

## **A Study on Attitude and Competency of Teachers of English towards Teaching English at Elementary Stage in Manipur**

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### **Abstract**

It was expected that school teachers would be implementing several methodologies and approaches prescribed in NCF-2005 but these methodologies and approaches were found only partially implemented by them at the Elementary stage in Manipur. Probably this could be one of the main reasons that the problem of low achievement in English persisted in some schools and English language learners did not attain the proficiency of language skills required at the end of the Elementary stage in Manipur. Therefore, there is need to address this issue because it may not help future careers of the children. After the identification of this problem, ten schools (5 Private English medium schools and 5 Government schools) were selected for our study. Among these 5 Private schools, 2 of them were convent schools. Of the 5 Government schools, one is a model school where relatively more facility has been created by the Government. In order to carry out the investigation, questionnaires were administered to the teachers of English, who are working in these ten schools and their responses were analyzed. In addition, the Heads/Principals were also consulted by the investigator in relation to teaching/learning process, evaluation systems and their administration. We found not only some discrepancies in methods, approaches and techniques adopted by teachers, but also attitude of some teachers not enthusiastic due to which low achievement in English occurs,

**Key words:** NCF-2005, Elementary school, Listening skill, Speaking, Reading and Writing skill , teaching methodology, English learning

### **Introduction**

Attitude is considered as an essential factor influencing language performance and received considerable attention from both first and second language researchers. Almamun, Rahman, and Hossaim argue that attitude is the feeling people have about their own language. Thus, attitude to language is a construct that explain linguistic behavior in particular. He investigated attitude of male and female English as foreign language (EFL) learners of Kashan University toward English language

learning in terms of behavioural, cognitive, and emotional aspects. And, teachers are seen as key persons to implement quality of education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully. It is seen that majority of teachers have neutral or negative attitude towards teaching English.

Banergy (1956) conducted a research study on the inter-relation of general intelligence and teaching aptitude. In his study, he took the inter-relation of two aspects of training via practice teaching and theoretical studies with general intelligence and teaching aptitude on a sample of teachers. He found positive correlation between these variables. Ekstorm (1974) investigated the relationship between cognitive characteristics of teachers, their teaching behavior and academic success of their pupils. Two major components found as affecting student achievement are (1) Teacher knowledge and teacher aptitude.

Several studies had been conducted to find out the teaching/learning process of English in Manipur. Singh (2002) explored the problem, prospect and status of English in Manipur in his research “A Critical Scrutiny of the Position, Problems and Prospects of English in Manipur”. Devi (2006) explored the difference between the sentence structures in English and Manipuri language in her research “ Sentence structure in English and Manipuri Language’, A contrastive study. Sujeta Beishamayum (2010) explored linguistic problems in learning English language in her research “communication and linguistic problems faced by Meiteiron speakers in learning English language.” However, there is no study available with regard to the teaching attitude and competency of school teachers at the elementary stage in Manipur. Before we begin the analysis of the problem, it is important that we need to understand the methodologies and approaches in the teaching/learning process of English which were recommended in NCF 2005. Since we have not seen much improvement in learning English in schools in Manipur, we will make an attempt to examine the attitude and competency of the school teachers towards teaching English in Manipur.

One of the probable reasons for this lack of attitude and incompetency of school teachers could be that teachers have not fully understood or they were not aware of the methods and approaches recommended in NCF-2005, even though Government imparted training to Government school teachers through SSA, School Education Department and SCERT, Government of Manipur. It was also found that there were no teachers specifically appointed for teaching English in the Primary and Upper Primary Government schools (Elementary schools). For example, teachers of Mathematics and Science

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were found teaching English in the Government schools. We could see an adhoc policy in teaching English that head teachers/Principals deputed the teachers of Mathematics and Science to attend the training programmes in English.

In the light of the above background, we will investigate the root causes of lack of attitude and incompetency of teachers at the elementary stage in Manipur. The identification of this problem not only help the teachers to develop their professional careers, but it also could be of use to students too. The findings of this study may be useful to teachers and teacher educators in choosing relevant methods and approaches at the lower and upper Primary stages in Manipur.

## **The Structure of the Paper**

In section 1.1, we will discuss the methodology adopted in the study while section 1.2 deals with the responses of questionnaire from the teachers are examined. In the next section 1.3, analysis of language ability tests: Listening skill, Speaking skill, Reading skill and Writing skill. This is followed by section 1.4, where we discuss the findings of the study conducted. In the section 1.5, we conclude with some of remedial measures in order to enhance the competency of the teachers in Listening skill.

### **1.1. Methodology**

For this research, firstly, we take 3 teachers from each school and the total number of teachers we took from ten schools is 30. The questionnaires consisting of 100 questions were administered to the teachers who were teaching English subjects in the respective schools. The responses of the teachers were analyzed. Among 100 questions in the questionnaires, we focused only on 30 main teaching points.

Secondly, we planned to take up 400 students of VIII standard, taking 40 students from each school for collection of data. But we could not get the number of students we had stipulated earlier for our study since there was less number of enrollments in some Government schools. The total number of students was 290. It was surprisingly found while collecting data that out of the 5 Government schools we approached only one school in the serial number 10 has got more than 40 students. This school is a model school to which more attention is given by the Government to create facilities, etc.

These 290 students will be given a language ability test consisting of 8 test items, namely, Listening skill, Speaking skill, Reading skill and Writing skill. These test items did not cover Phonetic

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aspect of Listening skill. The proficiency of the students is assessed on the four grade points. If the school attains 85% to 100 % the school is rated as “Excellent”, while the school secures 75% to 84% it is graded “Very good”. It is followed by next grade, i.e., “Good” if the school attains 60% to 74%. Finally, the schools which have 40% to 59% are rated as ‘Weak’.

Serial numbers 1 - 5 are Private English medium schools.

Number of students in the serial numbers in 1- 5 = 200

Serial numbers 6 - 10 are Government schools.

Number of students in the serial numbers in 6-10 = 90

**Table 1**

Sl. No.	Name of the schools	Medium of instruction	Number of the students selected	
			Boys	Girls
1.	Nirmalabas High school ( Imphal West)	English		40
2.	St. George High School ( Imphal East)	English	20	20
3.	IPS ( Imphal West)	English	20	20
4.	Ever Green High School (Thoual district)	English	20	20
5.	Paradise High School (Thoual district)	English	20	20
6.	Ngasi Rastrapili Girl High School (Imphal West)	Manipuri		10
7.	Kwakeithel Girls High School ( Imphal West)	Manipuri		16
8.	Thangmeiban Lilasingkhongnangkhong High School ( Imphal East)	Manipuri		14
9.	Meitei Mayek high School (Imphal West)	Manipuri		10
10.	Wangkhei High School (Imphal East)	English		40
	<b>Total no. of students</b>		80	210

**Grand total = 80+210 = 290**

## 1.2. Analysis of Questionnaires Administered to Teachers

The questionnaires containing 100 questions were administered to teachers of ten schools in order to find out whether they were following and implementing the guidelines of NCF 2005 and MLL based teaching in the respective schools and whether they have positive attitude towards teaching

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English in these schools. Among these 100 questions, we focused only 30 important teaching points in view of NCF 2005 and MLL based teaching in the ten schools. The data collected were used to notice which items were followed by the teachers in the class-room transaction.

Based on these 30 teaching point, schools were grouped into three categories: A, B and C; the schools following 10 teaching points mentioned in the Table 9 as A (Fully implementing NCF-2005 and MLL based teaching) , the schools following 10 teaching points mentioned in the Table 10 as B (Partially implementing NCF-2005 and MLL based teaching and the schools following 10 teaching points mentioned in the Table 11 as C (Non implementing NCF-2005 and MLL based teaching.

**Table 2**

**10 questions in relation to core teaching of NCF-2005 and MLL in the class-room transaction.**

1. Problem Analysis
2. Higher level of questioning.
3. Competency Based Teaching Learning.
4. Constructivist approach to teaching
5. Teaching all the four skill through Innovative techniques.
6. Collaborative teaching.
7. Activity based teaching.
8. Interactive teaching.
9. Question design and blue print based assessment
10. CCE (Continuous And Comprehensive Evaluation).

**Table 3**

**10 questions in relation to partial teaching of NCF-2005 and MLL in the class-room transaction**

1. Activity based teaching.
2. Answer Question.
3. Higher level of Questioning.
4. Teaching content based teaching.
5. Remedial teaching
6. School based test and assessment.
7. Objective of teaching
8. Question design
9. Blue print
10. CCE (Continuous And Comprehensive Evaluation)

**Table 4**

**10 questions in relation to traditional methods implemented in the class-room transaction**

1. Introduction
2. Teaching aids
3. Lower level of questioning
4. School based evaluation
5. Reading aloud and asking questions.
6. Explanation
7. Content based teaching
8. Lecturer method
9. Grammar teaching
10. Vocabulary teaching

Based on the 10 question each in relation to teaching points in **Table 2, 3 and 4**, teachers were categorized into three group **A (Fully implementing NCF-2005 and MLL based teaching)**, **B (Partially implementing NCF-2005 and MLL based teaching)** and **C (Not implementing NCF-**

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**2005 and MLL based teaching**) as shown in **Table 5**. 18 school teachers were in group **B (Partially implementing NCF-2005 and MLL based teaching)** and 12 school teachers were in the group **C (Not implementing NCF-2005 and MLL based teaching)**. Not a single teacher was in the group **A (Fully implementing NCF-2005 and MLL based teaching)**. The Private school teachers in the serial numbers 1-5 were found partially implementing NCF-2005 and the MLL based teaching in the schools . Whereas Government school teachers in the serial numbers 6 to 9 were in the group C (Non implementing NCF-2005 and MLL based teaching) . Only 3 Government school teacher in the serial number 10 were partially implementing NCF-2005 and MLL based teaching in the school and it had better performance than the rest of Government school teachers in the serial numbers 6-9.

**3 Categories of Teachers Based on the 30 Teaching Points in NCF-2005 and Implementation of MLL in Teaching and Their attitude towards teaching English:**

**Group A = Teachers who fully Implements NCF-2005 and MLL Based Teaching.**

**Group B = Teachers who partially Implements NCF-2005 and MLL Based Teaching.**

**Group C = Teachers who do not Implement NCF and MLL Based Teaching.**

**Table 5**

<b>Sl. no</b>	<b>Teachers in the schools</b>	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
1	Nirmalabas High School, Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching.	
2	St. George High School Impal East		Partially Implementing NCF and MLL Based Teaching .	
3	IPS Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching.	
4	Ever Green Flower High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching.	
5	Paradise High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching.	
6	Ngasi Rastralipi High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching.

7	Kwakeithel Girls' High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching.
8	Meitei Mayak High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching.
9	Lilashing Khongnangkhang High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching.
10	Wangkhei Girl High School, Imphal East.		Partially Implementing NCF-2005 and MLL Based Teaching.	

**1.3. Test items of Listening skill, Speaking skill, Reading skill and Writing skill of students in ten schools given in table 1.**

**Table 6.**

Sl. No.	Name of the skills	Test Items	Purpose
1.	Listening skill	Colouring Boxes	Inferring the speech based information.
2.		Family Tree	Inferring the Family Tree based information.
3	Speaking skill	Colouring boxes	Inferring the speech based information.
4		Family tree	Inferring the Family Tree based information.
5	Reading skill	Passage 1	Comprehension
		Passage 2	Comprehension

6			
7	Writing skill	Precis writing	Precis writing skill
9		Paragraph writing	Paragraph writing skill

Results of Listening skill, Speaking skill, Reading skill and Writing skill tests are displayed in the following tables (7 to 14):

Result of Listening skill tests are displayed in the following tables (7 to 8):

In the first test item of Listening skill, “Colouring boxes” as shown in the **table 7** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students have not faired well scoring only weak grade. Even the reputed school in 1<sup>st</sup> serial could score only 55% of the students correct. Similar result have been obtained by Wangkhei High school serial in 10<sup>th</sup> serial number in the table, followed by St. George school High school securing 50% of the students’ correct and the lowest being the school in 6<sup>th</sup> serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of schools could secure even “good “grade.

**Table 7.**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High	40			22	18	55%	45%

	School							
2	St.George High School, Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			16	24	50%	50%

In the 2<sup>nd</sup> test item of **Listening skill**, “**Family Tree**” in the **Table 8** of tracing relationship, it is observed that the comprehensive response given by the students of the Private schools ranged from 35% to 50% while 15% to 50% of the Private school students gave their incorrect response. The performance of Government schools except the one in the serial number 10 has extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well however, the overall performance of the school is very poor.

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and categorized in the weak grade as the maximum performance given by the school (Nirmalabas High School) in the serial number 1 is only 55% achievement with regard to this list. The Government school (Wangkhei Girl's High School) in the serial number 10 though it comes under the weak grade, has followed the school (Nirmalabas High School ) in the serial number 1.

**Table 8**

Sl.no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School, Imphal West	40			18	10	45%	55%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			16	24	40%	60%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High	16			4	12	25%	75%

	School, Imphal West							
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangk hong High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

**Results of Speaking skill tests are displayed in the following tables (9 to 10):**

In the first test item of Speaking skill, “**Colouring boxes**” as shown in the **table 9** below, 40% to 55% of Private English medium school students responded correctly and 45% to 60 % of Private school students gave incorrect responses. All the students have not fared well scoring only weak grade. Even the reputed school in 1<sup>st</sup> serial could score only 55% of the students correct. Similar result have been obtained by Wangkhei High school serial in 10<sup>th</sup> serial number in the table, followed by St. George school High school securing 50% the school correct and the lowest being the school in 6<sup>th</sup> serial number while the remaining schools are in between the scores of 20% and 40% . Here in this test surprisingly the performance is very low as none of schools could secure even a good grade.

**Table 9.**

Sl. no.	Name of the schools	No. of the	Given text	Mode of	No of correct	No of Incorre	Performance in percentage (%)
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		students	(Passage)	questioning (choosing the right option)	responses	total response	Correct responses	Incorrect responses
1	Nirmalabas High School	40			22	18	55%	45%
2	St.George High School, Imphal West	40			16	24	40%	60%
3	IPS, Imphal West	40			16	24	40%	60%
4	Ever Green School, Thoubal	40			14	26	35%	65%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal West	14			4	10	29%	71%

10	Wangkhei High School, Imphal East.	40			16	24	50%	50%
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In the 2<sup>nd</sup> test item of Speaking skill, “**Family Tree**” in the **Table 10** of tracing relationship it is observed that the correct responses given by the students of the Private schools ranged from 35% to 50 while 15% to 50% of the Private schools gave their incorrect response The performance of Government schools except the one in the serial number 10 has extremely low ranging from 20% to 29%. What we can see from the test of tracing relationship is, even though some individual students have performed well however, the overall performance of the school is very poor and categorized in the weak grade as the maximum performance given by the serial number 1 is only 55% achievement with regard to this list. The Government school in the serial number 10, though it comes under the weak grade, has followed the school in the serial number 1.

**Table 10**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School	40			20	20	50%	50%
2	St.George High School, Imphal West	40			18	10	45%	55%
3	IPS, Imphal West	40			16	24	40%	60%

4	Ever Green School, Thoubal	40			16	24	40%	60%
5	Paradise High School, Thoubal	40			14	26	35%	65%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkho ng High School, Imphal West	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			20	20	50%	50%

**Results of Reading skill tests are displayed in the following tables (11 to 12).**

In the first test item “**Passage 1**” as shown in the **table 11** below, 65% to 80% of Private English medium school students responded correctly and 20% to 35 % of Private school students provided incorrect responses. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 80%, and the school in the serial number 5 secured the lowest number of correct response, i.e., 65% among the Private schools. 40% to 75% of Government school students responded correctly and 25% to 60% of Government school students responded

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incorrectly. The school in the serial number 10 secured the highest number of correct responses among the Government schools, that is, 75%, and the schools in the serial number 6 and 8 secured the lowest number of correct responses, i.e., 40% among Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools. The school in the serial number 6 secured the lowest number among ten schools. None of schools secured “Excellent” grade. Number of students who secured “Very good” grade was 62. Number of students who secured “good” grade was 110. Number of students who secured “Weak” grade was 118.

**Table 11**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			32	8	80%	20%
2	St.George High School, Imphal East	40			28	12	70%	30%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			28	12	70%	30%
5	Paradise High School, Thoubal	40			26	15	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%

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7	Kwakeithel Girls' High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%
9	Lilashing Khongnangk hong High School, Imphal East	14			6	8	43%	57%
10	Wangkhei Girl High School, Imphal East.	40			30	8	75%	25%

In the second test, “**Passage 2**” as shown in the table 12 below, 50% to 75% of Private English medium school students responded correctly and 25% to 50 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 75%, and the school in the serial number 5 secured the lowest number of correct responses i.e. 50% among the Private schools. 38% to 75% of Government school students responded correctly and 25% to 62% of Government school students were incorrect. The school in the serial number 10 secured the highest number of correct responses, that is, 75%, and the school in the serial number 6 secured the lowest number of correct responses i.e. 38% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools. The school in the serial number 6 secured the lowest number among the ten schools. None of students secured “Excellent” grade. Number of students who secured “Very good” grade was 60, Number of students who secured “Good” grade was 80. Number of school students who secured “Weak” grade was 150

**Table 12**

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			30	10	75%	25%
2	St.George High School, Imphal East	40			26	14	65%	35%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			26	14	60%	40%
5	Paradise High School, Thoubal	40			20	20	50%	50%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16			6	10	38%	62%
8	Meitei Mayak High School, Imphal East	10			5	5	50%	50%
9	Lilashing Khongnangkho	14			6	8	43%	57%

	ng High School, Imphal East							
10	Wangkhei High School, Imphal East.	40			30	10	75%	25%

**Results of Writing skill tests are displayed in the following tables (13 to 14):**

The result of first question of Test item 1 “**Precies Writing**” as shown in the **table 13** indicates that Nirmalabas High School attaining 78% correctly ranked the best performer in this test while St. George High School, IPS, Evergreen High School and Wangkhei High School are in the same grade “Good”. The schools securing only 40% correct answers in the serial numbers 6 and 8 in the table above are the weakest.

**Table 13**

Sl. no.	Name of the schools	Number of the students	No of “Excellent” performance X1	No of “Good” performance X2	No of “Poor” performance X3	Performance in percentage (%)		
						X1	X2	X3
1	Nirmalabas High School	40	0	31	9	0	78%	22%
2	St. George High School, Imphal West	40	0	30	10	0	75%	25%
3	IPS, Imphal West	40	0	30	10	0	75%	25%
4	Ever Green School, Thoubal	40	0	30	10	0	75%	25%
5	Paradise	40	0	28	12	0	70%	30%

	High School, Thoubal							
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40	60%
7	Kwakeithel Girl's High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	4	6	0	40%	40%
9	Lilashing Khongnangk hong High School, Imphal West	14	0	8	6	0	57%	43%
10	Wangkhei High School, Imphal East.	40	0	30	10	0	75%	25%

This second test of Test item 2 “**Paragraph writing**” as shown in the **table 14** indicates that the performance of Nirmalabas High School attaining “Good” grade ranked the best performer in this test while St. George High School, IPS and Wangkhei High School are in the same grade with 70% correct answers. Like in the previous test item 2, the schools securing only 40% correct answers in the serial number 6n in the table above is the weakest.

**Table 14**

Sl. no.	Name of the schools	Number of the	No of “Excell	No of “Good	No of “ Poor” performance	Performance in percentage (%)
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		student s	nt” perform ance X1	” perfor mance X2	X3	X1	X2	X3
1	Nirmalabas High School	40	0	30	10	0	75%	25%
2	St.George High School,Imph al West	40	0	28	12	0	70%	30%
3	IPS, Imphal West	40	0	28	12	0	70%	30%
4	Ever Green School, Thoubal	40	0	26	14	0	65%	35%
5	Paradise High School, Thoubal	40	0	26	14	0	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10	0	4	6	0	40%	60%
7	Kwakeithel Girl’s High School, Imphal West	16	0	8	8	0	50%	50%
8	Meitei Mayak High School, Imphal East	10	0	3	7	0	30%	70%
9	Lilashing Khongnangk	14	0	7	7	0	50%	50%

	hong High School, Imphal West							
10	Wangkhei High School, Imphal East.	40	0	28	12	0	70%	30%

#### 1.4. Discussion

Based on the 10 questions each in relation to teaching points in **Tables 2, 3, 4 and 5**, ten school teachers were categorized into three group **A (Fully implementing NCF-2005 and MLL based teaching)**, **B (Partially implementing NCF-2005 and MLL based teaching)** and **C (Not implementing NCF-2005 and MLL based teaching)** as shown in **Table 12**. **18 teachers are in group B; they are partially implementing NCF 2005 in schools and 12 teachers are in group C. None of the teachers in schools are totally implementing NCF 2005.**

According to the results displayed in the **Tables 6 to 14**, performances of students varied from individual to individual and from school to school in different test items. None of the schools could get ‘Excellent’, ‘Very Good’, or ‘Good’ in Listening skill, Speaking skill, Reading skill and Writing skill. The school in the serial number 1 secured the highest number in all the tests among ten schools. The school in the serial number 6 secured the lowest number in almost all the tests among ten schools. We can now come to conclusion that overall the students of Private schools had higher level of proficiency than that of Government schools except one Government school which is model school. It is apparent that the Private schools take well care of the students, even though the teachers did not follow and implement the guidelines of NCF-2005 and MLL bases teaching. This Government school in the serial number 10 had higher level of proficiency than the rest of Government schools. It may be because Government gives more facility and attention to the school.

#### 1.5. Conclusion

Knowing all these facts, some remedial measures may be taken up to improve the attitude and competency of the teachers. To develop positive attitude and enhance competency of the teachers towards teaching English language, the following remedies will be suggested.

Government should appoint teachers of English from the candidates who have completed B.A. English honours at least. The teachers should be trained to sensitize the main objective of teaching English. They need to be trained how to transact English class in terms of skill based teaching; apart from that, they should be oriented frequently about the ways of teaching English. Further, they need to know the minimal level of learning formulated by MHRD in collaboration with NCERT, New Delhi according to standard in tune with which teaching should be carried out. They should be motivated very often by higher authority. Books on different methods and techniques of teaching English should be provided in the library.

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### Abbreviations

- L1: First language.
- L2: Second language.
- LS: Listening skill
- LT: Language teaching
- ELT: English language teaching.
- LSRW: Listening, Speaking, Reading, Writing.
- CBTL: Competency Based Teaching Learning.
- MLL: Minimal level of learning.
- NCERT: National council of Education and Research and Training.
- MHRD: Ministry of Human Resource Development.
- ELT: English language teaching.
- NCF: National Curriculum Framework.
- MHRD: Ministry of Human Resource Development.
- CCE: Continuous And Comprehensive Evaluation.
- SSA: Sarva Shiksha Avhiyan
- SCERT: State Council Of Educational Research and Training

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APPENDIX  
**Questionnaire**  
**SECTION –1**  
**Bio-data of teacher**

1. Name of the teacher:.....
2. Age.....
3. Sex: .....
4. Education Qualification:.....
5. Any Additional Qualification: .....
6. Date and Place of Birth:.....
7. Monthly Income:.....
8. Caste/Community/Tribe/ : .....
9. Religion: .....
10. Mother Tongue: .....
11. Name of School where working presently:.....
12. For how long you have been teaching English: .....
13. In what medium you have received your education: .....
14. (a) Primary \_\_\_\_\_ (b) Middle \_\_\_\_\_  
(c) Secondary \_\_\_\_\_ (d) Collage \_\_\_\_\_

(e) University \_\_\_\_\_ (f) Any other \_\_\_\_\_

15. Do you teach English only or other subject well?

English only.....(b) other subject as well.....

**SECTION -2**

16. Which portion of the English text do you teach ?

(a) Prose----- (b) Poetry ----- (c) Grammar----- (d) Spoken English -----.....

17. Do you like teaching the portion assigned to you ?

(a) Yes .....(b) No .....(c) No option .....

18. Are the classrooms in which you teach sufficient and proper in terms of space?

.....  
Do you have sufficient space and furniture in your classroom?

.....  
Is it possible for you to freely move around the class? .....

19. Do you actually move around the class among the students or do you teach by standing in front of them throughout the period?.....

.....  
.....  
.....

20. Do you organize classroom activities like:

a) Pair work..... b) Group work ..... c) Role play ..... d) Any other

..... Please describe in brief:  
.....  
.....  
.....  
.....

If you do so, do you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:

.....

.....  
.....  
.....

21. How do you teach the lesson in the classroom? How do you begin the class?

.....  
.....  
.....

22. How do you teach the main body of the lesson? How do you conclude the class?

.....  
.....  
.....

23. Do your students raise question in the classroom? If yes, please specify their manner and frequency?

.....  
.....  
.....

24. Do you encourage your students to raise question in the classroom?

If yes, how?

.....  
.....  
.....

If no, why?

.....  
.....  
.....

25. If so, how many types of question do you encourage them. Please name them and elaborate them.

.....  
.....

.....  
.....  
26. Does it create problems of discipline in your classroom?  
.....  
.....  
.....  
.....

**SECTION-3**

27. Are the classrooms in which you teach sufficient and proper in terms of space?  
.....

Is it possible for you to freely move around the class?  
.....

28. Do you organize classroom activities like:

- a) Pair work..... b) Group work ..... c) Role play ..... d) Any other  
..... Please describe in brief:  
.....  
.....  
.....  
.....  
.....

29. If you do so you have necessary space, time and other requirements in the classroom? Please give some examples from your experience:  
.....  
.....  
.....  
.....

30. What teaching aids are available for your classroom use?

- a) Black board ..... (b) Roller board .....(c) Cassette player  
.....(d) Television ..... (e) VCP/VCR ..... (f) Computer  
.....(g) Any other .....

31. Are there teaching aids conveniently supplied to you as and when you require them?

.....  
.....  
.....

32. Do you need any specific items like picture cards, overhead projectors etc.? Please specify:.....

.....  
.....  
.....

33. Do you have a library in your school? : What kind of books, journals and other kinds of reading materials are there in the library?

.....  
.....  
.....

**SECTION-4**

34. How important do you think is English in Manipur?

- (a) Extremely Important .....(c) Very Important .....  
(c) Quite Important.....(d) Not so Important .....( e) Not so Important at all  
.....

35. In what particular areas is the use of English most important? Please list at least five items from your practical experience?

- 1) .....  
.....  
.....  
2).....  
.....  
3).....  
.....  
4).....  
.....

36. Do you think that the students are aware of the reasons for learning English?

(1) Yes ..... (2) No .....(3) I don't know .....

37. Why do you think that your students are interested in learning English? Please tick the right choice:

Because it is a compulsory subject .....

Because it is an important language .....

Because it is a necessary for getting jobs .....

Because it is a status symbols .....

38. What are your students' specific needs for learning English? Please specify.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

39. What do you think are the objectives of teaching English in Manipur? If yes, what are they? Please list?

- 1.....
- 2.....
- 3.....
- 4.....
- 5.....

40. Does the present syllabus specify the goal of teaching English in Manipur? Please list the most important ones below?

- 1).....
- 2).....
- 3).....

If no, can you make out the hidden goals and objectives?

- 1.....2.....
- .....3.....
- 4.....5.....6.....
- .....

41. Do you focus more on:

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- (a).Content based teaching.
- (b). Grammar based teaching.
- (c). Skill based teaching.
- (d). Functional grammar

42. Have you ever participated in course design either at your school level or at the State board level?  
Please describe your experience?

.....  
 .....  
 .....  
 .....

43. Do you think that all the teachers must participate in the process of setting question design?

.....  
 .....  
 .....  
 .....

44. How do you think that teachers can contribute course design?

.....  
 .....  
 .....  
 .....

45. Have you read “minimal levels of learning “the publications by NCERT, New Delhi?

a)  
 YES ..... b) NO

.....

46. If yes, what are the minimal level of English from class (I) to (VIII), Please write a few minimal level of learning in school?

.....  
 .....  
 .....  
 .....

47. Do you know the competency base teaching learning based on this minimal level of learning?

(a) YES ..... (B) NO

.....

48. Have you ever attended any short term or long term orientation programmes of English language teaching methodology organized by SCERT or any other agencies?

(a) YES ..... (B) NO

.....

49. How do you teach listening, speaking, reading and writing skill in your school?

.....  
.....  
.....  
.....  
.....  
.....

50. Do you take up any approaches and methods to develop these skills among the children and the students in the class?

(a) Yes ..... (b) No

.....

51. If yes, what are those approaches, methods and techniques you employ in the classroom?

.....  
.....  
.....  
.....  
.....

52. How do you evaluate the students' listening, speaking, reading, and writing skills?

.....  
.....  
.....

.....  
.....  
53. Do you have any pattern of evaluation from Standard I to Standard VIII? If so, what are the patterns from Standard I to Standard V and from Standard VI to VIII?

(A) Yes.....

(B) No.....  
.....  
.....

If yes, what are the patterns of evaluation for each class right from the beginning of Standard I to Standard VIII?

.....  
.....  
.....  
.....  
.....

54. How do you evaluate for the whole syllabus of English?

.....  
.....  
.....  
.....  
.....

55. How many marks do you set questions for the whole syllabus? (i) 100 (ii) 200.

If it is 100 marks, what are the components in the questions and tick these in the given components.

(i). Grammar (ii) listening skill (iii) Speaking skill (iv) Reading skill (v) Writing skill (vi) Functional grammar

How do you distribute marks?

56. If you are not satisfied with the achievement of the students in a period of 45 minutes, what do you do?

.....  
.....  
.....  
.....

57. How many minutes do you spare for evaluation in a class period?

.....  
.....  
.....  
.....

Suppose there are 90 students in a class. Are you able to evaluate all the 90 students within the time kept for evaluation? (A) YES ..... (B) NO

.....

58. If yes, what techniques or strategies do you adopt? Please elaborate the techniques or strategies.

.....  
.....  
.....  
.....

59. Do you motivate them sometime?

(A) YES ..... (B) NO .....

If yes, how do you motivate them?

.....  
.....  
.....  
.....

**SECTION 5**

60. So, you have a system of Continuous and Comprehensive Evaluation? If yes, please, specify.

.....  
.....  
.....

61. Does your school conduct different term-wise examinations? Please specify the frequency?

.....

.....  
.....  
62. Who sets the question paper for these term examination?

.....  
.....  
.....  
.....  
.....  
.....

63. Do you think that question papers are systematically and scientifically prepared? If yes, how?

.....  
.....  
.....  
.....

If no, how?

.....  
.....  
.....

64. Have you ever participated in setting papers for the Manipur Board? If yes, please describe your experience?

.....  
.....  
.....  
.....

65. If no, what is the reason?

.....  
.....  
.....

**SECTION—6**

66. Are you aware of different teaching methods?

A) Yes ..... B) No

.....

67. Can you list the methods you know something about?

a).....

.....

.....

If no, why?

.....

.....

.....

.....

68. Do you think your classroom practice conforms to particular methods?

A) Yes .....

B).....

Which one?

.....

.....

.....

.....

69. How would you describe your classroom teaching methods?

.....

.....

.....

.....

70. What you think should be the ideal approach for teaching English in Manipur?

.....

.....

.....  
.....  
71. Has this approach been adopted by you and your colleagues? If yes, how do you go about?

.....  
.....

If no, why?

.....  
.....  
.....

72: Have you read NCF-2005?. Yes or No. If yes, elaborate in two or three sentences about the ways of teaching mentioned in NCF -2005.

.....  
.....  
.....  
.....

73: Do you know Constructivist Approach to Teaching ? Yes or No.

If yes, please elaborate the ways of teaching the approach in your school.

.....  
.....  
.....  
.....

74: Do you know any new skill catering method or approaches Yes or No.

If yes, please elaborate them in two or three sentences.

.....  
.....  
.....  
.....

75. Do you teach students to develop reading skill in the class.? If yes, please mention any approach or method and elaborate any one of them about how you teach it in the class?

.....  
.....  
.....  
.....

76. Do you organize any activity for children to learn reading skill in the class? Yes or No. If yes, please elaborate how you organize them in the class.

.....  
.....  
.....  
.....

77. Do you teach based on MLL (Minimum Level of Learning)? Yes or No. If yes, elaborate them.

.....  
.....  
.....  
.....

78. Do you assess students on the basis of question design or Blue print? Yes or No. If yes, how many marks were allotted to reading skill in your question-setting with 100 marks?

.....  
.....  
.....  
.....

79. Do you assess children based on the objective of teaching? Yes or No. If yes, please elaborate how you do you assess?

.....  
.....  
.....  
.....

80. Do you take up any group activity based teaching to develop reading skill? Yes or No, If yes, elaborate how you take up.

.....  
.....  
.....  
.....

81. Do you know how to develop question design? Yes or No. If yes, how much you emphasize on reading skill in question design.

.....  
.....

.....  
.....  
82. Do you ask children questions in the class? Yes or No. If yes, mention the types of questions giving examples.....  
.....  
.....

83. Do you know how many levels of questions are there in questioning? Yes or No. If yes, please mention the levels.....  
.....  
.....

84. Do you teach students reading skill through only tests ? Yes or NO. If not, how do you teach them?  
.....  
.....

85. Do you assess reading skill in the class? Yes or No. If yes, mention how you assess the students.  
.....  
.....

86. Do you implement CCE in your school? Yes or No. If yes, please, mention a few steps how you implement CCE.  
.....  
.....  
.....

87. Do you take up any new or innovative practice to develop reading skill ? Yes or No. If yes, elaborate them?  
.....  
.....  
.....

88. Do you elaborate your teaching again and again? Yes or No. If not, how do you teach?

.....  
.....  
89. Do you repeat your teaching? Yes or No. If not, what approaches do you employ?  
.....  
.....

90. Do you teach children by reading the text book and asking questions ? Yes or No. If no, how you teach them?  
.....  
.....

91. How do you teach reading skill in the class? Please, elaborate your teaching.  
.....  
.....

92. Do you teach the content of English text book. Yes or No.  
.....  
.....

93. Do you go beyond the content of the text? Yes or No. If yes, please mention how you go beyond the content of the text.  
.....  
.....

94. Do you assess the students from only textbook? Yes or No. if no, please write how do you assess them.  
.....  
.....

95. Do you usually assess them based on the lesson in the text?  
.....  
.....  
.....

96. Do you ask students to review articles and journals written by eminent writers?

Yes.....No.....Sometimes.....

If yes, mention the name/s of article/s and journal/s.

97. What is your view about the articles?

.....  
.....  
.....  
.....

98. Do you teach students by explaining again and again? Yes or NO. How many times?

.....  
.....

99. Do you discuss matters relating to classroom teaching with your students? If yes, Please give some examples?

.....  
.....  
.....  
.....

.....

100. Do you discuss your problems with teachers/colleagues?

Yes.....No.....sometime.....

- a) Your colleagues.....
- b) Your Principal ..... c) Member/s of school administration .....
- d) Concerned person in Manipur Board .....

.....  
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