61	85.91
4.	Explaining the utility of library reading	36	50.70
5.	Arranging classroom library	42	59.15
6.	Giving extensive and intensive reading	25	35.21
7.	Using English newspapers and magazines	44	61.97
8.	Mechanism of proper eye-movement and eye-span	12	16.90
9.	Training of visual symbols into stream of sounds	28	39.43
10.	Developing reading skills, viz. scanning, skimming, intensive and extensive reading	27	88.02
11.	Knowing the objectives of reading	25	35.21
12.	Other remedies	3	4.22
	a) Using audio aids e.g. tape recorder, cassettes, record players etc.		
	b) Providing interesting story books.		
	c) Increasing vocabulary of pupils.		
	d) Helping pupils to read sentences with proper pause and reasonable speed		

It is clear from above table (Table No. V.20) that 24 out of 71 teachers (33.80%) suggested that setting a model in different language items was one of the remedies to develop reading skill, 35 teachers (49.29%) suggested to use the phonetic method, 61 teachers (85.91%) suggested to give supplementary reading, 36 teachers (50.70%) suggested to explain the utility of library reading, 42 teachers (59.15%) proposed to arrange classroom library, 25 teachers (35.21%) hinted at giving extensive and intensive reading and knowing the objectives of reading, 44 teachers (61.97%) suggested to use English newspapers and magazines, 12 teachers (16.90%) proposed of mechanism of proper eye-movement and eye-span, 28 teachers (39.43%) proposed of training of visual symbols into stream of sounds, 27 teachers (38.02%) suggested to develop reading skills, viz. scanning, skimming, intensive and extensive reading. Only 3 out of 71 teachers (4.22%) had suggested the other remedies to overcome the difficulties of developing reading skill of the pupils. These remedies are given below :

- 1) Using audio aids e.g. tape recorder, cassettes, record players etc.
- 2) Providing interesting story books.
- 3) Increasing vocabulary of pupils.
- 4) Helping pupils to read sentences with proper pause and reasonable speed.

This information was verified through observation and visit schedules and some contradictions were found about the remedies No.1, 2 and 4.

**V.22 TEACHERS' PERCEPTION REGARDING THE WAYS OF DEVELOPING WRITING SKILL OF THE PUPILS :**

Question No. 1 in Section-D included in Part-VI of the questionnaire help to know the teachers' perception regarding the ways of developing writing skill of the pupils.

The following table (Table No. V.21) shows the responses of the teachers about the ways of developing writing skill of the pupils.

**TABLE No. V.21**

**TEACHERS' PERCEPTION REGARDING THE WAYS OF DEVELOPING WRITING SKILL OF THE PUPILS**

<b>Sr. No.</b>	<b>Ways</b>	<b>Number of responses</b>	<b>Percentage</b>
1.	Presenting the teacher's writing as a model	59	83.09
2.	Using substitution table	42	59.15
3.	Encouraging the pupils to copy down the matter from the blackboard	49	69.01
4.	Displaying good handwriting in display cases	39	54.92
5.	Holding frequent competitions of hand-writing	54	76.05
6.	Remedying the mistakes of the pupils	45	63.38
7.	Other ways	7	9.85
	a) Giving home assignment for writing daily.		
	b) Solving some examples on the black board by pupils.		
	c) Dictation writing (Advanced)		
	d) Giving proper practice of curves and circles of letters.		
	e) Using four-lined copy-books.		

It is clear from above table (Table No. V.21) 59 out of 71 teachers (83.09%) opined that presenting the teacher's writing as a model was one of the ways of developing writing skill of the pupils, 42 teachers (59.15%) used substitution tables, 49 teachers (69.01%) encouraged the pupils to copy down the matter from the blackboard, 39 teachers (54.92%) agreed with displaying good hand-writing in display cases, 54 teachers (76.05%) concurred with holding frequent competitions of hand-writing, 45 teachers (63.38%) followed the way of remedying the mistakes of the pupils. Only 7 teachers (9.85%) have mentioned the other ways for developing writing skill of the pupils. These ways are as follows :

- 1) Giving home assignment for writing daily.
- 2) Solving some examples on the blackboard by pupils.
- 3) Dictation writing (Advanced)
- 4) Giving proper practice of curves and circles of letters.
- 5) Using four-lined copy-books.

This information was verified through observation schedule and personal visits and found invalid.

#### V.23 OPINIONS OF THE TEACHERS ABOUT THE DIFFICULTIES OF DEVELOPING THE WRITING SKILL OF THE PUPILS :

Question No. 2 of Section-D included in Part-VI of the questionnaire helps to know the difficulties that the teachers face while developing the writing skill of the pupils.

The following table (Table No. V.22) gives the opinions of the teachers about the difficulties in developing writing skill of the pupils.

TABLE No. V.22

OPINIONS OF THE TEACHERS ABOUT THE DIFFICULTIES  
OF DEVELOPING WRITING SKILL OF THE PUPILS

Sr. No.	Difficulties	Number of responses	Perce- ntage
1.	Ignorance of mechanics of writing	27	38.02
2.	Imitation of bad examples	32	50.07
3.	Overcrowdedness and bad furniture	40	56.53
4.	Lack of giving exercises for writing	24	33.80
5.	Lack of specimen of good hand-writing	26	36.61
6.	Bad postures due to unhealthy surroundings	18	25.35
7.	Rough note books	23	32.39
8.	Lack of correction of faults	32	50.07
9.	Lack of demonstration of holding the pen	25	35.21
10.	Other difficulties	9	12.67
	a) Lack of time.		
	b) Use of ball pens.		
	c) Lack of efforts		
	d) Lack of proper guidance		
	e) Lack of demonstration of alphabets, letters, curves and circles.		

It is clear from above table (Table No. V.22) that 27 teachers out of 71 (38.02%) opined that ignorance of mechanics of writing was one of the difficulties of developing writing skill of the pupils, 32 teachers (50.07%) asserted that imitation of bad examples and lack of correction of faults were the difficulties of developing writing skill, 40 teachers (56.53%) faced the difficulty of over crowdedness

and bad furniture, 24 teachers (33.80%) agreed with lack of giving exercises for writing, 26 teachers (36.61%) concurred with lack of specimen of good hand writing, 18 teachers (25.35%) faced the difficulty of bad postures due to unhealthy surroundings, 23 teachers (32.39%) faced the difficulty of rough note books, 25 teachers (35.21%) agreed with lack of demonstration of holding the pen. Only 9 out of 71 teachers (12.67%) were facing the other difficulties of developing writing skill. These difficulties are as follows :

- 1) Lack of time.
- 2) Use of ball pens.
- 3) Lack of efforts.
- 4) Lack of proper guidance.
- 5) Lack of demonstration of alphabets, letters, curves and circles.

Through interview schedule and personal visits, this data were verified and found valid.

#### V.24 PERCEPTION OF TEACHERS ABOUT THE REMEDIES OF DEVELOPING WRITING SKILL OF THE PUPILS :

Question No. 3 from Section-D included in Part-VI of the questionnaire helps to know the remedies suggested by the teachers to overcome the difficulties in developing writing skill of the pupils.

The following table (Table No. V.23) shows the responses of the teachers regarding the remedies of developing writing skill.



TABLE No. V.23

PERCEPTION OF TEACHERS ABOUT THE REMEDIES OF  
DEVELOPING WRITING SKILL OF THE PUPILS

Sr. No.	Remedies	Number of responses	Percentage
1.	Each letter should be completely distinct from each other	39	54.92
2.	Each letter should be of moderate and even size	43	60.56
3.	Keeping proper space	28	39.43
4.	Writing in straight line	40	56.33
5.	Simplicity in writing	32	50.07
6.	Legibility i.e. easy to read	28	39.43
7.	Speed	34	47.88
8.	Attractiveness	37	52.11
9.	Great attention needs to be paid right from the beginning	51	71.83
10.	To point out them the direction of movement in the formation of various letters	32	50.07
11.	Pupils should write which they have already read or mastered orally	34	47.88
12.	They should use proper punctuation marks and capital letters where necessary	46	64.78
13.	No use of rough note books	33	46.47
14.	Correction of faults	49	69.01
15.	Demonstration of holding the pen	32	50.07
16.	Other remedies	9	12.67
	a) Providing enough exercises.		
	b) Giving opportunities for writing on B.B.		
	c) Developing the concept of paragraph writing.		
	d) Use of ink pens.		
	e) Individual guidance		
	f) Sufficient time.		

It is clear from above table (Table No. V.23) that 39 out of 71 teachers (54.92%) suggested that each letter should be completely distinct from each other, 43 teachers (60.56%) proposed that each letter should be of moderate and even size, 28 teachers (39.43%) hinted at keeping proper spacing and legibility i.e. easy to read, 40 teachers (56.33%) proposed of writing in straight line, 32 teachers (50.07%) suggested 3 remedies namely, simplicity in writing, pointing the students the direction of movement in the formation of various letters and demonstration of holding the pen, 34 teachers (47.88%) suggested that pupils should write with speed which they have already read or mastered orally, 37 teachers (52.11%) proposed of attractiveness, 51 teachers (71.83%) suggested that great attention needed to be paid right from the beginning, 46 teachers (64.78%) suggested that the pupils should use proper punctuation marks and capital letters where necessary, 33 teachers (46.47%) disagreed with use of rough note books and 49 teachers (69.01%) suggested to follow correction of faults. Only 9 out of 71 teachers have suggested the other remedies of developing writing skill. These remedies are given below :

- 1) Providing enough exercises.
- 2) Giving opportunities for writing on B.B.
- 3) Developing the concept of paragraph writing.
- 4) Use of ink pens.
- 5) Individual guidance
- 6) Sufficient time.

Through observation and personal visits this information was verified and found invalid.

V.25 PERCEPTION OF TEACHERS REGARDING THE  
DIFFERENT METHODS OF TEACHING PROSE  
LESSONS TO THE PUPILS :

Question No. 1 in Section-A included in Part-VII of the questionnaire helps to know the different methods used by the teachers for teaching prose lessons to the pupils.

The following table (Table No. V.24) shows the responses of teachers about the different methods of teaching prose lessons to the pupils.

TABLE No. -V.24

PERCEPTION OF TEACHERS REGARDING THE DIFFERENT  
METHODS OF TEACHING PROSE LESSONS TO PUPILS

<u>S. No.</u>	<u>Methods</u>	<u>Number of responses</u>	<u>Percentage</u>
1.	The translation method	36	40.70
2.	The Direct method	22	30.98
3.	Dr. West's New Method	11	15.49
4.	Bilingual Method	3	4.22
5.	Oral Method	18	25.35
6.	The Structural Approach	42	59.15
7.	Question-answer Method	59	83.09
8.	Other methods	3	4.22
	a) Combination of some methods.		
	b) Giving important points.		
	c) Playway method		
	d) Teacher's own method.		

It is clear from above table (Table No. V.24) that 36 out of 71 teachers (50.70%) used the translation method to teach English prose, 22 teachers (30.98%) followed the direct method, 11 teachers (15.49%) pursued Dr. West's New Method, 3 teachers (4.22%) used Bilingual method, 18 teachers (25.35%) followed oral method, 42 teachers (59.15%) used structural approach, 59 teachers (83.09%) followed question answer method to teach English prose. Only 3 out of 71 teachers (4.22%) have given other ways of teaching English prose. These ways are given below :

- 1) Combination of some methods.
- 2) Giving important points.
- 3) Playway method.
- 4) Teacher's own method.

This data was verified through interview and observation schedules and some contradictions were found about the other ways No. 1 and 3.

#### V.26 OPINIONS OF TEACHERS ABOUT THE DIFFICULTIES IN TEACHING PROSE LESSONS :

Question No. 2 of Section-A included in Part-VII helps to know the difficulties that the teachers face while teaching prose lessons to the pupils.

The following table (Table No.V.25) gives the opinions of the teachers regarding the various methods of teaching prose lessons to the pupils.

TABLE No. V.25  
OPINIONS OF TEACHERS ABOUT THE DIFFICULTIES  
IN TEACHING PROSE LESSONS

Sr. No.	Difficulties	Number of responses	Perce- ntage
1.	Ignorance of different methods	18	25.35
2.	Ignorance of proper methods to follow	13	18.30
3.	Ignorance of the steps to be followed in the method	13	18.30
4.	Ignorance of creating meaningful situations	20	28.16
5.	Lack of reading lessons effectively	16	22.53
6.	Lack of time for revision and practice	44	61.97
7.	Lack of audio-visual aids to use	42	59.15
8.	Other difficulties	7	9.85
	a) Ignorance of clear-cut objectives of teaching prose		
	b) Vast syllabus.		

It is clear from above table (Table No. V.25) that 18 out of 71 teachers (25.35%) opined that ignorance of different methods was one of the difficulties of teaching English prose, 13 teachers (18.30%) were ignorant of proper methods and the steps to be followed in the methods, 20 teachers (28.16%) had to face ignorance of creating meaningful situations, 16 teachers faced lack of reading lessons effectively, 44 teachers (61.97%) faced lack of time for revision and practice, 42 teachers (59.15%) stated that lack of audio-visual aids was one of the difficulties that they faced while teaching English prose

lessons. Only 7 teachers (9.85%) were facing other difficulties. These difficulties are as follows :

- 1) Ignorance of clear-cut objectives of teaching prose.
- 2) Vast syllabus.

Through interview schedule this data were verified and found valid.

**V.27 TEACHERS'-PERCEPTION-ABOUT-THE-REMEDIES-TO-REMOVE-THE-DIFFICULTIES-OF-TEACHING-PROSE-LESSONS :**

Question No. 3 from Section-A included in Part-VII of the questionnaire helps to know the remedies to remove the difficulties in teaching prose lessons to the pupils.

The following table (Table No. V.26) shows the responses of the teachers about the remedies for removing difficulties in teaching prose lessons.

**TABLE NO. V.26**

**TEACHERS'-PERCEPTION-ABOUT-THE-REMEDIES-TO-REMOVE-THE-DIFFICULTIES-OF-TEACHING-PROSE-LESSONS**

<u>Sr. No.</u>	<u>Remedies</u>	<u>Number of responses</u>	<u>Percentage</u>
1.	Knowledge of the objectives of teaching English prose	28	39.43
2.	Using evaluation method	28	39.43
3.	Knowledge of using audio-visual aids properly	34	47.88
4.	Using Eclectic Method/Compromise method	17	23.94

TABLE No.V.26 (Contd...)

Sr. No.	Remedies	Number of responses	Percentage
5.	Knowledge of the proper methods to follow	28	39.43
6.	Knowledge of the steps to be followed in method	18	25.35
7.	Creating meaningful situations	43	60.56
8.	Using different techniques of teaching English i.e. narration, explanation etc.	34	47.88
9.	Self-study and assignments	46	64.78
10.	Other remedies	3	4.22
	a) Observing the points in notebooks.		
	b) Increasing vocabulary of the pupils.		
	c) Explaining the matter in simple English.		

It is clear from the above table (Table No. V.26) that 28 out of 71 teachers (39.43%) suggested 3 remedies to remove difficulties while teaching prose lessons namely, knowledge of the objectives of teaching English prose, using evaluation method and knowledge of the proper methods to follow, 34 teachers (47.88%) suggested that they should have knowledge of using audio-visual aids properly and knowledge of using different techniques i.e. narration, explanation, etc., 46 teachers (64.78%) proposed of self study and assignments, 17 teachers (23.94%) hinted at using Eclectic method/Compromise method, 18 teachers

(25.35%) suggested that they should have knowledge of the steps to be followed in the method, 43 teachers (60.56%) proposed of creating meaningful situations for teaching English prose. Only 3 teachers (4.22%) had suggested other remedies. These remedies are given below:

- 1) Observing the points in note books.
- 2) Increasing vocabulary of the pupils.
- 3) Explaining the matter in simple English.

This information was verified through observation and visit schedules and some contradictions were found about the other remedies No.1 and 3.

V.28 PERCEPTION OF TEACHERS REGARDING THE WAYS/  
METHODS OF TEACHING ENGLISH POETRY TO THE  
PUPILS :

Question No.1 in Section-C included in Part-VII of the questionnaire helps to know the ways/methods of teaching English poetry to the pupils.

The following table (Table No. V.27) shows the responses of the teachers regarding the ways/methods of teaching English poetry to the pupils.



TABLE No. V.27

PERCEPTION OF TEACHERS REGARDING THE WAYS/  
METHODS OF TEACHING ENGLISH POETRY

Sr. No.	Ways/Methods	Number of responses	Perce- ntage
1.	Meaning Method	39	54.92
2.	Analytical Method	17	23.94
3.	Explanaton Method	55	77.46
4.	Rhythmic Method	26	36.61
5.	Reading aloud	40	56.33
6.	Discourse Method	5	7.04
7.	Other ways/methods	6	8.45
	a) Paraphrase Method		
	b) Reciting the poem effectively.		
	c) Explaining with the help of pictures		

It is clear from the above table (Table No.V.27) that 39 out of 71 teachers (54.92%) were of the opinion that meaning method should be used in teaching English poetry to the pupils. Its percentage is normal. 17 teachers (23.94%) followed Analytical Method, 55 teachers (77.46%) pursued explanation method, 26 teachers (36.61%) used rhythmic method, 40 teachers (56.33%) agreed with reading aloud and 5 teachers (7.04%) used discourse method to teach English poetry. Only 6 teachers (8.45%) have given other ways of teaching English poetry. These ways are as follows :

- 1) Paraphrase Method.
- 2) Reciting the poem effectively.
- 3) Explaining it with the help of pictures.

Through observation schedule, this data were verified and some contradictions were found about the other ways No.1 and 3.

V.29 OPINIONS OF THE TEACHERS ABOUT THE DIFFICULTIES OF TEACHING ENGLISH POETRY :

Question No.2 of Section-B included in Part-VII of the questionnaire helps to know the difficulties that the teacher faced while teaching English poetry.

The following table (Table No. V.28) gives the opinions of the teachers about the difficulties that they face in teaching English poetry to the pupils.

TABLE No. V.28

OPINIONS OF THE TEACHERS ABOUT THE DIFFICULTIES OF TEACHING ENGLISH POETRY

Sr. No.	Difficulties	Number of responses	Percentage
1.	Lack of Imagination	31	43.66
2.	Ignorance of proper method to follow	13	18.30
3.	Ignorance of the steps to be followed in the method	10	14.08
4.	Lack of creating meaningful situation	26	36.61
5.	Unability to know the underlined meaning	15	21.12

TABLE No.V.28 (Contd..)

Sr. No.	Difficulties	Number of responses	Percentage
6.	Ignorance of singing poems rhythmically	26	36.61
7.	Lack of audio-visual aids	38	53.52
8.	Lack of time	38	53.52
9.	Other difficulties	6	8.45
	a) Ignorance of objectives of teaching English poetry.		
	b) Lack of explaining power.		
	c) Lack of going beyond the words.		
	d) Poor thinking of teacher		
	e) Ignorance of expressing proper words in proper ways.		

It is clear from the above table (Table No. V.28) that 31 out of 71 teachers (43.66%) faced lack of imagination to teach English poetry, 13 teachers (18.30%) were ignorant of proper methods of teaching poetry, 10 teachers (14.08%) were ignorant of the steps to be followed in the method, 26 teachers (36.61%) were ignorant of creating meaningful situations and singing poems rhythmically, 15 teachers (21.12%) faced the inability to know the underlined meaning, 38 teachers (53.52%) faced lack of time and lack of audio-visual aids in teaching English poetry. Only 6 teachers (8.45%) were facing other difficulties of teaching English poetry. These difficulties are given below :

- 1) Ignorance of objectives of teaching English poetry.
- 2) Lack of explaining power.
- 3) Lack of going beyond the words.
- 4) Poor thinking of teacher.
- 5) Ignorance of expressing proper words in proper way..

Through interview and observaton schedules, this information was verified and found valid.

V.30 TEACHERS' PERCEPTION ABOUT THE REMEDIES  
OF TEACHING ENGLISH POETRY :

Question No. 3 from Section-B included in Part-VII of the questionnaire helps to know the remedies suggested by the teachers to overcome the difficulties in teaching English poetry.

The following table(Table No.V.29) shows responses of teachers regarding the remedies to overcome the difficulties in teaching poetry.

TABLE No. V.29

TEACHERS' PERCEPTION ABOUT THE REMEDIES  
OF TEACHING ENGLISH POETRY

Sr. No.	Remedies	Number of responses	Percentage
1.	Knowledge of the objectives of teaching English poetry	31	43.66
2.	Model reading is <sup>a</sup> must	45	63.18
3.	Detailed explanation of lines of ideas should be avoided	30	42.25
4.	The verbal peculiarities of the language should not be discussed	19	26.76

TABLE No. V.29 (Contd..)

Sr. No.	Remedies	Number of responses	Percentage
5.	Paraphrase of the poem should be avoided	13	18.30
6.	Bringing enthusiasm and zeal is must	37	52.11
7.	As far as possible the poem should be taught as a whole	38	53.52
8.	Other remedies	7	9.85
	a) Rhythmic singing is must.		
	b) Creating interest among pupils.		
	c) Explaining theme briefly in simple English		
	d) Proper use of tense.		
	e) Judicial use of mother tongue.		
	f) Using pictures to create atmosphere.		

It is clear from above table (Table No.V.29) that 31 out of 71 teachers (43.66%) suggested that they should have knowledge of the objectives of teaching English poetry, 45 teachers (63.18%) agreed with model reading of the poetry, 30 teachers (42.25%) hinted that detailed explanation of lines of ideas should be avoided, 19 teachers (26.76%) suggested that the verbal peculiarities of the language should not be discussed, 13 teachers (18.30%) proposed that paraphrase of the poem should be avoided, 37 teachers (52.11%) agreed with bringing enthusiasm and zeal, 38 teachers (53.52%) suggested that the poem

should be taught as a whole. Only 7 out of 71 teachers (9.85%) have suggested other remedies to overcome the difficulties. These remedies are given below :

- 1) Rhythmic singing is must.
- 2) Creating interest among pupils.
- 3) Explaining theme briefly in simple English.
- 4) Proper use of tense.
- 5) Judicial use of mother tongue.
- 6) Using pictures to create atmosphere.

Through observationschedule, this data were verified and some contradictions were found about the remedies No. 4 and 6.

V. 31 PERCEPTION OF TEACHERS REGARDING THE WAYS/  
METHODS OF TEACHING ENGLISH GARMMAR :

Question No. 1 in Section-C included in Part-VI of the questionnaire helps to know the ways/methods of teaching English grammar to the pupils.

The following table (Table No. V.30) shows the responses of the teachers regarding the ways/methods of teaching English grammar to the pupils.

TABLE No. V.30PERCEPTION OF TEACHERS REGARDING THE WAYS/  
METHODS OF TEACHING ENGLISH GRAMMAR

Sr. No.	Ways/Methods	Number of responses	Percentage
1.	By translation method	23	32.39
2.	Giving examples first and then arriving at rules with their help	55	77.46
3.	Introducing rules first and then giving examples	32	50.07
4.	Using Inductive-Deductive method	27	38.02
5.	Using incidental or correlation method	13	18.30
6.	Using Informal or Functional method	21	29.57
7.	Other ways/methods	4	5.63
	a) Using practice method.		
	b) Use of mother tongue for explaining rules of grammar		
	c) Giving more examples.		

It is clear from above table (Table No. V.30) that 23 out of 71 teachers (32.39%) followed the translation method to teach English grammar, 55 teachers (77.76%) agreed with giving examples first and then arriving at rules with their help, 32 teachers (50.07%) concurred with introducing rules first and then giving examples, 27 teachers (38.02%) used Inductive-Deductive method, 13 teachers (18.30%) followed

incidental or correlation method, 21 teachers (29.57%) used informal or functional method to teach grammar. Only 4 out of 71 teachers (5.63%) have given other ways. These ways are as follows :

- 1) Using practice method.
- 2) Use of mother tongue for explaining rules of grammar.
- 3) Giving more examples.

Through interview schedule, this data were verified and found valid.

#### V.32 OPINIONS OF TEACHERS ABOUT THE DIFFICULTIES OF TEACHING ENGLISH GRAMMAR :

Question No.2 of Section-C included in Part-VII of the questionnaire helps to know the difficulties that the teachers face while teaching English grammar to the pupils.

The following table (Table No. V.31) gives the opinions of the teachers about the difficulties in teaching English grammar.



TABLE No. V.31

OPINIONS OF TEACHERS ABOUT THE DIFFICULTIES  
OF TEACHING ENGLISH GRAMMAR

Sr. No.	Difficulties	Number of responses	Percentage
1.	Lack of thorough knowledge of grammar	25	35.21
2.	Ignorance of different methods	23	32.39
3.	Ignorance of proper method	12	16.90
4.	Ignorance of the steps to be followed in the method	13	18.30
5.	Influence of grammar of mother tongue	23	32.39
6.	Lack of audio-visual aids	34	47.88
7.	Lack of time	32	45.07
8.	Other difficulties	3	4.22

a) Lack of comprehension.  
b) Poor vocabulary of pupils.  
c) Lack of practice.  
d) Lack of interest.  
e) No use of substitution tables.  
f) Ignorance of tense and sequence of tense.

It is clear from above table (Table No. V.31) that 25 out of 71 teachers (35.21%) faced lack of thorough knowledge of grammar, 23 teachers (32.39%) were ignorant of different methods and the same number opined that influence of grammar of mother tongue was one of the difficulties, 12 teachers (16.90%) stated that ignorance of proper method was also a difficulty, 13 teachers (18.30%) were ignorant of the steps to be followed in the method, 34 teachers (47.88%) faced lack of audio-visual aids and 32 teachers (45.07%) faced lack of time

to teach English grammar. Only 3 out of 71 teachers (4.22%) were facing other difficulties of teaching English grammar. These difficulties are given below :

- 1) Lack of comprehension.
- 2) Poor vocabulary of pupils.
- 3) Lack of practice.
- 4) Lack of interest.
- 5) No use of substitution tables.
- 6) Ignorance of tense and sequence of tense.

This information was verified through interview schedule and observation schedule and it was found valid.

**V.33 TEACHERS' PERCEPTION ABOUT THE REMEDIES  
FOR TEACHING ENGLISH GRAMMAR :**

The question No. 3 from Section-C included in Part-VII of the questionnaire helps to know the remedies suggested by the teachers to remove the difficulties in teaching English grammar.

The following table (Table No. V.32 shows the responses of teachers regarding the remedies for teaching English grammar to the pupils.

TABLE No. V.32  
TEACHERS' PERCEPTION ABOUT THE REMEDIES  
FOR TEACHING ENGLISH GRAMMAR

Sr. No.	Remedies	Number of responses	Perce ntage
1.	Through knowledge of English grammar	45	63.38
2.	Knowledge of proper method	39	54.92
3.	Inductive-Deductive Method	30	42.25
4.	Teaching of grammar should be integrated with that of text-book. Examples should be taken up from the text-books itself	40	56.33
5.	Using different aids	39	54.92
6.	Grammar should be taught as a means to an end and not as an end itself	23	32.39
7.	Other remedies	8	11.26
	a) Stress on practice and revision.		
	b) Using substitution tables.		
	c) Creating interest among pupils.		
	d) Developing vocabulary of pupils.		
	e) Creating meaningful situations.		
	e) Developing knowledge of tense and sequence of tense.		

It is clear from above table (Table No.V.32) that 45 out of 71 teachers (63.38%) suggested that they should have thorough knowledge of English grammar, 39 teachers (54.92%) suggested that knowledge of proper method and using different aids were the remedies also, 30 teachers (45.25%) suggested to follow Inductive-Deductive Method, 40 teachers (56.33%) proposed that teaching of grammar should be integrated with that of text-book, 23 teachers (32.30%) asserted that

asserted that grammar should be taught as a means to an end and not as an end itself. Only 8 out of 71 teachers had suggested other remedies to remove the difficulties of teaching English grammar. These remedies are as follows :

- 1) Stress on practice and revision.
- 2) Using substitution tables.
- 3) Creating interest among pupils.
- 4) Developing vocabulary of pupils.
- 5) Creating meaningful situations.
- 6) Developing knowledge of tense and sequence of tense.

Through interview and observation schedules this data were verified and some contradictions were found about the other remedies No.2, and 5.

#### V.34 PERCEPTION OF TEACHERS REGARDING THE WAYS OF TEACHING OF COMPOSITION IN ENGLISH :

Question No.1 in Section-D included in Part-VII of the questionnaire helps to know the ways of teaching of composition in English followed by the teachers.

The following table (Table No.V.33) shows the responses of the teachers regarding the ways of teaching of composition in English.

TABLE No. V.33

PERCEPTION OF TEACHERS REGARDING THE WAYS  
OF TEACHING OF COMPOSITION IN ENGLISH

Sr. No.	Ways	Number of responses	Perce- ntage
1.	Giving outlines	59	83.09
2.	Asking oral questions and receiving their answers	64	90.14
3.	Presenting certain model compositions before the pupils	40	56.33
4.	Asking them to copy down material from books, magazines etc.	11	15.49
5.	Giving points in question form	61	85.91
6.	Corrective method i.e. mistakes are discussed in the class	31	43.66
7.	Other ways	11	15.49
	a) Arranging picture composition.		
	b) Using Gimlet method.		
	c) Using students' ideas.		
	e) Collecting words and developing composition		

It is clear from the above table (Table No. V.33) that 59 out of 71 teachers used to give outlines for writing composition, 64 teachers (90.14%) followed the way of asking oral questions and receiving their answers, 40 teachers (56.33%) agreed with presenting certain model compositions before the pupils, 11 teachers (15.49%) followed the way of asking pupils to copy down material from books and magazines etc.

61 teachers (85.91%) concurred with giving points in question form, 31 teachers followed the corrective method to teach compositions in English. Only 11 teachers (15.49%) have mentioned other ways. These ways are given below :

- 1) Arranging picture composition.
- 2) Using Gimlet method.
- 3) Using Students' ideas.
- 4) Collecting words and developing composition.

Through observation schedule and personal visits, this information was verified and some contradictions were found about the ways No.1 and 4.

V.35 OPINIONS-OF TEACHERS REGARDING THE  
DIFFICULTIES IN TEACHING OF COMPOSITION  
IN ENGLISH :

The question No. 2 of Section-D included in Part-VII of the questionnaire helps to know the difficulties that the teachers face while teaching composition in English.

The following table (Table No. V.34) gives opinions of teachers about the difficulties in teaching of composition in English.

TABLE No. V.34

OPINIONS OF TEACHERS REGARDING THE DIFFICULTIES  
IN TEACHING OF COMPOSITION

Sr. No.	Difficulties	Number of respondents	Perce- ntage
1.	Ignorance of different ways of teaching composition in English	12	16.90
2.	Lack of various aids to use it	43.	60.56
3.	Lack of proper time	45	63.38
4.	Lack of individual attention	46	64.78
5.	Lack of interest	30	42.25
6.	Other difficulties	3	4.22
	a) Lack of <sup>of thinking</sup> thinking power in English.		
	b) Lack of practice.		
	c) Lack of knowledge of tense and sequence of tense.		
	d) Poor vocabulary of pupils.		
	e) Neglected part of teaching English.		

It is clear from the above table (Table No. V.34) that 12 out of 71 teachers (16.90%) were facing ignorance of different ways of teaching composition in English, 43 teachers (60.56%) faced lack of various teaching aids, 45 teachers (63.38%) faced lack of proper time, 46 teachers (64.78%) faced lack of individual attention, 30 teachers (42.25%) had to face lack of interest among pupils. Only 3 teachers (4.22%) were facing other difficulties of teaching composition in English. These difficulties are given below :

- 1) Lack of thinking power in English.
- 2) Lack of practice.
- 3) Lack of knowledge of tense and sequence of tense.
- 4) Poor vocabulary of pupils.
- 5) Neglected part of teaching English.

This data were verified with the help of interview and observation schedules and found valid.

V.36 TEACHERS' PERCEPTION ABOUT THE REMEDIES FOR TEACHING OF COMPOSITION IN ENGLISH :

The question No. 3 from Section-D included in Part-VII of the questionnaire helps to know the remedies suggested by the teachers to overcome the difficulties in composition work.

The following table (Table No. V.35) shows responses of teachers about the remedies for teaching of composition to the pupils.



TABLE No. V.35  
TEACHERS' PERCEPTION ABOUT THE REMEDIES FOR  
TEACHING OF COMPOSITION IN ENGLISH

Sr. No.	Remedies	Number of responses	Perce- ntage
1.	Organising a conversation on a given topic	47	66.19
2.	Presenting pictures serially	41	57.74
3.	Separate periods should be allotted	46	64.78
4.	Knowledge of different ways of teaching composition	31	43.66
5.	Using audio-visual aids	36	50.70
6.	Displaying model composition	30	42.25
7.	Giving hap-hazard points, sentences and asking them to complete	21	29.57
8.	Asking them to translate thoughts in English	27	38.02
9.	Other remedies	4	5.63
	a) Developing thinking power in English.		
	b) More stress on composition work.		
	c) Giving ample practice.		
	d) Developing vocabulary.		
	e) Increasing knowledge of tense and sequence of tense.		

It is clear from above table (Table No. V.35) that 47 out of 71 teachers suggested to organise a conversation on a given topic, 41 teachers (57.74%) agreed with presenting pictures serially, 46 teachers (64.78%) suggested that separate periods should be allotted for teaching of composition in English, 31 teachers (43.66%) proposed that they should

have knowledge of different ways of teaching composition, 36 teachers (50.70%) agreed with using audio-visual aids, 30 teachers (42.25%) concurred with displaying model compositions, 21 teachers (29.57%) hinted at giving hap-hazard points, sentences and asking students to complete, 27 teachers (38.02%) suggested that asking students to translate thoughts in English was one of the remedies to overcome difficulties. Only 4 teachers (5.63%) had suggested other remedies. These remedies are as follows :

- 1) Developing thinking power in English.
- 2) More stress on composition work.
- 3) Giving ample practice.
- 4) Developing vocabulary.
- 5) Increasing knowledge of tense and sequence of tense

Through interview and observation schedules, this data were verified and found valid.

**V.37 PERCEPTION OF TEACHERS REGARDING  
USE OF MOTHER-TONGUE IN TEACHING  
ENGLISH AS A THIRD LANGUAGE :**

Question No. 1 in Part-VIII included in the questionnaire to know the perception of teachers regarding the use of mother tongue in teaching English as a third language.

The following table (Table No. V.36) shows the responses of teacher regarding the perception of using mother tongue in teaching English as a third language.

TABLE No. V. 36  
PERCEPTION OF TEACHERS REGARDING USE OF  
MOTHER-TONGUE IN TEACHING ENGLISH AS  
A THIRD LANGUAGE

Gradation of schools	Useful	Percen- tage	Not useful	Percentage
A	17	85	1	5.00
B	24	72.72	5	15.15
C	10	58.82	3	17.64
D	1	100.00	-	-
Total :	52		9	
Percentage	73.23		12.67	

Table No. V.36 gives the picture of perception of the teacher about the use of mother-tongue in English teaching. Seventeen teachers out of 20 teachers (85.00%) from A grade schools agreed with the use of mother-tongue in teaching English. From this group only one teacher (5.00%) disagreed for using mother-tongue. 24 out of 33 teachers (72.72%) from B grade schools were of the opinion that the use of mother-tongue was necessary in teaching English. Only five teachers (15.15%) from this category were reluctant to use the mother-tongue in teaching English. Out of 17, 10 teachers (58.82%) from C grade grade schools held the opinion in favour of using mother-tongue in teaching English. Only 3 teachers (17.64%) of this category were unwilling to use the mother-tongue. **There is only one teacher** from only D grade sample school. He agreed with the use of mother tongue.

Out of 71 teachers 61 teachers had given their opinions and out of them 52 were in favour of use of mother tongue (73.23%) and only 9 out of 61 teachers were opposing the use of it (12.67%).

V.38 TEACHERS' PERCEPTION ABOUT THE USE OF MOTHER TONGUE IN TEACHING OF ENGLISH AT VARIOUS LEVELS

Question No. 2 included in Part-VIII of the questionnaire helps to know the teachers perception about the use of mother-tongue in teaching English at various levels.

The following table (Table No. 37) shows the responses of teachers regarding the use of mother tongue at various levels.

TABLE-No. V.37

TEACHERS' PERCEPTION ABOUT THE USE OF MOTHER TONGUE IN TEACHING-ENGLISH AT VARIOUS LEVELS

Sr. No.	Use of mother-tongue at various levels	Number of responses	Percentage
1.	Giving instructions to pupils	35	49.29
2.	Explaining meaning of words and phrases	43	60.56
3.	Testing comprehension	36.61	36.61
4.	Teaching grammar	39	54.92
5.	While making clear the contrast between mother tongue and English	35	49.29
6.	Other levels	7	9.85

It is clear from the above table (Table No. V.37) that 35 out of 71 teachers (49.29%) were of the opinion that mother tongue should be used while giving instructions to pupils. Out of 71 teachers, 43 teachers (60.56%) felt that mother tongue should be used for explaining meaning of words and phrases. Only 26 teachers (36.61%) were of the view that it should be used for testing comprehension of the pupils. Among 71 teachers, 39 teachers (54.92%) had pointed out that mother tongue should be used in teaching grammar. Out of sample group, 35 teachers agreed with the use of mother tongue while making clear the contrast between mother tongue and English. Negligible number of teachers out of 71 said that mother tongue was useful in other levels than these.

V.39 PERCEPTION OF TEACHERS REGARDING THE USE OF PRINCIPLES OF TEACHING OF ENGLISH :

The question No. 3 included in Part-VIII of the questionnaire helps to know the perception of teachers regarding the use of principles of teaching English as a third language.

The following (table No. V.38) shows the responses of the teachers regarding the use of principles of teaching English.

TABLE No. V.38

PERCEPTION OF TEACHERS REGARDING THE USE OF  
PRINCIPLES OF TEACHING OF ENGLISH

Gradation	Useful	Percentage	Not useful	Percentage
A	14	70.00	-	-
B	22	66.66	2	6.06
C	12	70.78	-	-
D	1	100.00	-	-
49			2	
69.01			2.81	

It is clear from the above table (Table No. V.38) that 14 out of 20 teachers (70.00%) from A grade schools agreed with the use of principles of teaching of English. Out of 33 teachers, 22 teachers (66.66%) from B grade schools were of the opinion that the use of principles of teaching of English was necessary. From this only 2 (2.81%) disagreed with the use of principles of teaching of English. Out of 17 teachers, 12 teachers (70.78%) from C grade schools held the opinion in favour of using the principles of teaching of English. There is only one teacher from only D grade sample school. He agreed with the use of principles of teaching of English. Out of 71 teachers, 51 teachers had given their opinions and out of them 49 teachers were in favour of using the principles of teaching of English. The general

percentage is 69.01 which is significant and only 2 teachers out of 51 (2.81%) were opposed, to the use of principle of teaching of English. The general percentage is very negligible.

It is concluded that the principles of teaching English should be taken into consideration while teaching English in class-room situation.

**V.40 TEACHERS' PERCEPTION REGARDING THE USE OF DIFFERENT PRINCIPLES IN TEACHING ENGLISH :**

The question No.4 included in Part-VIII of the questionnaire assists to know the perception of teachers regarding the use of different principles in teaching English as a third language.

The following table (Table No. V.39) shows the responses of teachers regarding the use of different principles in teaching English.

**TABLE No. V.39**  
**TEACHERS' PERCEPTION REGARDING THE USE OF DIFFERENT PRINCIPLES OF TEACHING ENGLISH**

Sr. No.	Principles	Number of responses	Percentage
1.	Importance of habit formation and intensive practice	46	64.78
2.	Importance of oral work	47	66.19
3.	Importance of situational approach	40	53.33
4.	Importance of selection and gradation	26	36.61
5.	Importance of natural process of learning	33	46.47

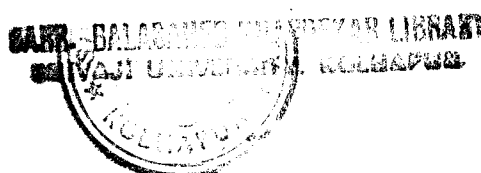


TABLE No. V.39 (Contd...)

Sr. No.	Principles	Number of responses	Percentage
6.	Importance of following multiskill approach	19	26.76
7.	Importance of teaching basic sentence patterns	50	70.42
8.	Importance of making use of the pupils' knowledge of mother tongue	26	36.61
9.	Importance of making lessons interesting	43	60.56
10.	Attitude towards target culture	12	16.90
11.	Importance of accuracy and correctness	35	49.21
12.	Importance of concreteness	21	29.57
13.	Importance of co-relation of language with life	24	33.88

It is clear from the above table (Table No. V.39) that 46 out of 71 teachers (64.78%) opined that importance of habit formation and intensive practice was one of the principles of teaching English. Out of 71 teachers, 47 teachers (66.19%) were in favour of oral work. Among 71 teachers, 40 teachers (55.33%) gave importance to the principle of situational approach. Out of sample group, 26 teachers (36.61%) agreed with the principles of selection and gradation and making use of pupils' knowledge of mother-tongue. 33 out of 71 teachers (46.47%) followed the principle of natural process of learning language. Only 19 teachers (26.76%) envisaged that multiskill approach was one of the principles of teaching of English. 50 out of 71 teachers (70.42%) were



interested in teaching basic sentence pattern. Out of 71 (60.56%) agreed with making lessons interesting. Only 12 teachers (16.90%) expressed their attitudes towards target culture. Out of sample 71 teachers, 35 teachers (49.29%) were using the principle of accuracy and correctness in teaching English. Out of 71 teachers 24 teachers (33.88%) agreed with the principle of co-relation of language with life.

**V.41 THE TEACHING METHODS USED BY THE TEACHERS WITH THEIR FREQUENCY :**

The question No. 1 included in Part-IX of the questionnaire enables to know the different methods used by the class to teach English to the pupils.

The following table (Table No. V.40) shows the responses of the teachers regarding the methods of teaching English and their levels of use.

TABLE No. V. 40  
THE TEACHING METHODS USED BY THE  
TEACHERS WITH THEIR FREQUENCY

(Frequency in the bracket show the percentage)

Sr. No.	Name of the method	Always 91% to 100%	Mostly 71% to 90%	Frequently 51% to 70%	Some- times 31% to 60%	Rarely 1% to 30%	Never 0%	Total	Perce- ntage
1.	Translation method	-	7 (9.85)	12 (16.90)	29 (40.84)	13 (18.30)	2 (2.81)	61	85.91
2.	Direct method	5 (7.04)	15 (21.12)	11 (15.49)	14 (19.71)	7 (9.85)	5 (7.04)	52	73.23
3.	Structural Approach	11 (15.49)	23 (32.39)	19 (26.76)	4 (5.63)	3 (4.22)	1 (1.40)	60	84.50
4.	Bilingual Method	2 (2.81)	6 (8.45)	3 (4.22)	4 (5.63)	12 (16.90)	2 (2.81)	27	38.02
5.	Eclectic/Compromise method	-	1 (1.40)	3 (4.22)	3 (4.22)	5 (7.04)	12 (16.90)	12	16.90
6.	Play way method	-	4 (5.63)	11 (15.41)	12 (16.90)	5 (7.04)	3 (4.22)	32	45.07
7.	Question-Answer method	20 (28.16)	18 (25.32)	14 (19.71)	7 (9.85)	5 (7.04)	-	64	90.14
8.	Oral method	1 (1.40)	9 (12.67)	16 (22.53)	19 (26.76)	4 (5.63)	-	39	54.92
9.	Evaluation method	2 (2.81)	11 (15.49)	16 (22.53)	9 (12.67)	11 (15.49)	1 (1.40)	49	69.01
10.	Inductive method	1 (1.40)	6 (8.45)	15 (21.12)	8 (11.26)	5 (7.04)	5 (7.04)	35	49.29
11.	Deductive method	-	2 (2.81)	7 (9.85)	7 (9.85)	6 (8.45)	7 (9.85)	22	30.98
12.	Inductive-Deductive	-	6 (8.45)	4 (5.63)	16 (22.63)	5 (7.04)	10 (14.08)	31	43.66
13.	Incidental/Co-relation method	1 (1.40)	1 (1.40)	7 (9.85)	7 (9.85)	2 (2.81)	5 (7.04)	18	25.75
14.	Informal/Functional method	-	4 (5.63)	5 (7.06)	6 (8.45)	7 (9.85)	1 (1.40)	22	30.90
15.	Picture composition method	1 (1.40)	10 (14.08)	13 (18.30)	12 (16.90)	12 (16.90)	2 (2.81)	48	67.60
16.	Corrective method	2 (2.81)	2 (2.81)	6 (8.45)	8 (12.26)	6 (8.45)	3 (4.22)	24	33.80
17.	Meaning method	2 (2.81)	9 (12.67)	9 (12.67)	11 (15.49)	6 (8.45)	6 (8.45)	37	52.11
18.	Analytical method	-	3 (4.22)	6 (8.45)	6 (8.45)	4 (5.63)	4 (5.63)	19	26.76
19.	Explanation method	3 (4.22)	13 (18.30)	19 (26.76)	11 (15.49)	3 (4.22)	2 (2.81)	49	69.01
20.	Discourse method	-	1 (1.40)	5 (7.04)	4 (5.63)	4 (5.63)	6 (8.45)	14	19.71
21.	Rhythmic method	-	2 (2.81)	7 (9.85)	9 (12.67)	7 (9.85)	7 (9.85)	25 25	32.21
22.	Story method	-	5 (7.04)	11 (15.49)	16 (22.53)	9 (12.67)	3 (4.22)	41	57.74

Table No. V.40 gives clear-cut picture of the various methods of teaching English used by the teachers at various levels. From the table it is clear that no teacher used the translation method always. Only 7 teachers (9.85%) used this method mostly. 12 out of 71 teachers (16.90%) were of the opinion that they used the method frequently. Most of the teachers i.e. 29 (40.84%) made use of this method sometimes 13 out of 71 teachers (18.30%) had been using the method rarely. Simply 2 teachers stated that they never used this method (2.81%). 61 responses (85.91%) were in favour of using this method.

'Direct Method' was used by 52 out of 71 teachers (73.23%). Only 5 teachers (7.04%) used this method always, 15 out of 71 teachers (21.12%) opined that they used this method mostly. 11 out of 71 teachers (15.49%) followed this method frequently. Out of sample group, 14 teachers (19.71%) had been using it sometimes. Simply 7 teachers (9.85%) used this method rarely. Only 5 teachers (7.04%) never used this method.

'The Structural Approach' was used by 60 out of 71 teachers (84.30%). Out of which 23 teachers (32.39%) used this method mostly. Only 11 teachers (15.49%) always followed this method. 19 out of 71 teachers (26.90%) used this method frequently. Four out of 71 teachers (5.63%) used it sometimes. Only 3 teachers (4.22%) had been using this method rarely. Only one teacher (1.40%) disagreed with this method.

'Bilingual Method' was used by 27 out of 71 teachers (39.02%) out of sample group, 2 teachers (2.81%) always followed this method and the same number never used it. Out of 71 teachers, 6 teachers (8.45%) had been using it mostly, 3 teachers (4.22%) had been using it sometimes. Only 12 teachers (16.90%) used this method rarely.

'Eclectic/Compromise' method was used by 12 out of 71 teachers (16.90%). From the table it is clear that no teacher used this method always. Only 1 teacher (1.40%) used this method mostly. Three out of 71 teachers (4.22%) had been using it frequently and the same number used it sometimes. Simply 5 teachers (7.04%) opined that they used it rarely. Only 12 teachers never used this method.

'Playway method' was used by 32 out of 71 teachers (45.07%). No teacher used this method always. Four out of 71 teachers (5.63%) used it mostly and 5 (7.04%) teachers used it rarely. Out of sample group, 11 teachers (15.41%) followed it frequently and 12 teachers (16.90%) had been using it some times. Only 3 teachers (4.22%) never used this method.

'Oral method' was used by 39 out of 71 teachers (54.92%) only one teacher (1.40%) always followed this method. Out of 71 teachers 9 teachers (12.67%) used it mostly and 16 teachers (22.83%) followed it frequently. Out of sample group, 19 teachers (26.76%) had been using it sometimes and 4 teachers (5.63%) used it rarely. No teacher was of the opinion that he never used this method.

'Evaluation method' was used by 49 out of 71 teachers (69.01%). Only 2 teachers (2.81%) used this method always. Out of 71 teachers, 11 teachers (15.49%) used it mostly and the same number used it rarely. Out of sample group, 16 teachers (25.53%) followed it frequently and 9 teachers (12.67%) had been using it sometimes. Only 1 teacher was of the opinion that he never used this method.



'Inductive Method' was used by 35 out of 71 teachers (49.29%) only one teacher always used this method and 6 teachers (8.45%) had been using it mostly. Out of same group, 15 teachers (21.12%) followed it frequently and 8 teachers (11.26%) used it sometimes and 5 teachers (7.04%) used it rarely. Simply 5 teachers (7.04%) opined that they never used this method.

'Deductive Method' was used by 22 out of 71 teachers (30.98%). No teacher used this method always. Out of 71, 7 teachers (9.85%) had been using it frequently and the same number used it sometimes. Out of 71 teachers 6 teachers (8.45%) used it rarely. Only 7 teachers (9.85%) never used this method.

'Inductive-Deductive Method' was used by 31 out of 71 teachers (43.66%). No teacher used this method always. Out of 71 teachers 6 teachers (8.45%) had been using it mostly and 4 teachers (5.63%) followed it frequently. Out of sample group, 16 teachers (22.63%) were of the opinion that they had been using it sometimes and 5 teachers (7.06%) used it rarely. Only 10 teachers (14.08%) never followed this method.

'Incidental/Co-relation Method' was used by 18 out of 71 teachers (25.75%). Only one teacher (1.40%) always followed this method. and the same number used it mostly. Out of 71 teachers, 7 teachers (9.85%) had been using it frequently and the same number followed it sometimes. Simply 2 teachers (2.81%) used this method rarely. Only 5 teachers (7.04%) never used this method.

'Informal/Functional Method' was used by 22 out of 71 teachers (30.98%). It is clear from the above table (Table No. V.40) that no teacher used this method always. Out of sample group, 4 teachers (5.63%) used it mostly and 5 teachers (7.04%) used it frequently. Out of 71 teachers 6 teachers (8.45%) used it rarely. Only one teacher (1.40%) never followed this method.

'Picture Composition Method' was used by 48 out of 71 teachers (67.60%) only one teacher always followed this method. Out of 71 teachers, 10 teachers (14.08%) used it mostly and 13 teachers (18.30%) utilised it frequently. Simply 12 teachers had been using it sometimes and the same number followed it rarely. Only 2 teachers (2.81%) never used this method.

'Corrective Method' was followed by 24 out of 71 teachers (33.80%) only two teachers utilised this method always, and the same number used it frequently. Out of 71 teachers, 6 teachers had been using it frequently and the same number followed it rarely. Only 8 teachers (12.26%) made use of it sometimes. Simply 3 teachers never used this method.

'Meaning Method' was utilised by 37 out of 71 teachers (52.11%) only two teachers always followed it. Out of sample group 9 teachers (12.67%) had been using this method mostly and the same number used it frequently, and rarely also. Only 11 teachers (15.49%) used it sometimes. Out of 71 teachers, 6 teachers (8.45%) never followed this method.

'Analytical Method' was used by 19 out of 71 teachers (26.76%). No teacher used it always. Out of sample group, 6 teachers (8.45%) followed it frequently and the same number used it sometimes. Out of 71 teachers, 4 teachers (5.37%) had been using it rarely. Only 4 teachers (5.63%) never followed this method.

'Explanation Method' was used by 49 out of 71 teachers (69.01%) only 3 teachers (4.22%) always used this method. Out of sample group, 13 teachers (18.30%) used it mostly, and 19 teachers (26.76%) followed it frequently. Out of 71 teachers, 11 teachers (15.40%) had been using it sometimes and 3 teachers (4.22%) used it rarely. Only 2 teachers never followed this method.

'Discourse Method' was used by 14 out of 71 teachers (19.71%) No teachers used this method always out of sample group, only one teacher (1.40%) used it mostly. Out of 71 teachers 5 teachers (7.04%) followed it frequently and 4 teachers (5.63%) used it sometimes and the same number followed it rarely. Only 6 teachers (8.45%) never used this method.

'Rhythmic Method' was used by 25 out of 71 teachers (32.21%). No teacher followed this method always. Only 7 teachers (9.85%) used it mostly and the same number used it rarely. Out of 71 teachers, 9 teachers (12.67%) sometimes used it. Simply 7 teachers (9.85%) never followed this method.

'The Story Method' was used by 41 out of 71 teachers (57.74%) It is clear from the above table (Table No.V.40) that no teacher followed this method always. Out of 71 teachers, 5 teachers (7.04%) had been

using it mostly and 11 teachers (15.49%) used it frequently. Out of sample group, 16 teachers (22.23%) followed it sometimes and 9 teachers (12.61%) had been using it rarely. Only 3 teachers (4.22%) never used this method.

One teacher has given 'Gimlet Method' under any other methods. But he has not pointed out to what level he is using the method.

**V.42 PERCEPTION-OF-ENGLISH-TEACHERS-REGARDING  
THE-DIFFICULTIES-WHILE-USING-DIFFERENT  
METHODS-OF-TEACHING-ENGLISH-AND-REMEDIES  
TO-OVERCOME :**

Question No. 2 of Part-IX is included in the questionnaire with a purpose to know the difficulties that the teachers of English came across while using the methods of teaching English as a third language and the remedies suggested by them to overcome. The difficulties and the remedies are listed in the following paragraphs under each method separately.

**a) Difficulties and Remedies in  
using the 'Translation Method'**

The teachers of English came across the following difficulties while using the 'Translation Method' and they have suggested some remedies also.

**Difficulties :**

- 1) Lack of vast vocabulary.
- 2) The students fail to answer the questions.
- 3) Appropriate substitutes of the same shade are not found.



- 4) Difficult to understand proper ideas.
- 5) Ignorance of the steps in the method.
- 6) Influence of regional language on the target language.
- 7) Pupils are unable to write and speak correctly.
- 8) Unability of thinking in English.
- 9) Pupils translate every sentence into Marathi.
- 10) Difficult to explain only one meaning of a word at a time.
- 11) Difficult to give correct meaning of some words in mother-tongue.
- 12) Pupils get habit of translating every word and phrase.
- 13) Not proper for developing skills.
- 14) Difficult to translate all the words and sentences in mother tongue.
- 15) The pupils become passive listeners.
- 16) The students are promoted to the next class with a gap in their achievement.
- 17) This method is time-consuming.

Out of 71 teachers, 17 teachers have given these difficulties in using the translation method in classroom situation.

**Remedies :**

- 1) Not use the method regularly.
- 2) Teach the tense forms to the pupils.
- 3) Recitation of words by the students.
- 4) Explanation in simple English and asking questions.
- 5) Improve the basic knoweldge of target language.
- 6) Co-relate the life with the target language.

- 7) Knowledge of the steps in using the method.
- 8) To arrange the conversation periods for English.
- 9) Adopting structural and situational approaches to develop speaking and writing skills.
- 10) The teachers should create situations while teaching English
- 11) Arrange extra periods to develop remaining skills.
- 12) The teachers should give cultural meaning.
- 13) The pupils should read the newspapers, magazines and supplementary books in English.
- 14) Substitute the method with the direct method.

14 out of 71 teachers (19.71%) have suggested these remedies to overcome the difficulties.

b) Difficulties and remedies in using the 'Direct Method' :

The teachers of English came across the following difficulties while using the 'Direct Method' and they have suggested some remedies.

Difficulties :

- 1) The poor listening skill of the pupils.
- 2) The pupils are unable to understand the meanings of words in English.
- 3) The method makes the pupils passive.
- 4) The teachers and the learners cannot make use of the mother-tongue knowledge.
- 5) Teachers are unable to make the ideas clear.
- 6) Not use for teaching tense forms, prose poetry etc.

- 7) Lack of English atmosphere in school and outside the school.
- 8) Lack of library facilities.
- 9) The teachers have no mastery over spoken English.
- 10) It is difficult to complete the portion with this method because of lack of time.
- 11) Students are unable to respond through English.
- 12) The pupils are having limited vocabulary.
- 13) The pupils do not understand the expected aim of the lesson.
- 14) The method needs full preparation and confidence.

Out of sample group, 14 teachers (19.71%) have given these difficulties in using the direct method.

Remedies :

- 1) The pupils should enlarge the vocabulary for responding.
- 2) The teachers should use simple English.
- 3) He should develop the listening skill of the taught.
- 4) The teacher should improve the basic knowledge of the target language.
- 5) He should develop the four skills of English language.
- 6) The teachers should introduce new words and structures properly.
- 7) He should create English atmospheren in classrooms.
- 8) He should create meaningful situations while teaching English.

- 9) The teacher should improve his own English.
- 10) It is suggested to stress on oral work.
- 11) The teachers should try to make the students participate in the lesson.

Out of 71 teachers, 11 teachers (15.49%) have suggested these remedies to remove the difficulties.

c) Difficulties and remedies in using the 'Structural Approach' :

The teachers of English faced the following difficulties while using the 'Structural Approach' and they have suggested some remedies also.

Difficulties :

- 1) It is difficult to create situations in classroom.
- 2) Lack of attention and understanding.
- 3) It is difficult to complete the portion in time.
- 4) The teachers are ignorant of presenting the structures.
- 5) The students do not know proper meaning in mother-tongue.
- 6) It is difficult for the pupils to understand.
- 7) The students forget the previous structures already learnt.
- 8) Due to lack of time, it is difficult to practice the approach in overcrowded classes.
- 9) The pupils do not cope up with it because of false notion.
- 10) There are no proper and sufficient teaching aids.
- 11) It cannot give sufficient practice which leads the pupils to give response.

- 12) He is unable to grade the structures.
- 13) The teacher is unable to make simple sentences related to daily life situation.

Out of 71 teachers, 13 teachers (18.30%) have given these difficulties in using the structural approach.

Remedies :

- 1) The teacher needs in-service training to grade the structures and present them.
- 2) He should help the pupils answer the questions.
- 3) The teacher should develop the vocabulary of the taught.
- 4) He should know the various techniques to use this approach.
- 5) He should give proper attention to all the students even classes are crowded.
- 6) Sufficient time should be allotted to the teaching of English language.
- 7) The teachers should have knowledge of presenting structures properly.
- 8) It is advised to use the mother-tongue in it.
- 9) Drilling should be stressed to make the students understand the meanings of words.
- 10) The teacher should take revision of the structures whenever necessary.
- 11) Giving a model in difficult language items.
- 12) The teachers should use this approach freely in the classrooms.

13) He should give sufficient practice work apart from the text-book.

14) The teachers should make some teaching aids and use them in the classrooms.

Out of sample group, 14 teachers (19.71%) have suggested these remedies to eradicate the difficulties.

d) Difficulties and remedies in using the 'Bilingual Method' :

The teachers of English faced the following difficulties while using the 'Bilingual Method' and they have suggested some remedies also.

Difficulties :

1) Lack of mastery over two languages i.e. the mother-tongue and the target language.

2) Lack of vocabulary of students.

Remedies :

1) Students should not be allowed to use mother tongue.

2) Teachers should develop the vocabulary of students.

Out of 71 teachers, 2 teachers (2.81%) have given the difficulties in using this method and the same number has suggested remedies to remove the difficulties.

e) Difficulties and remedies in using the 'Eclectic/Compromise Method' :

The teachers of English came across the following difficulties while using the 'Eclectic/Compromise Method' and they have suggested the remedies also.

Difficulties :

- 1) Teachers are ignorant of various methods of teaching English.
- 2) All the pupils do not participate in the lesson.

Out of sample group, the two teachers (2.81%) have given these difficulties in using the eclectic/compromise method.

Remedies :

- 1) The teachers should know the objectives of teaching English with eclectic method.
- 2) They should know the various methods.
- 3) The teachers should use it discretely.
- 4) They should try to make the students participate in the lesson.

Out of 71 teachers, 4 teachers (5.63%) have suggested these remedies to overcome the difficulties.

f) Difficulties and remedies in using the 'Playway Method' :

The teachers of English faced the following difficulties while using the 'Play way Method' and they have suggested some remedies.

**Difficulties :**

- 1) It needs a lot of time.
- 2) It requires a lot of teaching material.
- 3) It is not useful for all lessons.
- 4) The teachers are ignorant of language games.
- 5) Only limited students participate in the class lesson.
- 6) There is lack of proper model.
- 7) There is lack of enthusiasm.
- 8) There is no class control.

Out of sample group, only 8 teachers (11.26%) have given these difficulties in using the 'Playway Method'.

**Remedies :**

- 1) Sufficient time should be given.
- 2) Pupils should be given saying and doing exercises.
- 3) It can be tried on experimental level.

Only 3 teachers (4.22%) have suggested these remedies to remove the difficulties.

**g) Difficulties and remedies in using the 'Question-Answer Method' :**

The teachers of English faced the following difficulties while using the question-answer method, and they have suggested some remedies.

- 1) Only asking the questions more and more make the students bore.
- 2) The students do not give responses.



- 3) The student make grammatical mistakes in their answers.
- 4) Some pupils do not understand the questions clearly.
- 5) Most of the students remain passive.
- 6) This method is useful only for evaluation and conversation.
- 7) The students are unaware of correct tense/verb forms.
- 8) Most of the students do not participate in this method.
- 9) Al (most all the students do not answer correctly.
- 10) The teacher lacks the knowledge of various types of questions.

- 11) He adheres to a fixed set of questions.
- 12) Time allotted is not sufficient and teaching aids are not rich.

- 13) The teachers do not ask meaningful questions always.
- 14) The students are unable to express their own feelings.

14 out of 71 teachers (19.71%) have given these difficulties in using this method i.e. the question-answer method.

#### Remedies :

- 1) The teacher should help the pupils to answer the questions.
- 2) He should develop the mechanism of his students to answer the questions.
- 3) The teachers should have rich vocabulary.
- 4) He should link between the two questions.
- 5) He should ask short and simple questions.
- 6) He should give enough exercises.
- 7) He should practise more and more questions.

- 8) He should give special attention from beginning.
- 9) There should be moderate strength in the class.
- 10) The teacher should encourage the pupils to follow the questions.
- 11) He should give examples that would remind the pupils the structures learnt.
- 12) He should have thorough knowledge of tense and proper place of words in sentences.
- 13) He should correct the students answers.
- 14) He should arrange free question-answer session.
- 15) He should encourage the pupils to ask all types of questions.
- 16) He should ask meaningful questions.
- 17) He should bring the changes in question-answers to the notice of the students.

17 out of 71 teachers (23.94%) have suggested these remedies to eradicate the difficulties.

h) The difficulties and remedies in using the 'Oral-Method' :

The teachers of English came across the following difficulties while using the oral method and they have suggested some remedies also.

Difficulties :

- 1) Different types of pronunciation create difficulties in teaching English because of regionalism.
- 2) This method is not useful for all types of lessons.

3) The teachers failed to produce systematic and attractive B.B. writing.

4) Some students participate in this method.

5) Teachers are ignorant of using this method.

6) There is not proper atmosphere.

7) The teachers do not use teaching aids.

8) The pupils do not understand oral English.

9) In the speech of teachers there is a lack of tune, intonation and stress.

10) Some teachers are not bold enough, hence their expression is poor.

10 out of 71 teachers (14.08%) have given these difficulties in using the oral method in classroom situation.

#### Remedies :

1) This method is useful to introduce new words.

2) The teachers should encourage the pupils to write the sentences more and more.

3) They should acquire oral skill.

4) They should improve the power of comprehension of the pupils.

5) He should use functional languages and oral drills.

6) His pronunciation should be proper.

7) He should give ample opportunities for writing work.

8) He should give ear-training exercises.

9) He should create proper atmosphere in classrooms.

10) He should make use of proper teaching aids.

Only 10 teachers (14.08%) have suggested the remedies to remove the difficulties.

**i) Difficulties and remedies in the 'Evaluation Method' :**

The teachers of English came across the following difficulties while using the evaluation method and they have suggested some remedies.

**Difficulties**

- 1) There is lack of clear-cut objectives of evaluation.
- 2) The part of composition is neglected in it.
- 3) All the pupils do not understand the evaluation technique.
- 4) There is lack of time.
- 5) The teacher is ignorant of using this method properly.
- 6) Sometimes pupils do not understand the ideas.

Out of 71 teachers, 6 teachers (8.45%) have given these difficulties in using the 'Evaluation Method'.

**Remedies :**

- 1) Students should be acquainted with the evaluation techniques.
- 2) Sufficient time should be allotted to the method.
- 3) He should develop the skill of writing composition by using various methods.
- 4) He should give drillings to the pupils to understand central ideas.
- 5) He should ask different types of questions to the pupils.

Out of 71 teachers, 5 teachers' (7.04%) have suggested these remedies to remove the difficulties.

j) Difficulties and remedies in using the 'Inductive Method' :

The teachers of English faced the following difficulties while using the 'Inductive Method' and they have suggested some Remedies.

Difficulties :

- 1) The teacher lacks the previous knowledge.
- 2) There is a lack of time.
- 3) He does not know many examples to give at proper time.

Only 3 teachers (4.22%) have given these difficulties in using the 'Inductive Method'.

Remedies :

- 1) The teacher should prepare the lesson properly.
- 2) The teacher should give ample opportunities to practice the structures.
- 3) He should start the lesson with revision.

Only 3 teachers (4.22%) have suggested these remedies to eradicate the difficulties.

k) Difficulties and remedies in using the 'Deductive Method' :

The teachers of English faced the following difficulties while using the 'Deductive Method' and they have suggested the remedies.

**Difficulties :**

- 1) The teachers lack the practice.
- 2) This method is useful to teach only grammar.
- 3) This method prefers definitions and applications only.
- 4) The teachers lack the power of imaginations.

Only 4 teachers (5.63%) have given these difficulties in using the Deductive Method.

**Remedies :**

- 1) The teacher should train the pupils recite grammatical rules.
- 2) He should use prescribed structures at prescribed level.
- 3) He should explain the new words briefly.
- 4) He should give more and more examples.
- 5) He should give ample opportunities to practice the structures.

Only 5 (7.04%) teachers have given these remedies to eradicate the difficulties.

1) **Difficulties and remedies in using the 'Inductive-Deductive Method' :**

The teacher of English came across the following difficulty while using the 'Inductive-Deductive Method' and they have suggested the remedy also.

**Difficulty :**

All the pupils do not participate in the lessons.

**Remedy :**

This method should be used discretely.

Only one teacher (1.40%) has given the difficulty in using the 'Inductive-Deductive Method' and the same number has suggested the remedy also.

m) Difficulties and remedies in using the 'Incidental/Correlation Method' :

The teachers of English faced, the following difficulty while using the 'Incidental/Correlation Method'. They have suggested the remedy also.

Difficulty :

Students can't understand incidental words and situations.

Remedy :

The teacher should create proper atmosphere.

n) 'Informal/Functional Method' :

No teacher has found the difficulty in using the 'Informal/Functional Method' and hence there is no remedy.

o) 'Picture-Composition Method' :

No teacher has found the difficulty in using the 'Picture Composition Method' and hence there is no remedy.

p) Difficulties and remedies in using the 'Corrective Method' :

The teachers of English came across the following difficulties in using the 'Corrective Method' and they have suggested some remedies.

**Difficulties :**

- 1) As the classes are crowded the work of correction is difficult.
- 2) There is lack of time for this work.

**Remedies :**

- 1) Correction of work can be entrusted to some bright students.
- 2) Extra periods should be prescribed for the correction work.

Only 2 teachers (2.81%) have given these difficulties in using the corrective method and they have suggested the remedies to overcome the difficulties.

q) **Difficulties and remedies in using the 'Meaning Method' :**

The teachers of English faced the following difficulties while using the 'Meaning Method' and they have suggested some remedies.

**Difficulties :**

- 1) This method is not useful because it approaches language directly.
- 2) Reading and writing works are neglected.
- 3) The pupils are deprived of guessing the meaning.
- 4) This method stresses on reciting words.

**Remedies :**

- 1) Reading and writing should be given importance.
- 2) It is advised to use structural approach and practice it.
- 3) The teachers should not give direct meaning but they should provide some prompts.
- 4) Teachers should use controlled vocabulary.



Out of 71 teachers, 4 teachers (5.63%) have suggested these remedies to overcome the difficulties.

r) 'Analytical Method' :

No teacher has found the difficulty in using the 'Analytical Method' and hence there is no remedy.

s) Difficulties and remedies in the 'Explanation Method' :

The teachers of English came across the following difficulties while using the 'Explanation Method' and they have suggested some remedies.

Difficulties :

- 1) The teacher lacks deep knowledge of English.
- 2) It is not useful because it approaches language directly.
- 3) The teacher lacks the rich vocabulary.
- 4) Pupils do not give attention to the unit.

Only four (5.63%) have given these difficulties in using the 'Explanation Method'.

Remedies :

- 1) The teacher should use simple language.
- 2) The teacher should give extensive reading.
- 3) He should pay careful attention to the unit.
- 4) He should use correct language with questions and explanation.

Out of 71 teachers, 4 teachers (5.63%) have suggested these remedies to eradicate the difficulties.

t) 'The Discourse Method' :

No teacher has found the difficulty in using the 'Discourse Method' and hence there is no remedy.

u) Difficulties and remedies in using the 'Rhythmic Method':

Teachers of English faced the following the difficulties in using the 'Rhythmic Method' and suggested some remedies.

Difficulty :

This method is not suitable to the Standards VIII to X.

Remedy :

Such courses should be given to the teachers as to cope up with this method.

Only one teacher (1.40%) has given a difficulty and the same number has suggested a remedy to overcome to it.

v) Difficulties and remedies in using the 'Story-Method' :

The teachers of English came across the following difficulties while using the 'Story Method' and they have suggested some remedies.

Difficulties :

- 1) This method is not useful for all lessons.
- 2) The teacher lacks the skill of reading lessons effectively.

- 3) He lacks the power of imagination.
- 4) As no extra periods are allotted, it is difficult to practise this method.
- 5) This method develops only listening skill.
- 6) This methods uses all the tenses at a time. Hence the teachers are confused.
- 7) The teacher has no mastery over the language.
- 8) The time allotted is not sufficient.

Out of sample group, 8 teachers (11.26%) have given these difficulties in using the 'Story Method'.

Remedies :

- 1) Encourage the pupils to tell the stories.
- 2) While using this method the teacher should be aware of the sequence of the tense.
- 3) He should give ample opportunity for reading.
- 4) The teacher should be resourceful, while using the method.
- 5) The teacher should create meaningful situations in classroom.
- 6) He should provide key words and outline of the story.
- 7) Sufficient time should be allotted for this method.

7 out of 71 teachers (9.85%) have suggested these remedies to overcome the difficulties.

**V.43 CONCLUSIONS :**

On the basis of analysis and interpretation of the data, the following conclusions are drawn and the remedies are suggested thereon.

Most number of teachers (81.69%) have found out the difficulties faced in teaching English are given below :

- 1) The teacher has no knowledge of clear-cut objectives.
- 2) The teacher is ignorant of various methods.
- 3) He lacks thorough knowledge of basic English.
- 4) The ways/techniques of developing various languages skills are unknown to him.
- 5) He is unable to understand proper ideas and evaluation techniques.
- 6) There is no sufficient time for practice and revision of structures and vocabulary.
- 7) There is lack and no use of instructional material.
- 8) The teacher is ignorant of framing and asking questions of various types.
- 9) Grammar and composition section is not given much importance.
- 10) There is lack of English atmosphere in school and outside the school.
- 11) There is an influence of religional language on them.
- 12) There is no proper response from students.

More number of teachers (59.15%) have identified the difficulties of secondary importance which are given below :

- 1) The sequence of tense is not followed.
- 2) The teacher is ignorant of presenting the various types of structures.

- 3) Thinking power in English is not properly developed.
- 4) There is no library facility.
- 5) The vocabulary and structures are not introduced in meaningful contexts.
- 6) There is no proper correction work.
- 7) There is lack of proper model demonstration.
- 8) There is no individual guidance due to overcrowded classes.
- 9) There is lack of full preparation and confidence at each stage.

Very few teachers (14.08%) have found out the difficulties which are not so important are given below.

- 1) The students are promoted to the next class with a gap in their achievement.
- 2) He is ignorant of phonetics, stress, intonation etc.
- 3) He is ignorant of orthography.
- 4) He is unable to create meaningful situation.
- 5) There is no revision and practice at home by the students.

Most number of teachers (78.87%) have suggested the following remedies to overcome the difficulties.

- 1) The teacher must have the knowledge of clear-cut objectives of teaching English as a third language.
- 2) He should have mastery over the language.
- 3) He should be familiar with the various methods of teaching English.
- 4) They should know the ways/techniques of teaching various aspects of English language.

- 5) The vocabulary of the students should be enlarged.
- 6) The basic knowledge of English should be improved.
- 7) The teacher should know the ways and techniques of developing various language skills.
- 8) The refresher courses, the orientation courses should be arranged for developing the teaching profession of the teachers.
- 9) The teacher should improve the comprehension power of the students.
- 10) The students should be helped to answer the questions.
- 11) Sufficient time should be given for the practice of language items.
- 12) Correction of work can be entrusted to some bright students.
- 13) Instructional material should be provided and used properly.
- 14) Grammar and composition section should be given much importance.
- 15) Phonetic class should be arranged for developing the pronunciation.

More number of teachers (54.92%) have suggested the remedies of secondary importance which are given below :

- 1) The teacher should know the sequence of tense.
- 2) He must have knowledge of presenting various types of structures.
- 3) Thinking power in English should be developed.
- 4) Library facilities should be made available.
- 5) He should have knowledge of framing and asking questions of various types.

6) He should know the ways of introducing the vocabulary and structures in meaningful contexts.

7) Individual guidance should be arranged.

8) The teacher should prepare his work with full confidence.

9) The students should be encouraged to listen to news on radio and T.V.

10) They should be enabled to read English newspapers, magazines ladder series books etc.

11) Mother tongue should be used to some extent.

Very few teachers (18.30%) have suggested the following remedies to remove the difficulties :

1) The students should be made to attend the class regularly.

2) The students should practise the language items at home.

3) Stress should be given on oral work.

4) Conversation periods should be arranged.

5) The teaching of English should be co-related with daily life.

6) Training should be given in reciting the poems with proper rhyme and rhythm.

7) Model lesson plans of different aspects of teaching English should be provided.

8) Seminars should be arranged to remove the difficulties that teachers faced while teaching English.

9) English atmosphere should be created in the school and outside the school.

**V.44 THE INFORMATION GIVEN BY THE TEACHERS WHICH WAS NOT COVERED THROUGH THE QUESTIONS IN THE QUESTIONNAIRE :**

Part-X was included in the questionnaire to give the teachers of English an opportunity to give information which was not covered through the questions included in the questionnaire. The teachers were asked to give the information which is likely to be useful from the point of view of the present investigation which was not covered through the questions included in the questionnaire.

The information given by them is listed below.

1) Besides the skills viz. listening, speaking, reading and writing the following objectives should be taken into consideration :

- a) To enable the pupils to know the science of the language.
- b) To enable them to get interest in reading English books.
- c) To enable them to translate good ideas from English into Marathi.

2) Text-books should be well-equipped with the stories from our culture i.e. from Ramayana and Mahabharat within the restricted vocabulary and structures.

3) Handbooks should be provided to the teachers of English.

4) Teaching aids should be provided, and they should be used properly.

5) Competent teachers should be provided.

6) In order to develop English language among the pupils, the teachers of English should follow the various methods of teaching English language.

7) Student should be grouped as per their progress to develop English language effectively.



- 8) Teacher's hand-writing must be attractive, neat, clear and effective.
- 9) Practical English should be taught.
- 10) Special attention should be given to grammar and composition section.
- 11) In order to make teaching of English more effective, the English teachers of all standards from V to X should work in tandem.
- 12) Examination system should be changed to test the comprehension of the pupils of English language.
- 13) Refresher and orientation courses should be arranged to change the attitude of the teachers towards the teaching of English, and the teachers must attend these courses.
- 14) The schools must supply English newspapers, magazines, ladder series books in simple English.
- 15) Two periods of 40 minutes should be given to English per day.
- 16) There is a necessity of well equipped English room for self study.
- 17) Good library should be supplied.
- 18) English atmosphere should be created.
- 19) The meaningful situations should be created.
- 20) Provision should be made for informal learning of English language.
- 21) Simple and easy work books and a dictionary of prescribed vocabulary should be provided to the pupils.
- 22) Interest should be created among the pupils to learn English.
- 23) The strength of class should be moderate.

24) Individual guidance is absolutely necessary to solve the difficulties of the pupils in the English study.

25) Model lesson plans of various aspects of teaching English should be provided to the teachers.

26) Irregular students should be made to attend the class in time.

27) Some student should be provided with learning materials.

28) The students should be enabled to follow dictionary.

29) One and the same teacher should be allotted to the same class to teach in the succeeding year.

30) Seminars to solve the  $\angle$  <sup>difficulties</sup> should be organised on taluka level.

31) The parents should play their part to improve English of their children.

It is clear that the information given above are the various suggestions made by the teachers with a view to making teaching of English more effective.

Another tool used by the researcher is an Interview Schedule. This schedule helped the research worker to collect the data which were not collected by the questionnaire schedule. The analysis and interpretation of the data produced by the interview schools is discussed below.

#### INTERVIEW SCHEDULE :

##### V.45 INTRODUCTION :

This tool contains 'A' and 'B' parts. 'A' part is meant for the general information of the teacher, interviewed. And part 'B' as in all 37 questions that seek the information related to the research work.

This schedule can be grouped into 6 parts. First part deals with the ways, difficulties and the remedies of teaching English pronunciation, the structure, and the introduction of words. Second part is meant for the skills of language. Here also, the ways, the difficulties and the remedies of the four skills are covered. Part-III includes the teaching of aspects of language. It also deals with the ways, the difficulties and the remedies of teaching four aspects of language teaching. Part-IV includes 2 questions about the work-load given to English. Next part discusses the necessity of in-service training which includes 2 questions. Part-VI is about the change of the examination system having 2 questions. The last part seeks other points which would help the research work.

V.46 OPINIONS OF THE TEACHERS ABOUT THE WAYS OF TEACHING ENGLISH PRONUNCIATION :

The following table (Table No. V.41) shows the number of teachers using the various ways in teaching English pronunciation.

TABLE No. V.41

OPINIONS OF THE TEACHERS ABOUT THE WAYS OF TEACHING ENGLISH PRONUNCIATION

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	By model demonstration	5	27.77
2.	By drilling/practice/exercise/recitation/ repetition and imitation	16	88.88
3.	By reading loud	6	33.33
4.	Indian pronunciation	9	50.00
5.	Making to listen to radio/T.V. news	2	11.11
6.	By writing on blackboard	5	27.77
7.	By dividing words	3	16.6.

It is clear from above table (Table No.V.41) that 5 out of 18 teachers (27.77%) followed the way of model demonstration to teach English pronunciation, 16 teachers (88.8%) used drilling, practice, exercise, recitation, repetition and imitation, 6 teachers (33.33%) asserted that reading aloud was one of the ways, 9 teachers (50.00%) followed Indian pronunciation, 2 teachers (2.81%) agreed with making to listen to radio/ T.V. news, 5 teachers (27.77%) stated that writing pronunciation on the blackboard was one of the ways and 3 teachers (16.66%) followed the way of dividing words to teach English pronunciation.

**V.47 OPINION OF THE TEACHERS REGARDING THE DIFFICULTIES OF TEACHING PRONUNCIATION :**

The following table (Table No. V.42) gives the number of teachers facing the difficulties while teaching English pronunciation to the pupils.

**TABLE No. V.42**

**OPINIONS OF THE TEACHERS REGARDING THE DIFFICULTIES OF TEACHING PRONUNCIATION**

Sr. No.	Difficulties	Out of 18 teachers	Percentage
1.	Influence of regional sounds	4	22.22
2.	Ignorance of some English sounds	10	55.55
3.	Less practice/drilling because of lack of time	8	44.44
4.	Lack and no use of teaching aids	6	33.33
5.	Lack of individual attention	7	38.88
6.	Lack of self-study at home	9	50.00

It is clear from above table (Table No.V.42) that 4 out of 18 teachers (22.22%) had to face influence of regional sounds while teaching English pronunciation, 10 teachers (55.55%) were of the opinion that ignorance of some English sounds was one of the difficulties, 8 teachers (44.44%) faced lack of time, 6 teachers (33.33%) faced lack of teaching aids, 7 teachers (38.38%) asserted that lack of individual attention was also a difficulty and 9 teachers (50.00%) opined that lack of self-study at home was one of the difficulties of teaching English pronunciation.

**V.48 REMEDIES SUGGESTED BY THE TEACHERS TO REMOVE THE DIFFICULTIES OF TEACHING ENGLISH PRONUNCIATION :**

The following table (Table No.V.43) displays the remedies suggested by the teachers to overcome the difficulties of teaching English pronunciation.

**TABLE No.V.43**

**REMEDIES SUGGESTED BY THE TEACHERS TO REMOVE THE DIFFICULTIES OF TEACHING ENGLISH PRONUNCIATION**

Sr. No.	Remedies	Out of 18 teachers	Percentage
1.	Sufficient time for improving pronunciation	4	22.22
2.	Rigorous practice/drilling from beginning	6	33.33
3.	Basic knowledge of English sounds	6	33.33
4.	Following dictionary	3	16.66
5.	Providing and using instructional material	11	61.11
6.	Self-practice and revision at home	3	16.66
7.	Individual guidance	2	11.11
8.	Correction work	7	38.88

It is clear from the above table (Table No. V.43) that 4 out of 18 teachers (22.22%) suggested that the remedy of rigorous practice from beginning, the same number of teachers suggested that they should have basic knowledge of English sounds, 3 teachers (16.66%) suggested two remedies viz. following dictionary and self practice and revision at home, 11 teachers (61.11%) admitted that providing and using instructional material would be helpful to remove the difficulties of teaching pronunciation, 2 teachers (11.11%) suggested that individual guidance was necessary to improve the pronunciation of the pupils and 7 teachers out of 18 (38.88%) agreed with the remedy of correction work in teaching English pronunciation.

V.49 OPINIONS OF TEACHERS ABOUT THE WAYS OF TEACHING STRUCTURES AT THE SECONDARY STAGE :

The following table (Table No.V.44) shows the numbers of the teachers using the various ways in teaching English structures at the secondary stage.

TABLE No. 44

OPINIONS OF TEACHERS ABOUT THE WAYS OF TEACHING ENGLISH STRUCTURES

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	Examples - rules - examples	15	83.33
2.	By translation-cum-grammar method	3	16.16
3.	Rules - examples	2	11.11
4.	By comparing structures	1	5.55
5.	Creating meaningful situations	3	16.66
6.	By proper method according to class level	1	5.55

It is clear from the above table (Table No.V.44) 15 out of 18 teachers (83.33%) followed the way of examples - rules - examples to teach English structures, 3 teachers (16.66%) said that translation-cum-grammar method was used to teach structures, the same number of teachers (16.66%) followed the way of creating meaningful situations, 2 teachers (11.11%) asserted that the way of rules - examples was also used, where as only one teacher (5.55%) opined that comparing structures was the effective way of teaching structures and the same number (5.55%) asserted that the proper method according to the class level was used to teach the structures.

**V.50 DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING STRUCTURES :**

The following table (Table No.V.45) displays the number of teachers facing the difficulties while teaching structures at the secondary stage.

**TABLE No. - V.45**

**DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING STRUCTURES**

<u>Sr. No.</u>	<u>Difficulties</u>	<u>Out of 18 teachers</u>	<u>Percentage</u>
1.	Poor vocabulary of the pupils	10	55.55
2.	No sufficient time for revision and practice	7	38.38
3.	Ignorance of ways of presenting the various types of structures	8	44.44
4.	Ignorance of sequence of tense	8	44.44
5.	Lack of self-study at home	12	66.66
6.	Many structures at a time	3	16.66
7.	Lack of interest	3	16.66

It is clear from the above table (Table No. V.45) that 10 out of 18 teachers (55.55%) agreed with the fact that poor vocabulary of the pupils was the difficulty in teaching English structures, 7 teachers (38.38%) said that there was no sufficient time for revision and practice of structures, 8 teachers (44.44%) faced the difficulty of ignorance of ways of presenting the various types of structures and the same number of teachers (44.44%) were facing the ignorance of sequence of tense, 12 teachers (66.66%) faced the difficulty of lack of self-study at home 3 teachers (16.66%) were of the opinion that teaching many structures at a time was the difficulty, and the same number of teachers (16.66%) said that lack of interest was also difficulty that they faced while teaching structures.

**V.51 REMEDIES SUGGESTED BY THE TEACHERS TO  
OVERCOME THE DIFFICULTIES OF TEACHING  
ENGLISH STRUCTURES :**

The following table (Table No.V.46) gives a number of teachers that they have suggested remedies to overcome the difficulties of teaching structures.



TABLE No. V.46REMEDIES SUGGESTED BY THE TEACHERS TO OVERCOME  
THE DIFFICULTIES OF TEACHING STRUCTURES

Sr. No.	Remedies	Out of 18 teachers	Percentage
1.	Sufficient time for revision and practice	10	55.55
2.	Refresher courses for teaching structures	17	94.44
3.	Knowledge of sequence of tense	6	33.33
4.	Self-study by pupils at home	3	16.66
5.	Providing structure-wise exercise books	4	22.22
6.	Checking exercise books in their presence	3	16.66
7.	There should be only one structure in each lesson	12	66.66
8.	Use of mother-tongue	1	5.55
9.	Selection and gradation of it according to class level	2	11.11

It is clear from above table (Table No.V.46) that 10 out of 18 teachers (55.55%) suggested to have sufficient time for revision and practice of the structures, 17 teachers (94.44%) asserted that there was necessity of refresher courses for teaching structures effectively, 6 teachers (33.33%) suggested that knowledge of sequence of tense was essential to teach structures, 3 teachers (16.66%) gave stress on self study by pupils at home, the same number of teachers (16.66%) suggest a remedy of checking exercise books in their presence, 4 teachers (22.22%) asserted that the structure-wise exercise books should be provided,

12 teachers (66.66%) believed that there should be only one structure in each lesson, 2 teachers (11.11%) suggested a remedy of selection and gradation of structures according to class level, whereas only one out of 18 teachers (5.55%) proposed that mother tongue should be used to teach structures.

V.52 OPINIONS OF THE TEACHERS REGARDING  
THE WAYS OF TEACHING NEW WORDS :

The following table (Table No.V.47) shows the number of teachers using the ways of teaching new words to the pupils.

TABLE No.V.47  
OPINIONS OF THE TEACHERS REGARDING  
THE WAYS OF TEACHING NEW WORDS

Sr. No.	Ways	Out. of 18 teachers	Percentage
1.	By mother-tongue equivalent/translation	15	83.33
2.	By showing pictures/models/objects	8	44.44
3.	By action	3	16.66
4.	By examples	3	16.66
5.	By giving definition/paraphrase	2	11.11
6.	By using in a sentence	4	22.22
7.	By writing on the black board	1	5.55
8.	By direct dictionary meaning	1	5.55
9.	By using in proper contexts	6	33.33

It is clear from above table (Table No. V.47) that 15 out of 18 teachers (83.33%) used mother-tongue equivalent to introduce new words. The percentage of teachers who followed this way is very high, 8 teachers (44.44%) followed the ways of showing pictures/models/objects etc. 3 teachers (16.66%) asserted that the new words were introduced by performing actions and the same number of teachers (16.66%) followed the way of giving examples to introduce vocabulary, 2 teachers (11.11%) opined that giving definition and paraphrase were the ways of introducing words, 4 teachers (22.22%) followed the way of using words in a sentence, only one teacher (5.55%) said that writing the word on the blackboard way <sup>was</sup> one of the ways of introducing words and the same number of teachers (5.55%) used to give direct dictionary meaning, where as 6 teachers (33.33%) followed the way of using words in proper contexts.

**V.53 DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING NEW WORDS :**

The following table (No.V.48) displays the number of teachers facing the difficulties while introducing new words in the classroom.

TABLE No. V.48

DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING NEW WORDS

Sr. No.	Difficulties	Out of 18 teachers	Perce- ntage
1.	Lack of self-study at home	15	83.33
2.	Unable to give cultural meaning	2	11.11
3.	Unable to introduce abstract words	4	22.22
4.	Unable to give mother tongue equivalent	2	11.11
5.	No sufficient time for drilling/ practice	16	88.88
6.	Poor vocabulary of students i.e. backlog from earlier classes	11	61.11
7.	Unable to give more examples	18	100.00
8.	No active participation in spelling games	7	38.38
9.	Lack of enthusiam	3	16.66

It is clear from the above table (Table No. V.48) that 15 out of 18 teachers (83.33%) faced the difficulty of lack of self-study at home for teaching new words, 2 teachers (11.11%) had to face the difficulty of inability to give cultural meaning and the same number of teachers (11.11%) could not give mother tongue equivalents, 4 teachers (22.22%) could not introduce abstract words, 16 teachers (88.88%) were of the opinion that there was no sufficient time for drilling of words, 11 teachers (61.11%) faced the difficulty of poor vocabulary of the pupils, 18 i.e. cent percent teachers asserted that

inability to give more examples was the difficulty to teach new words, where as 7 teachers (38.38%) faced the difficulty of no active participation of pupils in spelling games. Only 3 out of 18 teachers (16.66%) felt that lack of enthusiasm was one of the difficulties for introducing new words.

V.54 REMEDIES SUGGESTED BY THE TEACHERS TO ERADICATE THE DIFFICULTIES OF TEACHING NEW WORDS :

The following table (Table No.V.49) shows the number of teachers who have suggested the remedies to eradicate the difficulties while teaching new words.

TABLE No. V.49

REMEDIES SUGGESTED BY THE TEACHERS TO ERADICATE THE DIFFICULTIES OF TEACHING WORDS

Sr. No.	Remedies	Out of 18 teachers	Percentage
1.	Revision of words before starting lesson	11	61.11
2.	Developing prescribed vocabulary at each stage	10	55.55
3.	Self-practice by pupils at home	3	16.66
4.	Sufficient time for drilling/practice	10	55.55
5.	Providing and using audio-visual aids	7	38.38
6.	Supplying rapid readers and story books	1	5.55
7.	By arranging spelling games	2	11.11
8.	Giving mother-tongue equivalent if unavoidable	3	16.66
9.	Encouraging the pupils to follow the dictionary	1	5.55
10.	Parents' co-operation is a must	2	11.11

It is clear from above table (Table No.V.49) that 11 out of 18 teachers (61.11%) suggested to take revision of words before starting the lesson, 10 teachers (55.55%) suggested the remedy of developing prescribed vocabulary at each stage and the same number of teachers (55.55%) suggested to have sufficient time for drilling and practice, 3 teachers (16.66%) proposed that students should be encouraged for self-practice at home, and the same number of teachers (16.66%) hinted at giving mother tongue, equivalent, 7 teachers (38.38%) suggested the remedy of providing and using audio-visual aids, only one teacher (5.55%) agreed with the remedy of supplying rapid readers and story books for developing vocabulary, and the same number (5.55%) suggested the remedy of encouraging the pupils to follow the dictionary.

V.55 OPINIONS OF THE TEACHERS REGARDING THE  
WAYS OF DEVELOPING THE LISTENING SKILL  
OF THE PUPILS :

The following table (Table No.V.50) displays the number of teachers following the ways of developing listening skill of the pupils.

TABLE No.-V.50OPINIONS OF TEACHERS REGARDING THE WAYS OF  
DEVELOPING THE LISTENING SKILL OF THE PUPILS

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	By reading aloud	12	66.66
2.	By question answer	9	50.00
3.	Recitation of poems	3	16.66
4.	Using audio-visual aids	4	22.22
5.	Creating English atmosphere	17	94.44
6.	By drilling words and structures	16	88.88
7.	By dictation	3	16.66
8.	By arranging speeches in English	2	11.11
9.	By spelling games	5	27.77

It is clear from above table (Table No.V.50) that 12 out of 18 teachers (66.66%) opined that the way of reading aloud was used to develop the listening skill of the pupils, 9 teachers (50.00%) followed the way of question answer, 3 teachers (16.66%) used to recite the poems and the same number of teachers (16.66%) followed the way of dictation, 4 teachers (22.22%) agreed with the way of using audio-visual aids, 17 teachers (94.44%) trusted that creating English atmosphere was one of the ways of developing listening skill, 16 teachers (88.88%) pursued the way of drilling words and structures, where as 2 teachers (11.11%) agreed with the way of arranging speeches in English. Only 5 out of 18 teachers (27.77%)

asserted that they followed the way of spelling games to develop listening skill of the pupils.

**V.56 DIFFICULTIES FACED BY THE TEACHERS WHILE DEVELOPING LISTENING SKILL OF THE PUPILS :**

The following table (Table No.V.51) shows the number of teachers facing the difficulties while developing listening skill among the pupils.

**TABLE No.V.51**

**DIFFICULTIES FACED BY THE TEACHERS WHILE DEVELOPING LISTENING SKILL OF THE PUPILS**

<u>Sr. No.</u>	<u>Difficulties</u>	<u>Out of 18 teachers</u>	<u>Percentage</u>
1.	Lack of English atmosphere	7	38.38
2.	Use of mother-tongue	3	16.66
3.	Lack and no use of audio aids	4	22.22
4.	Lack of mastery over language	10	55.55
5.	Some English sounds are foreign to pupils	2	11.11
6.	Lack of understanding due to poor vocabulary	15	83.33
7.	Ignorance of developing skill	9	50.00
8.	Lack of interest	5	27.77

It is clear from above table (Table No.V.51) that 7 out of 18 teachers (38.38%) asserted that lack of English atmosphere was one of the difficulties of developing listening skill of the pupils, 3



teachers (16.66%) stated that the use of mother-tongue was the difficulty to develop listening skill, 4 teachers (22.22%) faced the difficulty of lack of audio-visual aids, 10 teachers (55.55%) said that they had no mastery over language, 2 teachers (11.11%) opined that some English sounds are foreign to the pupils, 15 teachers (83.33%) asserted that lack of understanding due to poor vocabulary was the difficulty to improve the listening skill, where as 9 out of 18 teachers (50.00%) faced the difficulty of ignorance of developing skill, and 5 teachers (27.77%) faced the difficulty of lack of interest in developing the listening skill of the pupils.

V.57 REMEDIES SUGGESTED BY THE TEACHERS TO OVERCOME THE DIFFICULTIES WHILE DEVELOPING LISTENING SKILL :

The following table (Table No. V. 52) shows the number of teachers that they have suggested the remedies to overcome the difficulties while developing listening skill of the pupils.

TABLE No. V.52

REMEDIES SUGGESTED BY THE TEACHERS TO  
OVERCOME THE DIFFICULTIES WHILE  
DEVELOPING LISTENING SKILL

Sr. No.	Remedies	Out of 18 Perce- teachers ntage	
1.	By creating English atmosphere	10	55.55
2.	By using audio aids	6	33.33
3.	By reading aloud	7	38.38
4.	Increasing vocabulary of the pupils	18	100.00
5.	Arranging speeches	3	16.16
6.	Training for developing listening skill	5	27.77
7.	Sufficient time for practice	5	27.77
8.	By dramatisation	3	16.66
9.	By spelling games	4	22.22

It is clear from above table (Table No. V.52) that 10 out of 18 teachers (55.55%) suggested the remedy of creating English atmosphere to develop the listening skill of the pupils, 6 teachers (33.33%) asserted that listening skill should be developed by using audio-aids, 7 teachers (38.38%) suggested the remedy of reading aloud, 18 i.e. cent-percent teachers agreed that increasing vocabulary of the pupils was the remedy to develop the skill, 3 teachers (16.66%) suggested the remedy of arranging speeches, 5 teachers (27.77%) asserted that there was necessity of training for developing listening skill of the pupils, and the same number of teachers (27.77%) suggested to have sufficient time for practice, 3 teachers (16.66%) asserted that dramatisation was one of the ways to develop the skill, whereas, 4 out of 18 teachers (22.22%) suggested the remedy of spelling games to develop the listening skill of the pupils.

V.58 TEACHERS' OPINIONS ABOUT THE WAYS OF  
DEVELOPING SPEAKING SKILL OF THE PUPILS :

The following table (Table No. V.53) displays the number of teachers using the ways of developing speaking skill of the pupils in the classroom situation.

TABLE No. V.53  
TEACHERS' OPINIONS ABOUT THE WAYS OF  
DEVELOPING SPEAKING SKILL OF THE PUPILS

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	By question answer	16	88.88
2.	Asking pupils to speak in English in give and take situation	2	11.11
3.	By dramatization	1	5.55
4.	By reading aloud	10	55.55
5.	By drilling words and structures	13	72.22
6.	By speech eloquents	2	11.11
7.	Recitation of poems and paragraphs	3	16.66
8.	By spelling games	4	22.22
9.	By oral composition	5	27.77

It is clear from the above table (Table No.V.53) that 16 out of 18 teachers (88.88%) followed the way of question-answer to develop the speaking skill of the pupils, 2 teachers (11.11%) used to ask pupils to speak in English in give and take situation, where as one teacher

(5.55%) followed the way of dramatisation, 10 teachers (55.55%) asserted that speaking skill was developed by giving reading aloud, 13 teachers (72.22%) followed the way of drilling words and structures, 2 teachers (11.11%) agreed with the way of arranging speech eloquents, 3 teachers (16.66%) asserted that recitation of poems and paragraphs was one of the ways of developing speaking skill, 4 teachers (22.22%) agreed with the way of spelling games and 5 teachers (27.77%) stated that oral composition was arranged to develop the speaking skill of the pupils.

V.59 DIFFICULTIES FACED BY TEACHERS WHILE DEVELOPING SPEAKING SKILL OF THE PUPILS :

The following table (Table No. V.54) shows the number of teachers facing the difficulties while developing the speaking skill of the pupils.

TABLE No. V.54

DIFFICULTIES FACED BY TEACHERS WHILE DEVELOPING SPEAKING SKILL OF THE PUPILS

Sr. No.	Difficulties	Out of 18 teachers	Percentage
1.	Lack of English atmosphere in the school and outside the school	10	55.55
2.	Ignorance of construction/sequence of tense	13	72.22
3.	No sufficient time for practice	6	33.33
4.	Lack of response	7	38.38
5.	Attitude towards English language	4	22.22
6.	Less vocabulary	15	83.33
7.	Lack of interest	3	16.66

It is clear from above table (Table No.V.54) that 10 out of 18 teachers (55.55%) faced the difficulty of lack of English atmosphere in school and outside the school, 13 teachers (72.22%) had no knowledge of sentence construction and sequence of tense, 6 teachers (33.33%) opined that there was no sufficient time for practice, 7 teachers (38.38%) faced the difficulty of lack of response, 4 teachers (22.22%) stated that there was no proper attitude towards English language, 15 teachers (83.33%) faced the difficulty of poor vocabulary and 3 teachers (16.66%) concluded that lack of interest was the difficulty to develop the speaking skill of the pupils.

V.60 REMEDIES SUGGESTED BY THE TEACHERS  
TO OVERCOME THE DIFFICULTIES OF  
DEVELOPING SPEAKING SKILL OF THE  
PUPILS :

The following table (Table No.V.55) displays the number of teacher who have suggested the remedies to overcome the difficulties while developing speaking skill of the pupils.

TABLE No.V.55

REMEDIES SUGGESTED BY THE TEACHERS TO OVERCOME  
THE DIFFICULTIES OF DEVELOPING SPEAKING  
SKILL OF THE PUPILS

Sr. No.	Remedies	Out of 18 teachers	Perce- ntage
1.	Improving vocabulary of the pupils	10	55.55
2.	Providing substitution tables	4	22.22
3.	By question-answer	9	50.00
4.	By drilling and practice	7	38.38
5.	By reading aloud	5.	27.77
6.	Improving basic knowledge of English	18	72.22
7.	By creating English atmosphere	6	33.33
8.	Arranging speech eloquences	13	72.22
9.	Creating interest among them	2	11.11
10.	By story telling	3	16.66

It is clear from above table (Table No. V.55) that 10 out of 18 teachers (55.55%) suggested the remedy of improving vocabulary of the pupils to develop speaking skill, 4 teachers (22.22%) agreed with the remedy of providing substitution tables, 9 teachers (50.00%) asserted that question-answer method was the best remedy, 7 teachers (38.38%) suggested that speaking skill should be developed by giving

drilling and practice, 5 teachers (27.77%) proposed that reading aloud should be given, 13 teachers (72.22%) concurred with the remedy of improving basic knowledge of English and the same number of teachers (72.22%) agreed with arranging speech eloquences, 6 teachers (33.33%) suggested the remedy of creating English atmosphere, where as 2 teachers (11.11%) proposed of creating interest among the pupils. Only three out of 18 teachers (16.66%) suggested the remedy of story-telling for developing the speaking skill of the pupils.

V.61 OPINIONS OF TEACHERS REGARDING THE WAYS OF DEVELOPING READING SKILL OF THE PUPILS :

The following table (Table No.V.56) shows the number of teachers using the ways of developing the reading skill of the pupils in classroom situation.

TABLE No. V.56

OPINIONS OF TEACHERS REGARDING THE WAYS OF DEVELOPING READING SKILL OF THE PUPILS

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	Teacher's model reading	16	88.88
2.	Reading competition	13	72.22
3.	Providing story books/rapid readers etc.	3	16.66
4.	By drilling/practice	3	16.66
5.	Providing and using instructional material	5	27.77
6.	Helping them and read with proper pause and reasonable speed.	9	50.00
7.	Motivating pupils for reading	6	33.33



It is clear from the above table (Table No.V.56) that 16 out of 18 teachers (88.88%) asserted that teacher's model reading was used to develop the reading skill of the pupils, 13 teachers (72.22%) agreed with the way of reading competition, 3 teachers (16.66%) followed the way of providing story books and rapid readers, and the same number of teachers (16.66%) conducted drilling and practice for developing reading, 5 teachers (27.77%) opined that instructional material were provided and used, 9 teachers (50.00%) pursued the way of helping the pupils to read with proper pause and reasonable speed. Only 6 out of 18 teachers (33.33%) followed the way of motivating pupils for reading.

**V.62 DIFFICULTIES FACED BY THE TEACHERS WHILE DEVELOPING THE READING SKILL OF THE PUPILS :**

The following table (Table No. V.57) displays the number of teachers facing the difficulties while developing the reading skill of the pupils.

TABLE No. V.57

DIFFICULTIES FACED BY THE TEACHERS WHILE  
DEVELOPING READING SKILL OF THE PUPILS

Sr. No.	Difficulties	Out of 18 teachers	Perce- ntage
1.	Poor vocabulary of the students	11	61.11
2.	Lack of proper attention/individual guidance	7	38.38
3.	Ignorance of reading with proper pauses and reasonable speed	13	72.22
4.	Ill pronunciation of some English words	8	44.44
5.	No sufficient time for developing the skill	6	33.33
6.	Lack of self-practice at home	9	50.00
7.	Lack of interest	4	22.22
8.	Lack and no use of audio-visual aids	5	27.77
9.	Lack of proper demonstration of model reading	15	83.33

It is clear from above table (Table No. V.57) that 11 out of 18 teachers (61.11%) opined that poor vocabulary of the pupils was the difficulty to develop reading skill of the pupils, 7 teachers (38.38%) faced the difficulty of lack of individual guidance, 13 teachers (72.22%) stated that they had to face the difficulty of ignorance of reading with proper pauses and reasonable speed, 8 teachers (44.44%) faced the difficulty of ill pronunciation of some English words, 6 teachers (33.33%)

asserted that there was no sufficient time for developing the skill, 9 teachers (50.00%) faced the difficulty of lack of self-practice at home, 4 teachers (22.22%) faced the difficulty of lack of time where as 5 teachers had to face the difficulty of lack of audio-visual aids and 15 out of 18 teachers (83.33%) concluded that lack of proper demonstration of model reading was one of the difficulties in developing reading skill of the pupils.

V.63 REMEDIES SUGGESTED BY THE TEACHERS TO ERADICATE THE DIFFICULTIES WHILE DEVELOPING THE READING SKILL OF THE PUPILS :

The following table (Table No. V.58) shows the number of teachers who have suggested the remedies to eradicate the difficulties while deveoping the reading skill of the pupils.

TABLE No.V.58

REMEDIES SUGGESTED BY THE TEACHERS TO  
ERADICATE THE DIFFICULTIES WHILE  
DEVELOPING THE READING SKILL

Sr. No.	Remedies	Out of 18 teachers	Perce- ntage
1.	Providing and using audio/visual aids	6	33.33
2.	By demonstration of model reading	9	50.00
3.	Improving <b>pronunciation skill</b> of the pupils	3	16.66%
4.	Developing vocabulary	10	55.55
5.	Enabling the pupils to read with proper pauses and reasonable speed	12	66.66
6.	Self-study at home	8	44.44
7.	Individual guidance	13	72.22
8.	Provision of sufficient time for <b>practice</b>	11	61.11
9.	Giving marks for good reading	5	27.77

It is clear from above table (Table No. V.58) that 6 out of 18 teachers (33.33%) suggested the remedy of providing and using audio-visual aids for developing the reading skill of the pupils, 9 teachers (50.00%) proposed demonstration of model reading, 3 teachers (16.66%) suggested the remedy of improving pronunciation skill of the pupils, 10 teachers (55.55%) agreed with the remedy of developing vocabulary,

12 teachers (66.66%) suggested to enable the pupils to read with proper pauses and reasonable speed, 8 teachers (44.44%) proposed the remedy of self-study at home, 13 teachers (72.22%) asserted that individual guidance was necessary, where as 11 teachers (61.11%) proposed sufficient time for practice and 5 teachers (27.77%) suggested the remedy of giving marks for good reading.

V.64 OPINIONS OF TEACHERS REGARDING THE WAYS OF DEVELOPING WRITING SKILL OF THE PUPILS :

The following table (Table No.V.59) shows the number of teachers using the ways of developing writing skill of the pupils.

TABLE No. V.59  
OPINIONS OF TEACHERS REGARDING THE WAYS OF DEVELOPING WRITING SKILL OF THE PUPILS

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	Demonstration of orthography	11	61.11
2.	Individual guidance	13	72.22
3.	Providing copy-write books	7	38.38
4.	By dictation	4	22.22
5.	Self-practice at home	9	50.00
6.	By imitation of teacher's good hand writing on black board	5	27.77
7.	By arranging hand-writing competition	8	44.44
8.	Following punctuation marks and capital letters	10	55.55

It is clear from above table (Table No. V.59) that 11 out of 18 teachers followed the way of demonstration of orthography for developing the writing skill of the pupils, 13 teachers (72.22%) opined that individual guidance was one of the ways, 7 teachers (38.38%) agreed with the way of providing copy-write books, 4 teachers (22.22%) followed the way of dictation, 9 teachers (50.00%) pursued the way of self-practice at home, 5 teachers (27.77%) asserted that imitation of teacher's good hand-writing on black board, was one of the ways, whereas 8 teachers (44.44%) arranged the way of hand writing competition and 10 teachers (55.55%) followed the way of using punctuation marks and capital letters to develop the writing skill of the pupils.

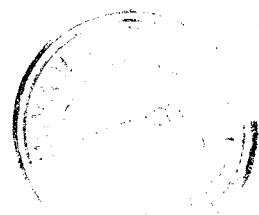
**V.65 DIFFICULTIES FACED BY THE TEACHERS WHILE DEVELOPING THE WRITING SKILL OF THE PUPILS :**

The following table (Table No. V.60) displays the number of teachers facing the difficulties while developing the writing skill of the pupils.

TABLE No.V.60  
DIFFICULTIES FACED BY THE TEACHERS  
WHILE DEVELOPING THE WRITING SKILL OF  
THE PUPILS

Sr. No.	Difficulties	Out of 18 teachers	Perce- ntage
1.	No sufficient time for individual guidance	10	55.55
2.	Lack of self-practice at home	8	44.44
3.	Ignorance of mechanics of writing	6	33.33
4.	Promotion to next class with a gap in their achievement	13	72.22
5.	Using ball pen	3	16.66
6.	Lack of proper demonstration of orthography	7	33.38
7.	Lack of copy-write books	4	22.22

It is clear from above table (Table No.V.60) that 10 out of 18 teachers (55.55%) stated that there was no sufficient time for individual guidance to develop writing skill of the pupils, 8 teachers (44.44%) faced the difficulty of self-practice at home, 6 teachers (33.33%) said that they had no knowledge of mechanics of writing, 13 teachers (72.22%) faced the difficulty of promotion to the next class with a gap in the achievement of the pupils, 3 teachers (16.66%) asserted that writing skill could not be developed because of using ball-pens, where as 7 teachers (38.38%) faced the difficulty of lack of proper demonstration of orthography and 4 out of 18 teachers (22.22%) opined that lack of copy write books was the difficulty to develop writing skill of the pupils.



V.66 AREMEDIES SUGGESTED BY THE TEACHERS TO  
OVERCOME THE DIFFICULTIES WHILE  
DEVELOPING THE WRITING SKILL OF THE  
PUPILS :

The following table (Table No. V.6) shows the number of teachers who have suggested the remedies to overcome the difficulties while developing the writing skill of the pupils.

TABLE No.V. 61  
REMEDIES SUGGESTED BY THE TEACHERS TO OVERCOME  
THE DIFFICULTIES WHILE DEVELOPING WRITING SKILL OF  
THE PUPILS

Sr. No.	Remedies	Out of 18 teachers	Percentage
1.	Provision of individual guidance	7	38.38
2.	Sufficient time for practice	6	33.33
3.	Providing and using copy-write books	3	16.66
4.	Using G-nib pens	2	11.11
5.	Giving exercises	4	22.22
6.	Checking note books and correcting in their presence	8	44.44
7.	Holding competition of hand-writing	10	55.55
8.	Imitation of teacher's good hand writing	12	66.66
9.	Proper demonstration of orthography	5	27.77



It is clear from above table (Table No. V.61) that 7 out of 18 teachers (38.38%) suggested the remedy of giving individual guidance, 6 teachers (33.33%) stated that they should have sufficient time for practice, 3 teachers (16.66%) proposed of using copy write books, 2 teachers (11.11%) suggested to make use of G-nib pens, 4 teachers (22.22%) suggested the remedy of giving exercises, 8 teachers (44.44%) asserted that writing skill should be developed by checking note books of pupils and correcting in their presence, 10 teachers (55.55%) suggested the remedy of holding competitions of hand-writing, whereas 12 teachers (66.66%) admitted that writing skill should be developed by imitating teacher's good hand writing and 5 out of 18 teachers (27.77%) suggested the remedy of proper demonstration of orthography to develop the writing skill of the pupils.

V.67 TEACHERS' OPINIONS REGARDING THE WAYS/  
METHODS OF TEACHING PROSE LESSONS :

The following table (Table No.V.62) shows the number of teachers using the methods/ways while teaching prose lessons at the secondary stage.

TABLE No. V.62  
TEACHERS' OPINIONS REGARDING THE WAYS/  
METHODS OF TEACHING PROSE LESSONS

Sr. No.	Ways/Methods	Out of 18 teachers	Perce- ntage
1.	By reading aloud	11	61.11
2.	Introducing difficult words/phrases/ structures	15	83.33
3.	Silent reading with objective/ comprehension question	8	44.44
4.	By translating word and sentence line by line	7	38.38
5.	By explaining in simple and easy English	6	33.33
6.	By telling summary in mother tongue and then in English	4	22.22
7.	By using teaching aids	3	16.66
8.	By question answer	14	77.77

It is clear from above table (Table No.V.62) that 11 out of 18 teachers (61.11%) asserted that reading aloud was one of the ways to teach prose lessons, 15 teachers (83.33%) followed the way of introducing words, phrases and structures, 8 teachers (44.44%) used to give silent reading with comprehension question, 7 teachers (38.38%)

followed the way of translating word and sentence line by line, 6 teachers (33.33%) pursued the way of explaining the lesson in simple and easy English, 4 teachers (22.22%) used to tell summary in mother tongue and then in English, whereas 3 teachers (16.66%) asserted that prose was taught by using teaching aids and 14 out of 18 teachers (77.77) followed the way of question-answer for teaching English prose lessons.

V.68 DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING PROSE LESSONS AT THE  
SECONDARY STAGE :

The following table (Table No. V. 63) displays the number of teachers facing the difficulties while teaching prose lessons to the pupils at the secondary stage.

TABLE No. V.63  
DIFFICULTIES FACED BY THE TEACHERS WHILE TEACHING  
PROSE LESONS AT THE SECONDARY STAGE

Sr. No.	Difficulties	Out of 18 teachers	Percentage
1.	Unable to understand due to poor vocabulary	14	77.77
2.	No sufficient time for detailed study	10	55.55
3.	Lack of English atmosphere in school and outside the school	6	33.33
4.	Ignorance of framing and asking questions of various types	15	83.33
5.	Lack and no use of teaching aids	9	50.00
6.	Unable to teach scientific and technological lessons	3	16.66
7.	Ignorance of clear-cut objectives of teaching prose lessons	1	32.22

It is clear from above table (Table No. V.63) that 14 out of 18 teachers (72.72%) opined that poor vocabulary of the pupils was the difficulty to teach English prose lessons, 10 out of 18 teachers (55.55%) stated that there was no sufficient time for detailed study, 6 teachers (33.33%) faced the difficulty of lack of atmosphere in the school and outside the school, 15 teachers (83.33%) admitted that they had no knoweldge of framing and asking questions of various types, 9 teachers (50.00%) faced the difficulty of lack and no use of teaching aids, 3 teachers (16.66%) faced the difficulty of teaching scientific and technological lessons and 13 teachers (72.22%) faced the difficulty of ignorance of clear-cut objectives of teaching prose lessons.

V.69      REMEDIES SUGGESTED BY THE TEACHERS TO  
OVERCOME THE DIFFICULTIES WHILE  
TEACHING PROSE LESSONS :

The following table (Table No. V.64) shows the number of teachers who have suggested the remedies to overcome the difficulties while teaching prose lessons to the pupils at the secondary stage.

TABLE No. V.64

REMEDIES SUGGESTED BY THE TEACHERS TO OVERCOME  
THE DIFFICULTIES WHILE TEACHING PROSE LESSONS

Sr. No.	Remedies	Out of 18 teachers	Perce- ntage
1.	Increasing vocabulary of the pupils	10	55.55
2.	Developing comprehension power of the pupils	15	83.33
3.	Sufficient time for detailed study of lesson	13	72.22
4.	Creating meaningful situations by asking questions	14	77.77
5.	By creating English atmosphere n in the school and outside the lesson	9	50.00
6.	Providing and using teaching aids	6	33.33
7.	Prose lessons should be related to Indian situation and they should be proportionate	4	22.22
8.	By following evaluation method	11	61.11

It is clear from the above table (Table No.V.64) that 10 out of 18 teachers (55.55%) suggested the remedy of increasing vocabulary of the pupils for teaching prose lessons effectively, 15 teachers (83.33%) proposed of developing comprehension power of the pupils, 13 teachers (72.22%) suggested to have sufficient time for detailed study of the lesson, 14 teachers (77.77%) agreed with creating meaningful situations by asking questions, 9 teachers (50.00%) hinted at creating English

atmosphere in school and outside the school, 6 teachers (33.33%) suggested the remedy of providing and using teaching aids, whereas 4 teachers (22.22%) asserted that prose lessons should be asserted to Indian situation and they should be proportionate, and 11 teachers (61.11%) proposed of the evaluation method for teaching prose lessons effectively.

V.70 TEACHERS' OPINIONS REGARDING THE WAYS OF TEACHING POETRY AT THE SECONDARY STAGE :

The following table (Table No. V.65) displays the number of teachers using the ways of teaching poetry lessons to the pupils at the secondary stage.

TABLE No. V.65  
TEACHERS' OPINIONS REGARDING THE WAYS OF  
TEACHING POETRY AT THE SECONDARY STAGE

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	Increasing vocabulary of the pupils	9	50.00
2.	Model recitation of the whole poem	13	72.22
3.	Stanzawise explanation in simple English	11	61.11
4.	By using question-answer method	14	77.77
5.	Using mother tongue if unavoidable	4	22.22
6.	By recitation	3	16.66
7.	By dictating summery	5	27.77
8.	By using pictures	10	55.55
9.	By creating English atmosphere in the school and outside school	8	44.44

It is clear from above table (Table No. V.65) that 9 out of 18 teachers (50.00%) opined that poetry was taught effectively by increasing vocabulary of the pupils, 13 teachers (72.22%) followed the way of model recitation of the whole poem, 11 teachers (61.11%) used to give stanzawise explanation in simple English, 14 teachers (77.77%) used the question-answer method, 4 teachers (22.22%) used mother tongue if unavoidable, 3 teachers (16.66%) followed the way of recitation, 5 teachers (27.77%) pursued the way of dictating summery, 10 teachers (55.55%) used pictures, whereas 8 teachers (44.44%) asserted that poetry was taught effectively by creating English atmosphere in the school and outside the school.

V.71 DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING ENGLISH POETRY :

The following table (Table No. V.66) shows the number of teachers facing the difficulties while teaching poetry to the pupils at the secondary stage.

TABLE No. V.66  
DIFFICULTIES FACED BY THE TEACHERS  
WHILE TEACHING ENGLISH POETRY

Sr. No.	Difficulties	Out of 18 teachers	Perce- ntage
1.	Unable to understand difficult ideas	6	33.33
2.	Ignorance of reciting poems with proper rhyme and rhythm	15	83.33
3.	Influence of mother tongue	3	16.66
4.	Unable to explain poetical meaning	11	61.11
5.	Lack and no use of teaching aids	7	38.38
6.	Lack of Indian atmosphere in poetry	4	22.22
7.	Ignorance <sup>of</sup> old and difficult words	8	44.44
8.	Ignorance of framing and asking of questions	10	55.55
9.	Unable to create meaningful situations	13	72.22

It is clear from above table (Table No.V.66) that 6 out of 18 teachers (33.33%) opined that inability to understand difficult ideas was one of the difficulties of teaching English poetry, 15 teachers (83.33%) faced the difficulty of ignorance of reciting poems with proper rhyme and rhythm, 3 teachers (16.66%) stated that influence of mother tongue was the difficulty of teaching poetry, 11 teachers (66.11%) faced the difficulty of explaining of poetical meaning, 7 teachers (38.38%) agreed with lack of teaching aids and no use of



teaching aids, 4 teachers (22.22%) faced the difficulty of lack of Indian atmosphere in poetry, 8 teachers (44.44%) felt that ignorance of old and difficult words was the difficulty of teaching poetry properly, whereas 10 teachers (55.55%) had to face the ignorance of framing and asking of questions, and 13 teachers (72.22%) faced the difficulty of inability of creating meaningful situations while teaching English poetry at the secondary stage.

V.72 REMEDIES SUGGESTED BY THE TEACHERS TO ERADICATE THE DIFFICULTIES WHILE TEACHING POETRY AT THE SECONDARY STAGE:

The following table (Table No.V.67) displays the number of teachers who have suggested the remedies to eradicate the difficulties while teaching poetry at the secondary stage.

TABLE No. V.67

REMEDIES SUGGESTED BY THE TEACHERS TO ERADICATE THE DIFFICULTIES WHILE TEACHING POETRY AT THE SECONDARY STAGE

Sr. No.	Remedies	Out of 18 teachers	Percentage
1.	Increasing vocabulary to understand difficult ideas	5	27.77
2.	Knowledge of reciting poems with proper rhyme and rhythm	11	61.11
3.	Short and simple poems related to Indian situation	6	33.33
4.	Explaining poem in simple and correct English	15	83.33
5.	Making use of pictures	9	50.00
6.	Following question-answer method		

It is clear from above table (Table No. V.67) that 5 out of 18 teachers (27.77%) suggested the remedy of increasing vocabulary to understand difficult ideas while teaching English poetry, 11 teachers (61.11%) suggested to have knowledge of reciting poems with proper rhyme and rhythm, 6 teachers (33.33%) asserted that short and simple poems related to Indian situation should be included in the text-book, 15 teachers (83.33%) suggested the remedy of explaining poem in simple and correct English, where as 9 teachers(50.00%) hinted at making use of pictures and 10 teachers (55.55%) suggested that question-answer method should be used to teach English poetry effectively.

V.73 TEACHERS' OPINIONS REGARDING THE WAYS OF TEACHING GRAMMAR AT THE SECONDARY STAGE :

The following table (Table No. V.68) displays the number of teachers using the ways of teaching grammar at the secondary stage.

TABLE No. V.68

TEACHERS' OPINIONS REGARDING THE WAYS OF TEACHING GRAMMAR AT THE SECONDARY STAGE

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	Examples - rules - examples	16	88.88
2.	By translation-cum-grammar method	5	27.77
3.	Rules examples	10	55.55
4.	By substitution tables	4	22.22
5.	By giving exercises/practice	13	72.22
6.	By using teaching aids	8	44.44

It is clear from above table (Table No.V.68) that 16 out of 18 teachers (88.88%) followed the way of examples - rules - examples for teaching English grammar, 5 teachers (27.77%) used translation-cum-grammar method, 10 teachers (55.55%) asserted that grammar was taught by giving rules and then examples, 4 teachers (22.22%) used substitution tables to teach grammar, 13 teachers (72.22%) opined that grammar was taught by giving exercises and practice, whereas 8 teachers (44.44%) used teaching aids for teaching English grammar at the secondary stage.

V.74 DIFFICULTIES FACED BY THE TEACHERS WHILE TEACHING GRAMMAR AT THE SECONDARY STAGE :

The following table (Table No.V.69) shows the number of teachers facing the difficulties while teaching grammar at the secondary stage.

TABLE No.V.69  
DIFFICULTIES FACED BY THE TEACHERS WHILE  
TEACHING GRAMMAR AT THE SECONDARY STAGE

Sr. No.	Difficulties	Out of 18 teachers	Percentage
1.	Lack of thorough knowledge of grammar	15	83.33
2.	No sufficient time for practice	9	50.00
3.	Ignorance of proper steps to be used in teaching grammar	13	72.22
4.	Promotion to next class with a gap in their achievement	6	33.33
5.	Text-books are not prepared on the basis of prescribed grammatical items	7	38.38
6.	Lack of self-study at home	11	61.11
7.	Teaching many items at a time	10	55.55

It is clear from above table (Table No.V.69) that 15 out of 18 teachers (83.33%) faced the difficulty of lack of thorough knowledge of grammar to teach it effectively, 9 teachers (50.00%) admitted that there was no sufficient time for practice, 13 teachers (72.22%) faced the difficulty of ignorance of proper steps of teaching English grammar, 6 teachers (33.33%) asserted that pupils were promoted to the next class with a gap in their achievement, 7 teachers (38.38%) opined that text-books were not prepared on the basis of prescribed grammatical items, whereas 11 teachers (61.11%) faced the difficulty of lack of self-study by pupils at home and 10 out of 18 teachers (55.55%) concluded that teaching many items at a time was one of the difficulties that they faced while teaching English grammar at the secondary stage.

V.75      REMEDIES SUGGESTED BY THE TEACHERS TO  
REMOVE THE DIFFICULTIES WHILE TEACHING  
GRAMMAR AT THE SECONDARY STAGE :

The following table (Table No.V.70) displays the number of teachers who have suggested the remedies to overcome the difficulties while teaching grammar at the secondary stage.

TABLE No. V. 70

REMEDIES SUGGESTED BY THE TEACHERS TO  
REMOVE THE DIFFICULTIES WHILE TEACHING  
GRAMMAR AT THE SECONDARY STAGE

Sr. No.	Remedies	Out of 18	Perce- ntage
1.	Thorough knowledge of English grammar	11	61.11
2.	Sufficient time for practice and revision	10	55.55
3.	Refresher courses for demonstration of various grammatical items	13	72.22
4.	Teaching one item at a time	14	77.77
5.	By using inductive method	15	83.33
6.	By self-study at home	9	50.00
7.	Providing and using grammar books	5	27.77
8.	There should be only one teaching item in each lesson	4	22.22

It is clear from above table (Table No.V. 70) that 11 out of 18 teachers (61.11%) suggested to have thorough knowledge of English grammar to teach it effectively, 10 teachers (55.55%) proposed of practice and revision, 13 teachers (72.22%) admitted with the fact that they should have refresher courses for demonstration of various grammatical items, 14 teachers (77.77%) suggested the remedy of teaching one item at a time, 15 teachers (83.33%) suggested to use inductive method, 9 teachers (50.00%) hinted at pupils' self-study at home, whereas 5 teachers (27.77%) suggested the remedy of providing and using grammar books and 4 teachers (22.22%) asserted that there should be only one teaching item in each lesson to teach it effectively and easily.

V.76 OPINIONS OF TEACHERS REGARDING THE  
WAYS OF TEACHING COMPOSITION AT THE  
SECONDARY STAGE :

The following table (Table No. V.71) shows the number of teachers using the ways of teaching composition at the secondary stage.

TABLE No. V.71

OPINIONS OF TEACHERS REGARDING THE WAYS OF  
TEACHING COMPOSITION AT THE SECONDARY STAGE

Sr. No.	Ways	Out of 18 teachers	Percentage
1.	Developing story with the help of points	15	83.33
2.	By giving parallel model	6	33.33
3.	By question-answer	16	88.88
4.	By using pictures	7	38.38
5.	By Gimlet method	1	5.55
6.	By guided composition	9	50.00
7.	By dictation	2	11.11
8.	By writing on black-board	2	11.11
9.	By collecting words and writing them on the black-board and developing composition by question-answer	1	5.55

It is clear from above table (Table No.V.71) that 15 out of 18 teachers (83.33%) followed the way of developing story with the help of points, 6 teachers (33.33%) used to give parallel model, 16 teachers (88.88%) followed the way of question-answer, 7 teachers

(38.38%) used pictures to teach composition in English, 9 teachers (50.00%) followed the way of guided composition, 2 teachers (11.11%) used to dictate the composition and the same number of teachers (11.11%) asserted that composition was taught by writing it on the blackboard, whereas only one teacher (5.55%) followed the Gimlet Method to teach composition effectively and the same number (5.55%) followed the way of collecting words and writing them on the blackboard and developing composition by question-answer.

V.77      DIFFICULTIES FACED BY THE TEACHERS WHILE  
DEVELOPING COMPOSITION AT THE SECONDARY  
STAGE

The following table (Table No.V.72) displays the number of teachers facing the difficulties while developing the composition at the secondary stage.

TABLE No. V.72  
DIFFICULTIES FACED BY THE TEACHERS  
WHILE DEVELOPING COMPOSITION AT  
THE SECONDARY STAGE

Sr. No.	Difficulties	Out of 18 teachers	Perce- ntage
1.	Lack of expression power due to less vocabulary	11	61.11
2.	No sufficient time for practice	15	83.33
3.	Ignorance of sequence of tense	10	55.55
4.	Lack of thinking power in English	4	22.22
5.	Lack and no use of teaching aids	8	44.44
6.	Lack of interest	5	27.77
7.	Less importance to composition work	12	66.66%
8.	No mastery over language	9	50.00
9.	Ignorance of ways of developing composition of various types	13	72.22

It is clear from above table (Table No.V.72) that 11 out of 18 teachers (61.11%) faced the difficulty of lack of expression power to teach composition effectively, 15 teachers (83.33%) opined that there was no sufficient time for practice, 10 teachers (55.55%) had to face the difficulty of ignorance of sequence of tense, 4 teachers (22.22%) faced the difficulty of lack of thinking power in English, 8 teachers (44.44%) stated that no use of teaching aids was one of the difficulties, 5 teachers (27.77%) faced the difficulty of lack of interest, 12 teachers (66.66%) concluded that less importance to composition work was the



difficulty that they faced, whereas 9 teachers (50.00%) said that they had no mastery over English language and 13 teachers (72.22%) had to face the difficulty of ignorance of ways of developing composition of various types at the secondary stage.

V.78 REMEDIES SUGGESTED BY THE TEACHERS  
TO OVERCOME THE DIFFICULTIES WHILE  
DEVELOPING COMPOSITION WORK :

The following table (Table No. V.73) shows the number of the teachers who have suggested the remedies to overcome the difficulties while developing composition work at the secondary stage.

TABLE No. V.73  
REMEDIES SUGGESTED BY THE TEACHERS  
TO OVERCOME THE DIFFICULTIES WHILE  
DEVELOPING COMPOSITION WORK

Sr. No.	Remedies	Out of 18 teachers	Percentage
1.	Increasing vocabulary for expression	9	50.00
2.	Sufficient time for practice	16	88.88
3.	Acquisition of mastery over language	10	55.55
4.	Providing and using teaching aids	5	27.77
5.	Developing thinking power in English	8	44.44
6.	More stress on composition work	15	83.33
7.	Self-study at home	11	61.11
8.	Creating interest	4	22.22
9.	By guided or controlled composition	13	72.22

It is clear from above table (Table No. V.73) that 9 out of 18 teachers (50.00%) suggested the remedy of increasing vocabulary for expression which would help to teach composition effectively, 16 teachers (88.88%) proposed of sufficient time for practice, 10 teachers (55.55%) suggested that they should have mastery over language, 5 teachers (27.77%) hinted at providing and using teaching aids, 8 teachers (44.44%) suggested the remedy of developing thinking power in English, 15 teachers (83.33%) admitted with the fact that more stress on composition work should be given, 11 teachers (61.11%) suggested the remedy of pupils self-study at home, whereas 4 teachers (22.22%) agreed that interest should be created in composition work and 13 teachers (72.22%) suggested the remedy of following guided or controlled composition to make teaching of it more effective.

V.79 OPINIONS OF TEACHERS ABOUT THE ALLOTMENT OF WORKLOAD :

The following table (Table No.V.74) gives the opinions of teachers about the allotment of workload given to the different aspects of teaching English.

TABLE No. V.74  
OPINIONS OF TEACHERS ABOUT  
THE ALLOTMENT OF WORKLOAD

Suffi- cient	Not suffi- cient	How much requi- red	Allotment of workload				No. of teachers
			Prose	Poetry	Grammar	Compo- sition	
1	-	-	3	1	3	2	1
1	-	-	5	1	1	1	1
-	1	2	3	2	3	2	1
-	1	2	4	1	3	2	1
1	-	-	3	1	2	2	1
-	1	2	3	1	3	3	1
-	1	2	3	2	3	2	1
-	1	2	4	2	2	2	1
-	1	1	4	1	2	2	1
-	1	2	4	2	2	2	1
-	1	4	6	2	2	2	1
-	1	2	4	2	2	2	1
-	1	2	3	2	3	2	1
-	1	2	4	2	2	2	1
-	1	2	3	1	3	3	1
-	1	4	4	2	3	3	1
-	1	2	4	2	2	2	1
-	1	4	5	2	3	2	1
3	15	-	-	-	-	-	18

The table No.V.74 gives the clear-cut picture of the allotment of the workload.

According to 3 teachers the present workload of 8 periods (40 minutes period) per week was sufficient. Remaining 15 teachers said that the workload was not sufficient. 11 teachers out of 18 were of the opinion that 2 more periods were required. According to them, the allotment was prose - 3, poetry - 2, grammar - 3 and composition 2. Some other allotments were (4-1-3-2, 3-1-3-3, 4-2-2-2). Three teachers stated that 4 more periods were necessary for teaching English. According to them, the allotment was prose - 6, poetry - 2, grammar 2, composition - 2. Some other allotments were (4-2-3-3, 5-2-3-2). Only one teacher said that one more period was required. According to him, the allotment was prose - 4, poetry - 1, grammar - 2 and composition - 2.

V.80 OPINIONS OF TEACHERS ABOUT IN SERVICE TRAINING IN ENGLISH LANGUAGE TEACHING :

Cent-percent teachers (100.00%) were of the opinion that inservice training was necessary for teaching of English language more effectively.

V.81 OPINIONS OF TEACHERS ABOUT THE EFFECT OF CHANGED EXAMINATION SYSTEM :

The following table (Table No. V.75) gives the opinions of teachers about the effect of changed examination system.

TABLE No. V.75OPINIONS OF TEACHERS ABOUT THE EFFECT  
OF CHANGED EXAMINATION SYSTEM

<u>Change bettered</u>	<u>Not bettered</u>	<u>Reasons</u>	<u>Total No. of teachers</u>
16	2	More stress on objective type of questions and structures less time/more tests/extra activities/Burden of work-load.	18
16	2	-	18

It is clear from above table (Table No. V.75) that 15 out of 18 teachers agreed that the changed examination system had positive effect i.e. resulted in better teaching of English. Only 2 teachers did not agree with the above. The reasons given by them, are also given in the table No. V.75.

V.82 SOME POINTS SUGGESTED BY THE  
TEACHERS TO CONTRIBUTE THE  
RESEARCH WORK ARE GIVEN BELOW :

- 1) The teacher of English must be resourceful.
- 2) English magazines should be supplied.
- 3) Refresher and orientaton courses should be arranged for developing the teaching profession of the teachers.
- 4) Parent-student co-operation should be sought.
- 5) Teaching aids should be provided and used properly.

6) Proper inspection of teaching should be conducted and instructions should be given to them.

7) Prescribed vocabulary and structures at each stage should be developed properly.

8) The teacher should have thorough knowledge of English language.

9) All language skills should be given equal importance.

10) English teachers' association should be formed.

11) Oral tests should be arranged.

12) There should be moderate strength of class.

13) The teachers should be given training in formation of questions of various types.

14) There should be co-relation between syllabus and composition work.

15) A few simple and short poems related to Indian situation should be included in the text-books.

16) The interest should be created for learning English.

17) Attitude towards teaching of English should be changed.

18) There should be necessity of Extension Service Centre at each B.Ed. College for not only to arrange courses but to carry out the follow-up work.

19) Bridge series and ladders series books should be provided for extra study. for

20) Hand-books and work-books with model lesson plans of different aspects of English language should be supplied.

21) Phonetic classes should be conducted to improve the pronunciation.

22) English classes should be arranged to develop through knowledge of English in Diwali and Summer Vacation.

23) English newspapers, story books, dictionaries should be provided.

24) Radio and T.V. programmes on English teaching should be arranged.

25) English atmosphere should be created in school and outside the school.

One more tool used by the researcher was observation schedule through which he gathered the required data. Analysis and interpretation of it is given below.

#### OBSERVATION SCHEDULE :

##### V.83 INTRODUCTION :

Observation schedule was also used as one of the tools to collect the required data. The analysis and interpretation of observation schedule is given below.

The schedule contains 7 parts. First part is about general information of the teachers. Second part deals with the lesson plan and teaching of the English teacher. Third part is meant for teacher's efforts in the classrooms. Next part gives information about teachers' behaviours in classrooms. Part No. V is about the fluency of English teachers. Last but one part informs about the methods used by the

teachers. The last part is about observer's general opinion of the total performance of the teacher.

**V.84 RESEARCHER'S OBSERVATION-ABOUT  
THE-LESSON-PLAN :**

The following table (Table No. V.76) gives the researcher's observation about the lesson plan.

**TABLE-NO. V.76**  
**RESEARCHER'S OBSERVATION-ABOUT**  
**THE-LESSON-PLAN**

Prepared	Not prepared	Number of teachers
-	18	18
-	18	18

It is clear from the above table (Table No. V.76) that almost all the 18 teachers had no lesson plans. This shows the carelessness of teachers about preparing lesson-plans.

**V.85 RESEARCHER'S-OBSERVATION-OF-TEACHING  
ENGLISH-PROSE-AND-POETRY LESSONS :**

The following table (Table No. V.77) gives the information of teaching English prose and poetry at the secondary stage and the efforts made by the teachers.



TABLE No. V.77

RESEARCHER'S OBSERVATION -OF-TEACHING-PROSE  
AND -POETRY -AT-THE SECONDARY STAGE

Sr. No.	Efforts	Prose		Poetry		To-
		Yes	No	Yes	No	
1.	Was the introduction effective ?	1	3	1	1	4+2
2.	Did the teacher introduce difficult words in meaningful contexts ?	1	3	1	1	4+2
3.	Did the teacher read a few lines - translated them into Marathi/English or both ?	3	1	2	-	4+2
4.	Did the teacher write a comprehension question on the blackboard before asking the students to read the lesson ?	-	4	-	2	4+2
5.	Did the teacher ask questions during the course of teaching to ensure the comprehension of pupils ?	3	1	1	1	4+2
6.	Did the teacher recapitulate main main ideas ?	1	3	1	1	4+2
7.	Did the teacher help his pupils to answer the questions ?	2	2	1	1	4+2
8.	Did the teacher give his pupils home work ?	1	3	1	1	4+2
9.	Did he complete his unit in time ?	-	4	1	1	4+2

The table No. V.77 gives a clear-cut picture of researcher's observation of teaching prose and poetry lessons at the secondary stage.

In teaching prose lessons, introduction was effective as far as one teacher is concerned, and 3 introductions were not effective. Only one teacher introduced words in meaningful contexts and the remaining not. Three teachers read a few lines and translated in mother tongue and remaining one teacher did not. Almost all the teachers did not write comprehension questions on the black-board. Only 3 teachers asked some questions during the course of teaching and one teacher did not. Only one teacher recapitulated the main ideas and the 3 teachers could not. Two teachers helped the pupils to answer the questions and the same number of teachers failed in it. Only one teacher could give home work and the 3 teachers were unable to do it. Almost all the teachers could not complete the lessons in time.

In poetry lesson, out of 2 teachers, one teacher made an effective introduction and the other did not. Only one teacher introduced words in meaningful contexts and the remaining not. Two teachers read a few lines and translated in mother tongue. Almost all the teachers did not write comprehension questions on the black-board. Only one teacher asked some questions and the other did not. One teacher recapitulated the main ideas and the remaining not. Only one teacher helped the pupils to answer the questions and the same number failed in it. Only one teacher could give home work and the other could not. Out of 2 teachers, one teacher could complete the lesson in time and the other failed to complete it in time.

V.86 RESEARCHER'S-OBSERVATION-ABOUT-THE  
TEACHING-OF-GRAMMAR,-COMPOSITION,  
LETTER-WRITING, COMPREHENSION & TRANSLATION :

The following table (Table No. V. 78) gives the information of teaching English grammar, composition, letter-writing, comprehension passage and translation at the secondary stage.

TABLE-No. -V.78

RESEARCHER'S-OBSERVATION-ABOUT-THE-TEACHING  
OF-GRAMMAR,-COMPOSITION,-LETTER-WRITING,  
COMPREHENSION-PASSAGE-AND-TRANSLATION

Sr. No.	Efforts	Yes	No	Total
<u>Grammar :</u>				
1.	Was the introduction effective ?	2	4	6
2.	Did the teacher write an example on the black-board ?	5	1	6
3.	Did he give some exercises ?	4	2	6
4.	Did he help pupils to do exercises ?	3	3	6
5.	Did he use the suitable method ?	2	4	6
<u>Composition :</u>				
1.	Was the introduction effective ?	1	1	2
2.	Did he write questions/points clearly on the black-board ?	-	2	2
3.	Did he give summary of essay/story orally ?	1	12	2
4.	Did he get answers/explanations from students ?	2	-	2
5.	Did he use suitable method ?	1	1	2

TABLE-NO.V.78 (Contd..)

Sr. No.	Efforts	Yes	No	Total
<u>Letter-Writing :</u>				
1.	Was the introduction effective ?	-	2	2
2.	Did the teacher produce a model letter ?	-	2	2
3.	Did he explain the parts of letter ?	2	-	2
4.	Did he give important clues of letter ?	1	1	2
5.	Did he write clear suggestions and questions on the black board ?	1	1	2
6.	Did he help the pupils while writing a letter ?	-	2	2
7.	Did he show mistakes commonly on the black board ?	-	2	2
<u>Comprehension passage/Translation :</u>				
1.	Was the introduction effective ?	-	2	2
2.	Did he give important points of comprehension passage/translation	1	1	2
3.	Did he give important points on black board ?	2	-	2
4.	Did he get answers from the pupils ?	2	-	2
5.	Did he correct their mistakes ?	1	1	2

The Table No.V.78 gives a clear-cut picture of teaching various aspects of English language.

In grammar lessons, the introduction was effective as far as two teachers are concerned, and 4 were not effective only 5 teachers wrote examples on the black board and the remaining one not. Out of 6 teachers, 4 teachers gave some exercises and the other two teachers did not. Only 3 teachers helped pupils to do exercises and the same number did not. Only two teachers used the suitable methods while teaching grammar and the 4 teachers did not follow the suitable method for teaching grammar.

In composition work, the introduction was effective as far as one teacher is concerned and the other was not effective. Almost all the teachers did not write questions/points clearly on the black board, only one teacher gave summary of the story orally and the remaining not. All the teachers got answers/explanatons from students. Out of 2 teachers, one teacher used the suitable method and the other failed to use it.

In letter writing, the introduction was not made effectively. No single teacher produced a model letter. Both, the teachers explained the parts of letter in detail. Out of 2 teachers, one <sup>gave</sup> important clues of letter and the remaining not. Simply one teacher wrote clear suggestions and questions on the black board and the other not. Both the teachers could not help the pupils while writing a letter. None of the teachers could show the mistakes commonly on the black board.

While conducting lessons on comprehension passage and translation the introduction was not found effective. Only one teacher gave important points and the other did not. Both the teachers wrote passages

on the black board and the same number tried to get answers from the pupils. Out of them one teacher could correct their mistakes and the other teacher failed in it.

V.87 RESEARCHER'S-OBSERVATION-OF-TEACHERS'  
EFFORTS IN-THE-CLASSROOMS :

The following table (Table No. V.79) gives an information of teachers' efforts in the classrooms.

TABLE-NO.V.79

RESEARCHER'S-OBSERVATION-OF-TEACHERS'  
EFFORTS IN THE CLASSROOMS

Sr. No.	Efforts	Not at all	A little	Appreciable	Total No. of teachers
1.	2.	3.	4.	5.	6.
1.	Teacher's efforts to stimulate 'listening' on the parts of pupils	-	11	7	18
2.	Teacher's efforts to encourage 'speaking'	1	16	1	18
3.	Teacher's efforts to stimulate 'reading'	6	8	4	18
4.	Teacher's efforts to stimulate 'writing'	8	10	-	18
5.	Teacher's efforts to encourage students participation in the teaching-learning situation	1	16	1	18
6.	Teacher's efforts to remedy the students' mistakes in class	2	15	1	18

TABLE- No. -V.79

1.	2.	3.	4.	5.	6.
7.	Teacher's efforts to encourage the students' asking questions	16	2	-	18
8.	The use of the black board by the teacher	2	10	6	18
9.	Teacher's efforts to follow the principles of teaching English	7	10	1	18
10.	Use of of mother tongue by the teacher	2	11	5	18

It is clear from table No.V.79 that no teacher was found making efforts to stimulate listening on the parts of pupils, 11 teachers made a little effort to stimulate the skill and 7 teachers' effort was appreciable in this connection. Only one teacher did not make an effort to encourage speaking, 16 teachers made a little effort to encourage this skill and a single teacher's effort was appreciable in this regard. Only 6 teachers failed to stimulate reading, 8 teachers made a little effort and 4 teachers' effort was appreciable. 8 teachers did not make efforts to stimulate 'writing', 10 teachers made a little effort and nobody's effort was appreciable. Only one teacher did not try to encourage students' participation in the teaching-learning situation 16 teachers made a little effort for this purpose and a single teacher's effort was appreciable in this context. Two teachers never tried to remedy the students' mistake in class, 15 teachers made a little effort and only one teacher was appreciable. 16 teachers never attempted

to encourage the students' asking questions, 2 teachers attempted a little and no one was found appreciable. Two teachers never tried to use the black board, 10 teachers used it a little and 6 teacher's use of black board was appreciable. 7 teachers never tried to follow the principles of teaching English, 10 teachers' effort was a little and one's effort was appreciable. 2 teachers never made use of mother tongue, 11 teachers' use of it was little and 5 teachers' use was appreciable.

**V.88 RESEARCHER'S OBSERVATION OF TEACHER BEHAVIOUR IN THE CLASS :**

The following table (Table No. V.80) gives an information about teachers behaviour in the class.

**TABLE No. V.80**

**RESEARCHER'S OBSERVATION OF TEACHER BEHAVIOUR IN THE CLASS**

Sr. No.	Behaviour	Number of teachers
1.	Encouraging	10
2.	Strict	3
3.	Indifferent	5
4.	Demanding efforts and correctness on the part of students	9
5.	Supporting/helpful	3



From table No.V.80, it is clear that the behaviour of 10 teachers was encouraging. Only 3 teachers were found to be strict and 5 teachers were indifferent in their behaviour, 9 teachers' behaviour was secured demanding efforts and correctness on the part of the students. Only 3 out of 18 teachers were supporting and helpful in their behaviours.

V.89 RESEARCHER'S OBSERVATION OF USE OF ENGLISH LANGUAGE BY THE TEACHERS :

The following table (Table No. V.81 gives an information about the use of English language by the teachers in the class.

TABLE No. V.81

RESEARCHER'S OBSERVATION OF USE OF ENGLISH LANGUAGE BY THE TEACHERS

Sr. No.	Levels of language	Number of teachers
1.	Poor	11
2.	Correct	6
3.	Oversimplified	1
4.	Properly controlled	10
5.	Uncontrolled (different)	2
6.	Fluent	3

Table No.V.81 shows that 11 teachers were poor and 6 were correct in speaking the language. Only one teacher used oversimplified language. 10 out of 18 teachers used the properly controlled language

and the 2 teachers' language was uncontrolled (different). It was found that only 3 teachers could use the fluent language in their speech.

V. 90 RESEARCHER'S OBSERVATION-OF-THE  
METHODS-USED-BY-THE-TEACHER :

The following table (Table No. V.82) gives an information about the methods used by the teacher in the class.

TABLE No. V.82

RESEARCHER'S OBSERVATION-OF THE  
METHODS-USED-BY-THE-TEACHER

Sr. No.	Methods	Number of Teachers
1.	Translation Method	12
2.	Question-Answer Method	10
3.	Explanation Method	4
4.	Direct Method	5
5.	Analytical Method	1
6.	Picture Method	1
7.	Inductive Method	4
8.	Inductive-Deductive Method	1
9.	Bilingual Method	1
10.	Structural Approach	1

Table No. V.82 shows the number of teachers using various methods in teaching English. 12 teachers used translation method and 10 teachers are of the opinion that question-answer method was better. Explanation method was used by 4 teachers and Direct method by 5

teachers. Only one teacher used Analytical method and the same number was found in using Picture method, Bilingual Method, Inductive-Deductive Method and Structural Approach. Four teachers out of 18 had used Inductive Method.

V.91 RESEARCHER'S OBSERVATION OF TEACHER'S PERFORMANCE IN THE CLASS :

The following table (Table No. V.83) gives an information about teacher's performance in the class.

TABLE No. - V.83

RESEARCHER'S OBSERVATION OF TEACHER'S PERFORMANCE IN THE CLASS

Sr. No.	Performance	Number of teachers
1.	Poor	10
2.	Good	7
3.	Excellent	1

The table No. V. 83 gives the performance of the teachers according to the researcher's opinion. It was found that the performance of 10 teachers out of 18 was poor. Only 7 teachers could perform good. Only one teacher's performance was excellent.

V.92 RESEARCHER'S-GENERAL-OPINION-ABOUT-THE  
TEACHING-OF-ENGLISH-AT-THE-SECONDARY-STAGE :

- 1) Teaching aids were not used while teaching English.
- 2) Less stress was given on acquisition of various language skills.
- 3) There was no proper correction work.
- 4) Teacher's pronunciation was not good.
- 5) Over activities were done by some teachers.
- 6) Teacher's speech of English was not satisfactory.
- 7) The questions that the teachers asked were not framed correctly.
- 8) There was no English atmosphere in the class.
- 9) The questions were repeated frequently.
- 10) All students were not participate in the lesson.
- 11) The exercises were not corrected in presence of the students.
- 12) There was lack of individual guidance.
- 13) The tescher has no command over English language.
- 14) He followed the traditional methods for teaching English.
- 15) There was no proper drill work.
- 16) There were no co-curricular activities.
- 17) The structures and vocabulary were not properly introduced and practised.
- 18) Board writing was not good, clean and effective.
- 19) Capital letters and punctuation marks were not observed.
- 20) Less importance was given to grammar and composition work.

- 21) There was no proper recitation of poems.
- 22) There was lack of full preparation and confidence.
- 23) The teachers did not carry out the follow up work.
- 24) Extra guidance was not given to the pupils who were poor in English.

25) Meaningful situations were not created.

**V.93 DATA GATHERED THROUGH A VISIT SCHEDULE :**

The important information gathered through a visit schedule is given below.

- 1) 75% of schools have no proper buildings.
- 2) The furniture of nearly of 90% of schools were not satisfactory.
- 3) In some schools, management interference was found.
- 4) Black boards were not in good conditions.
- 5) Teaching aids were not rich and sufficient.
- 6) Some teachers were reluctant to use the teaching aids.
- 7) In 50% of schools there was no discipline.
- 8) The co-curricular activities were not satisfactory.
- 9) Proper guidance from the parents was not found.
- 10) Some headmasters were found dominating.
- 11) In some schools library facility was not found and it was not satisfactory.
- 12) The classes were overcrowded.
- 13) There was no well equipped English room for self-study.

14) The subject committee for English was not found in some schools.

15) Educational programmes on mass-media were not used in the schools.

16) No single teacher was found resourceful in teaching of English at the secondary stage in Tasgaon Tehsil.

V. 94 CONCLUDING-REMARKS :

The present chapter is devoted to the analysis and interpretation of the data gathered through the questionnaire, interview schedule, observation schedule and visit schedule. On the basis of this chapter conclusions are drawn and recommendations are made upon in the next chapter.