English Language Teaching and Learning (ELTL) in the High Schools of Mokokchung District of Nagaland

(Thesis submitted to Nagaland University in partial fulfillment of requirements for award

of Ph.D. degree in English)

By

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DECLARATION

I, Madhuri Verma, hereby declare that the subject matter of my thesis entitled *English Language Teaching and Learning (ELTL) in the High Schools of Mokokchung District of Nagaland* is the bonafide record of work done by me under the supervision of Prof. Rosemary Dzuvichu and that the content of the thesis did not form the basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis or any part of it, has not been submitted by me for any other research degree, fellowship, associateship, *etc*. in any other university or institute. This is being submitted to the Nagaland University for the degree of Doctor of Philosophy in English.

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Research scholar

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Abstract

Amidst about 7139 active languages in the world today, English has been one of the most preferred select by the people and therefore, it has been viewed as the most active universal language of the contemporary world. Students are envisaged, generally to master English language to enrich their personal proficiency. Therefore, nowadays, people particularly students and scholars are prompted to mull the English language to fetch better avenues in different walks of life. Mastering English language by students across disciplines adds extra advantage to the learners in improving their most essential life skills. As the current trend continues, a learner with good comprehension of the English language is well-accepted by the society and therefore, she/he finds newer avenues and success.

During the second millennium, with industrial revolution in the Europe and to cope with the speedily globalization of the world, teaching English as a common communication tool had become more significant. For introducing the history, research methodologies, and teaching pedagogies of teaching English as a Second/Foreign/International language, books and literature were created to compose a reference to cope with contemporary requirements for English teachers during the globalization process. Teaching English language became a much needed professional and academic endeavor not for more than half century ago. Many researches in teacher education have been made in order to help create knowledgeable lots of language teachers cum trainers of the English as well as the foreign languages for effective conduct of classroom teaching and/or training. In due course of time, in essence, the teaching of English language became focused on the ability of learners to grasp and master the four characteristic traits of language skills: listening, speaking, reading and writing. The learners need to evolve mandatory core-abilities in reading and listening to support their speaking and writing skills.

Listening comprehension constitutes the basic channel of learning a language. Present study focuses on attempts to record and analyze difficulties/problems encountered by both, the teachers and the students in terms of listening skill in the classroom at the Secondary level Education in the Mokokchung district, Nagaland. At the secondary level education Communicative Language Teaching (CLT) approach has been introduced and the students and teachers were asked to

practice all the four core-skills equally to develop and refine their communicative skill. However, only speaking, writing and reading skills were given maximum importance. Teachers were noticed to avoid teaching listening skill to the students. Present study has focused on teachers and students' problems in terms of teaching and learning listening skill in the classroom.

Reading comprehension as a research topic has been extensively researched and it is still of current interest. The key literature in this study is polarized around two streams. The first stream presents different aspects of reading: definitions, importance, complexity, purposes of reading, types of reading and approaches to reading. The second stream has focused on various issues about the three main components of the reading comprehension module: learners, teachers and reading material.

Overall, the study indicates that Nagaland educational system is developed and resourced with respect to Reading in English as a Foreign Language (REFL). The primary data raised through extensive survey indicates that the teacher participants have received professional developmental skill that has helped them improve their teaching in REFL and skills in teaching EFL. Keeping this background in mind, the thesis concludes by offering tentative conclusions, reflections on the study, including a discussion of its limitations, and possible recommendations designed to improve REFL learning and teaching in secondary level schools in Nagaland. This study has added a theoretical contribution through expanding the literature, which brings about academic benefits for future researchers in the field of school education in Nagaland.

The major goal of English language teaching is to provide learners the ability to use English effectively with accuracy in the communication skill. In reality, many language learners feel strongly motivated to study English and they enthusiastically pursue learning the language. Yet, when real contact situations arise in which English could be used, many EFL students remain reluctant to speak. Hence, the present study is devoted to investigate whether the trends in English speaking skill has been improving among students of Nagaland state. To this end, case study research was conducted in Mokokchung district in which data were raised from 75 High Schools for analysis and inference. Further, it was divulged that attitudes towards the English language, learner's personality, topic, teacher, task type and the relationship with the teachers are factors that greatly influenced students' willingness to speak English.

Present findings show that English teachers in Mokokchung district engage different strategies to improve students' speaking abilities, because this is the main goal in learning English. Some of the strategies very often used by English teachers in the district to improve students' speaking skills are role play, drilling, outdoor activity, and direct strategy. Between one teacher and another teacher has different application in using various strategies because each teacher teaches different class, different in class level, students' ability, and class condition. Further, there are multiple factors that influence the teacher in applying several strategies that have been determined by the teacher. These factors include: first, the curriculum used in schools, because each curriculum has different target or objective that must be understood by the teacher. The second factor is the learning style of students, because each student has a different style and needs different treatment. The third factor corroborates infrastructural facility in the school, because without the complete infrastructure to support the learning activities, the teaching learning process will not run optimally. The last factor is the ability of students to receive lessons, because each student has a different level of understanding.

Writing skill is an essential component of lifelong learning success yet the way teachers teach and provide feedback to their learners on writing is quite different and challenging. This study sought to explore the teaching strategies to improve writing skills as an essential requirement for effective learning in schools for class X learners in English. This included a case study of seventy-five secondary schools in Mokokchung district. The study is based on primary data raised through in-depth interviews of teachers and the learners at different schools.

Findings describe eight main outcomes which ramify on: lack of support for teachers, lack of a culture of learning amongst learners, and lack of competence in English for both learners and parents, which need to be adequately addressed; and strategies proposed to improve making drafts.

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Abbreviations

CBSE: Central Board of School Education

CD: Compact Disk

CDB: Community Development Block

CLT: communicative Language Teaching

COBSE: Council of Boards of School Education in India

DVD: Digital versatile disc

EFT: English for Today

EFL: English Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

ELTL: English Language Teaching and Learning

ESL: English as a second Language

ESL1:   English as a First Language

FL: Foreign Language

GW: Group Work

HSLC: High School Leaving Certificate

HSSLC: Higher Secondary School Leaving certificate

ICSE: Indian Certificate of secondary education

IEC: Indian Education Council

IRA: International Reading Association

IT: Information Technology

LSRW: Listening, Speaking, Reading, Writing

L1:   First Language

L2:   Second Language

NE: North East

PGCTE: Post Graduate Certificate in the Teaching of English

PGDTE: Post Graduate Diploma in the Teaching of English

PW: Pair Work

STT: Students Talking Time

TG: Teacher Guide

TTT: Teacher Talking Time

N: Number

NPE: New Policy on Education

WTC: Willingness to Communicate

Study Area Map

STUDY AREA
(MOKOKCHUNG DISTRICT)

LEGEND

- Tuli
- Ongpangkong
- Mokokchung
- Alongkima
- Longchem
- Chuchuyimlang
- Mangkolemba
- Changtongya
- Kubolong

NAGALAND

Legend
- Nagaland
- Mkg
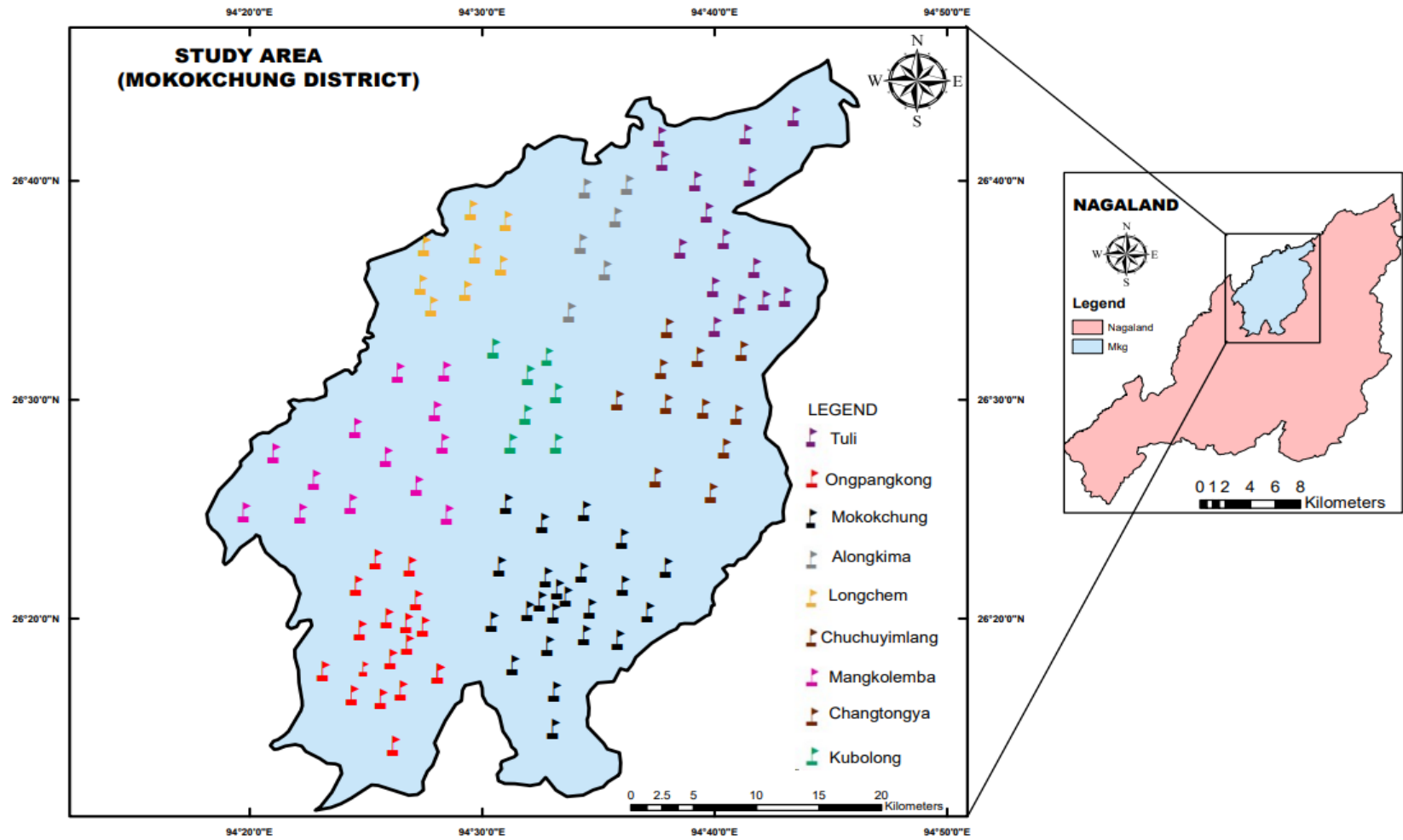
CHAPTER I

INTRODUCTION

1.1: IMPORTANCE OF LANGUAGE

Language is a system which every individual has to learn and observes (Ahmed, F., 1994: 6). Language is a familiar feature of our daily life. Each community is formed by the activity of language. There are thousands of languages in the world. Some languages do not have even scripts. Whenever people come together for one or other purpose, they feel the necessity to use a language to communicate and share their ideas. If some of them do not understand a language which others in the group use, then there can be no communication whatsoever. It is a situation of the type that prompts one group of people to learn the language of the other.

1.2. ENGLISH IN INTERNATIONAL CONTEXT

English is world's top language which does not belong to any particular group of the people. English is considered an international language and the study of English as a modem foreign language has tremendous vocational significance. It offers opportunities for many and varied vocations like, diplomatic and foreign services, business, commerce, medicine, law, and teaching *etc*.

By virtue of its being a global language, English is spoken in many countries of the world, both as a native and as a second or foreign language. It is taught in the academic institutions of almost every nation on this earth. It is a living and the most vibrant language which is spoken by more than 1,132 million people (918 million as native and 199 million as foreign language).

At the present, English enjoys the status of the language of universal culture which convincingly embraces multiple spheres of knowledge learning institutions. Its boon holding rind is likely to continue with its unique place in the contemporary and creeping global scenario. This language

is an easy means of communication in the international sphere of life. Richard W. Baily & Manfred Gorlack (1984) point out that 'English is the sole official language of 21 nations and in 16 more it is the co-official language of the government, education, broadcasting and publication'. According to the best estimate, English is the first language of some 918 million people around the world. Nearly 199 million people claim to have the same proficiency, from full proficiency to limited speaking ability in English as an additional language. Thirumalai & Mallikarjun (2002) observes that English is spoken habitually in the United States, the British Isles, Ireland, Canada, Australia, New Zealand, the Republic of South Africa, Liberia and many territories under the United Kingdom and the United States of America. It seems that nearly 199 million people speak English as a second language, and an additional 100 million people use it fluently as a foreign language. It can be roughly estimated that at least 918 million or nearly one billion people around the world have some knowledge of English, either as a native language, as a second language or as a foreign language (Richard W. Baily & Manfred Gorlack (1984).

In countries like India, Pakistan, Bangladesh, and many other nations which in the past, were British colonies, English continues to be an associate official language. They use English in both, as an optional medium of instruction in their schools and as one of their official languages. In islands of Philippines, English is the main language matrix of education, administration, and for mass media purposes. English is the main foreign language taught in schools and colleges of Europe, South America, Asia and Africa.

Some countries that were ruled in the past, by the French still continue to teach French as their most preferred second language. English is gradually gaining ground even in those nations. Russian formed the dominant language of the undivided Soviet Union. But, soon after its division, the central Asian Republics paved access to English in their educational institutions as a foreign or second language. Presently, in Russia and Japan, English seems to be gaining ground as the most popular and the most favored second and/or foreign language.

The predominant language of international commerce is English. The United Nations and its various agencies have more than one language for transactions. But, most often, English is chosen as the preferred language of communication between the participating member-nations

Thirumalai & Mallikarjun (2002) further explains the ascendancy of English in the following statements: 'All this has happened within the last one hundred years. The ascendancy of English as the most preferred language began two hundred years ago with the colonization of North America, Asia, and Africa by Britain. The Industrial Revolution in Britain, its ever-expanding maritime power, development of material wealth, progress in scientific research and consequent power, all helped the spread of English, even as Britain marched as a great empire. In the sixteenth century, English was spoken mostly in England, southern Scotland, and small areas of Wales and Ireland. There were only about two to three million people speaking it as their native language. At present, one in each seven in this world speaks English either as a native language or as a second language. English was well established as the dominant language in North America in the 17th century. But its rapid growth was in the 19th century (Thirumalai & Mallikarjun (2002), Chap-1, para-6).'

English is now the lingua franca of a greater part of the world. Its status is more or less what French enjoyed in the eighteenth century. It is the language of diplomacy, the language of international trade and commerce, and the language widely used by the tourists of the entire world. Throughout the Middle Ages, Latin was the main medium of education in Western Europe. From the 17 to 20 centuries French was the language of diplomacy. But presently, no language in this world can be compared to the position occupied by English as the international language. Languages like Spanish and Chinese may claim a large number of native speakers. But neither Spanish, nor Chinese, nor Russian, nor French can ever equal the level or the variety of uses to which English is put in the world.

In the current scenario, everyone in the world seems to find keen interest in learning English. This is for reasons that by mustering the knowledge of English, people succeed in grabbing enormous opportunities in fetching lucrative jobs, better pay packages, better career opportunities, and for smart communication with the entire world. As such, English as a predominant language of the world possesses in itself a boundless literature. English is also learned for the literature it possesses and for the variety and rich experience it provides to get imbibed with. The acceptance of English by the people across the world has made it to succeed

in replacing the French as the language of diplomacy. In the current era, the cut age technology has heuristically installed English as the most accepted global language expanding its domains to every walk of life.

1.3. ENGLISH IN INDIAN CONTEXT

English continues gaining popularity in the Indian republic not only as a second language but also as the mother-tongue of a small but significant group of Indian community: the Anglo-Indians. Baruah, (1991) has documented that according to the 1971 census nearly two hundred thousand Indians use English as their mother-tongue. Besides, quite a few Indian States and Union Territories, *viz*., Nagaland, Meghalaya, Arunachal Pradesh, Mizoram and Sikkim, have adopted English as the official language. M.C. Chagla, during his tenure as the chief justice of Bombay High Court (1947-1958), once ruled that English was an Indian language, and this judgment was duly upheld by the Supreme Court of India. English is recognized as one of the Indian languages by the Sahitya Academy of India. Pt. Jawaharlal Nehru, when he was the Prime Minister of India, advocated to include English in the Eighth Schedule of the Indian Constitution to pave way for giving it statutory recognition as an Indian Language. Ardent patriots like Raja Ram Mohan Roy were the precursors of the Anglicist movement for spreading of useful knowledge of Science and Literature through the medium of the English language. Macaulay supported this movement with the legitimate belief that knowledge of English would fetch better future to the Indian education system. The learning of English emphasized by the British system of education, though had the intended result of turning out enormous number of pen-pushers, proved beneficial in more than solitary way.

S.K.Verma (1995) portrays the Indian linguistic scene in the following words: 'India represents a multilingual and pluricultural society. Linguistic plurality is our strength. There are 1652 mother tongues in India. Over 100 languages are spoken by about 662 million people. Ninety of them are spoken by nearly 10,000 people or more. The role of English as a link language in such multilingual context is unwarranted. As far as India is concerned, Indians can neglect the study of English at the risk of loss to themselves'.

Lakshmi Santa Rajagopal (1995) in her inaugural address in the 17th annual conference of English Language Teachers Association of India, stressed at the role of English in the Indian context: 1ndia is at present fast developing into a great world power, obviously the strongest in South East Asia. If this achievement is to be preserved and improved, some link with rest of the world is needed. And language is the only useful link for all purposes, as it enables every educated man to obtain information about anything that is happening in the world. Languages like English enable everyone to keep in touch with the media of communications, cultural exchanges *etc*.

Nationalism grew deriving immense help from English and it ultimately succeeded to free India from catch of mighty British yoke. Many of the Indian national leaders were inspired by the writings of the great thinkers like Abraham Lincoln, Ruskin, Carlyle, and others who wrote in English. It is also significant to mention that Allan Octavian Hume, the founder of the Indian National Congress was an Imperial Civil Servant, an Englishman and prominent social reformer (Baruah, 1991: 1-4).

During the struggle movement for India's independence, English served as a great unifying force. It is through English that leaders and prominent thinkers from different parts of India could establish linkages as mode of communication and work out strategy as a common plan of action. In today's scenario as well, English continues to play the role as the national link language for the purpose wrapping inter-State correspondence mechanisms and as the language of trade and commerce ramifying at different parts of the country and abroad. There are so many regional languages and dialects prevalently used in India, but English remains the *lingua franca* for interstate communications. A salient feature could be witnessed in that a person from the Chennai could comfortably negotiate for his food and beverages sitting in Delhi in English.

Indian languages and literatures are enriched by the study of English language. In order to enrich the vocabulary, almost all the Indian languages have freely borrowed words from English and have coined new words and phrases on English models. The world literature has largely influenced the vernacular literatures of India and this is directly attributable to the popularity of English literature in the country. Most of the renowned writers of India were/are proficient in English. They were/are aware of the great literary movements in England and elsewhere through

their study of English literature and this deeply influenced their writings. English has an evident cultural value. When a person knows two or more languages, the person comes in contact with more than one culture intellectually and spiritually. English equips learners with the terminology and technology having bearing with professional and technical adequacy needed to mull the requirements. English still continues to be the only powerful source to track and decode the knowledge of the latest developments in any field.

In India, English has contributed to the growth of knowledge to a great extent particularly in the field of Science and Technology. English, as a global *lingua franca*, continues to help nations in spheres of trade and technology and India as a developing nation has reaped immense benefit in keeping pace of developments to strategies policy formulations to consolidate its global position and partnership.

English became the dominant language of communication in India among the educated classes after the famous minutes of Lord Macaulay in 1833. The British contingents, after their arrival at the Indian port-towns, were trying to learn the court languages - Pharisee, Arabic, Urdu, Sanskrit or Hindustani- for the entailing communication and the study of ancient literature. Later on, by the end of the eighteenth century, the East India Company succeeded in establishing its realm in India. The British Parliament renewed its charter for trading as well as for ruling India. The Charter Act of 1813 provided an annual sum of Rs. one lakh for the promotion of education among the Indian people. The oriental languages and literatures impressed the British so much that they gave aid for running Madarsas and Sanskrit Schools, and also tried to publish oriental literature by subsidizing the cost of printing. But, when Lord Macaulay arrived, all these features were put to radical change, as Lord Macaulay in his famous minutes argued that the money should be spent on the promotion of English education for the Indians than on the advancement of oriental learning. The educational policy of Lord Macaulay was endorsed by the then Viceroy, Lord William Bentinck, and was followed subsequently by his successors also. Sanjaya (1996) has documented the words of Lord Macaulay as follows:

"We must at present do our best to form a class who may be interpreters between us and the millions whom we govern, a class of persons, Indian in blood and color, but English in taste, in opinions, in morals and in intellect" (Sanjaya, 1996:19).

English was taught to the Indians to endear them to the British power and to increase the radiance of western knowledge. This stage could be termed as the transportation stage. The approach and technique of teaching English in India had in it the aim to bring English culture to India through the language. So, English literature was taught and it acted well as the culture-carrier. The grammar-translation method was used initially and it was found effective for the masses. Later on, various varieties of English emerged in India.

Yet the history of India shows that English had to sail through unprecedented waves of protests and retaliations before it could acquire a smooth way to excel. It had its roots in bitterness stemming from the long period of domination by England. So called fanatics of mother tongue strongly advocated the very scratching of it from the Indian scene. But, it succeeded through the test of time to result a mad rush for English medium schools to illustrate its dominance.

Realizing the importance of English in the development of the modern India, both the Radhakrishnan Commission of Education (1952) and the Kothari Commission (1964) observed that English would play a vital role in higher education and that no student should be allowed to take a degree unless she/he gains a reasonable proficiency in English. The National Policy on Education (1986) too had due emphasis on the provision of facilities for the study of English Language.

According to Prabhu (1991) 'English has the constitutional Status of an associate official language in a highly multilingual context and is the dominant medium of higher-level administration, higher education, the learned professions, large scale industry and commerce and a considerable part of literary and artistic activity (p-5)'.

Indians who are proficient in the use of English are estimated to be not more than 5 per cent of national population; but this group forms a very large proportion of those who are in leadership roles and are ideally concentrated in the larger cities in the country where English functions as *lingua franca*. The age at which the teaching of English starts at school varies between different states. It is generally between age groups of 7 and 12. Examination in English at school leaving and first-degree stages are compulsory in the majority of the states and optional in others. English is however, widely regarded by students and parents alike, as the language of opportunity opening the door to higher education, a better job, upward social mobility and so on. Consequently, there is a widespread general desire to learn the language.

S.K. Verma (1995) consolidates the position of English in India as follows:

a) There are 20 million English speaking bilinguals in India (Kachru,1983).

b) The total number of periodicals in English including dailies and weeklies has gone up to 5634 (up to December 1989).

c) Roughly a third of all books and a fifth of all periodicals published are in English.

d) English is used as official language in Arunachal Pradesh, Mizoram, Nagaland, Sikkim, Andaman and Nicobar Islands (along with Bengali, Hindi, Tamil, Malayalam, Nicobarese), Daman and Diu (along with their mother tongue Marathi, Urdu, Hindi) and Goa (along with Hindi, Urdu, Marathi and Konkani).

e) English is used as L2 in Assam, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Orissa, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Delhi, Lakshadweep and Pondicherry besides other provinces.

1.4. ENGLISH LANGUAGE TEACHING IN INDIA

In India, English has always been viewed and taught like a second language or foreign language. In the past, teaching and learning practices of English did not fetch much weightage in India. Now, it is made a compulsory subject, but the students do not apparently seem to be serious in gaining access to efficiency in English, instead they mind the language only to pass out the

examination. However, unlike the past, the status of English in India has entirely changed now. To cope with global demand and the development of 'Science and Technology' 'business and commerce' the language has succeeded in carving a new horizon to signify the importance of English language in the current era. Now, English has become a global need and hence, its presence and demand in the world has extended tremendously and it has succeeded in establishing a new vertical in the educational systems. The job markets like Business Process Outsourcing, Medical transcript and Information Technology have played putative roles in improving the position and significance of English wrapping every walk of life style. The Scenario once dominated by sluggish practice of learning English by a student to start at the fifth standard onwards and meager chance to use English, both inside and outside the school has changed to a great deal. Although, in the present arrangement, English learning lessons have been shifted to pre-school stage onwards, the outcome is far from matching expectations of the academic fraternity.

1.5. A GLIMPSE OF NAGALAND

Figure-1.5.1. Map of Nagaland

Demographically, Naga people lived in isolated pockets in the hills of north-eastern (NE) India, away from rest of the world for a pretty long time. Historically, in 1830, Naga people came in contact with culturally more advanced contingents from outside the NE region which paved way to spark radical changes in their lives, culture and traditions. Further, unlike other north-eastern states, in Nagaland, education came with the arrival of western missionaries. Heuristically, the influx of British missionaries in Nagaland served as a land mark in mooting provisions for development of education in Nagaland, especially with regard to the English Language Teaching and Learning (ELTL).

For long, sailing through ups and down, Nagaland became 16th state of the Indian union on 1st December 1963. Endowed with immense nature's bounty, and distinct cultural moorings, Nagaland wraps an area of 16,579 km^2 with a total population exceeding 19 lakhs. The geographical location of the land lies between 25.6°N-27.4°N Latitude and 95.20°E - 95.15°E Longitude. The state shares its boundaries with Myanmar in the East, Assam in the West, Arunachal Pradesh and Assam in the North and Manipur in the South.

At the present, Nagaland consists of 12 districts: Kohima, Tuensang, Mon, Phek, Longleng, Dimapur, Kiphire, Wokha, Peren, Mokokchung, Noklak and Zunheboto. The state is also inhabited by 16 major tribes, *viz.,* Angami, Ao, Lotha, Kachari, Sumi, Chakhesang, Zeliang, Sangtam, Chang, Phom, Konyak, Yimchunger, Khiamniungan, Kuki, Rengma and Pochury. All these tribes are unique at character with their own distinct customs, dialects and dresses. Ostensibly, the state depicts multilingual nature with the number of active languages exceeding the number of major tribes.

In 1987, Nagaland Assembly accepted English as the official language of Nagaland and hence, it became the medium of education in the state. It is also the medium of instruction at all levels of education, right from the pre-primary to post-graduation. In the recent past only, concerns have been awakened to create awareness amongst primary and secondary level teachers, that English should be taught as a skill subject too, in the classroom, which in reality is vitally important in any language teaching context. Other than English, Nagamese, a creole language with Assamese at its core, is in wide spoken practice. The state has literacy rate of about 80%, and majority of the population in the state speaks English in routine communication practices.

During the 18th century Major Francis Jenkins, an agent to the Governor General of North East Frontier made deliberate attempts to bring positive changes in the lives of people in Naga-hills. His noble endeavor with utmost dedication resulted novel changes in the educational scenario of the state.

1.6. THE CHRONOLOGY OF EDUCATION IN NAGALAND

In Nagaland, the trends of educational progression in English Literature Teaching (ELT) can be studied under three main phases:

1.6.1 Educational development during Pre-Independence

In Nagaland, educational development during pre-independence ramifies on the customs and traditions of establishing male dormitory or 'Morung'. Traditionally, the Morung represented the most valued cradle of educational discourse under the guidance and supervision of most experienced elderly people from the village society. Admission to the Morung was restricted to the boys in the age group of 9-11years. Provisions of established ranks were made through which boys were made to pass before emerging as trained adults and to be considered fit for full membership of the Morung. Each order had to render some distinctive form of service for the boys and/or men who belonged to the Morung. It was not customized to organize normal routine deeds at the Morung, instead they were spontaneous and members were trained to respond naturally with steadfast loyalty. A Morung, in itself, was an institution featuring all elements of requisites parleyed on educational, political and social requirements before Naga society became accustomed for modern education system and newer ways of life styles.

With the coming of missionaries, and the introduction of colonial education in the state, the Morung system of learning, where learning process was relatively simple and yet practice-oriented was disrupted and children were redirected to the new pattern of education. The British Government may be credited for priming the introduction of western education in Nagaland with the assistance of Christian missionaries who were instrumental in establishing English medium schools.

1.6.2 Educational development during post-Independence

After the attainment of Independence on 15th August 1947, education could not make significant strides as Baptist Foreign Missionaries were also made to pack up from Nagaland.

The early 1950s witnessed the entry of catholic Mission in the field of education in the state and their contribution to the growth of education in Nagaland became commendable. Even though, political unrest had badly affected multiple fronts in the state, the zeal to develop educational sector did not dissipate as people continued opening many more schools during these years. From 1960, fervent swings in educational endeavor ensued with the proclamation of ceasefire in the state on 6th Sep, 1964. The aftermath witnessed mushrooming of schools in the state. This gave wings to the bureaucracy to cover greater strides and in the process many more primary schools were upgraded to middle and high school levels. Ostensibly, the demand for education increased and the enrollment figures rose to a new vertical. During the year 1961-62, there were 522 primary schools with gross enrolment figure at 35,140 students and 181 teachers. The enrolment numbers in schools went on ticking year by year to be drawn up to the current tally (2020-21) of 1,662 primary schools (1,442 government schools and 220 private schools) and 465 middle schools (287 government schools) in the state.

1.6.3 Educational Development since statehood

After the attainment of statehood, the state had seen rapid upward swings in developmental, socio-economic and artistic pursuits. The steadfast progression in concern and care has enabled the state to witness a new dawn with remarkable achievements in the field of education. Both, government and non-government agencies are involved in inseminating education in the state. This has resulted rise in literacy rate to over 60% in 1991 as compared to only 18% in 1961. Over decades since the inception of the state, the number of educational institutions in Nagaland has also increased tremendously. Prior to the independence there were only few schools. However, since the attainment of statehood the number of primary and high schools show a speedy increase.

Education in Nagaland is mainly provided by the state government and private bodies. Those schools under the direct control of government are the public schools and the remaining that are not controlled by the government falls under the private schools. Both, public and private schools follow common academic calendar and syllabus/curriculum and adopt similar practices of teaching. The government extends full financial support to public schools and the private schools are managed through tuition fee and/or sponsorship from churches or from

public and private donations. Nagaland Board of School Education (NBSE) conducts the HSLC (High School Leaving Certificate) examinations for the high school students and HSSLC (Higher Secondary School Leaving Certificate) for the students of higher secondary institutions falling within domains of Arts, Science and Commerce streams respectively. Besides NBSE, in the recent past, other educational boards, such as CBSE (Central Board of Secondary Education) and ICSE (Indian Certificate of Secondary Education) have also come up with a similar motto of providing access to the education to the students all throughout the state.

1.6.4 The Current patterns of Education in Nagaland

In the current scenario, Nagaland state has more than one board of school education. In this context, Mokochung is also not confined to just, NBSE but has leaped forward to follow other boards like CBSE and ICSE. Currently all these boards are in existence and followed in one or other schools in Mokokchung district. By and large, schools in the district follow the NBSE pattern of education, irrespective of their being public school or private school at nature. There are 3 schools to follow CBSE pattern of education and only one school follows ICSE pattern of education. On the recommendation of the Council of Boards of School Education (COBSE) of India to assess the performance in the record years the NBSE has adopted Relative Grading on a nine-point scale as per the interest of the examinees of HSLC examination.

1.7. THE FORMATION OF NAGALAND BOARD OF SCHOOL EDUCATION (History of NBSE)

The NBSE was set up in Nagaland through an Act by the Legislative Assembly and received assent of the Governor on 15th Nov 1973. The board was establishment with the purpose of enhancing quality education to the learners in the state. It started functioning from 1st October 1974 and the 1st High School Leaving Certificate Examination was held in March 1975 for 2008 candidates in one go from 6 centers established as key support system across the state. To ensure quality in education, a state level curriculum committee was formed. The committee convened its 1st meeting on 30th March 1978 which was followed by a series of

backup exercises like workshops, seminars, and training programs to shape an independent curriculum for schools under NBSE. The curriculum designed by the board was accorded final approval by the government of Nagaland on 12th April 1979.

Every year, the board conducts promotion Examinations for the students of Class 8, 9 and 11. While, for students of class 10 and 12, selection examinations are conducted to pave way to the selected candidates to write the board examinations. The high school examinations are conducted for all subjects with MIL on the subject combinations opted by the students.

To keep a track of day-to-day activities on education, the board appoints Ex-officio members as nominated by the government with co-opted members on the board. The board also engages a full-time chairman who serves as the chief executive officer of the whole system. To coordinate the smooth functioning, the board has separate sections such as - examination, academic administration, computer and accounts. The important duties of the NBSE are as:

(i) To process and publish results timely
(ii) To design and approve the syllabus
(iii) Inspecting institutions to ascertain that the schools are maintaining standards.
(iv) To adopt reforms and norms for proper conduct of examinations and evaluation of answer scripts.
(v) To keep the teachers and principals/ head of the institutions updated with the curriculum by organizing seminars, workshops *etc*.
(vi) To enhance quality of education in schools, insist to appoint only trained and skilled teachers.

1.7.1 Relative Grading at HSLC Examination

The Nagaland board of school education adopted the system of Relative Grading for preparing the result of HSLC examination from 2009 onwards. This decision of the board was taken on a nine-point scale, as per the decision and recommendation of COBSE (Council of Boards of School Education in India). The main aim/purpose of COBSE is to assess performance levels of the examinees of the HSLC examinations.

Under Relative Grading the raw marks with grades are shown in the marks-sheet of the examinees and on the basis of the marks the main/ merit list is prepared. Under this scheme only the marks are filled and there is no division/ rank giving system. Besides, the grades that are awarded to each student depends on how the student has performed in that particular subject, the grades obtained by the students in each subject depends on his/her marks and the numbers/range of marks is not equal for all grades.

The following table reveals grades with percentage and terms of performance by each student in the examination. The students awarded with A+ grade are termed as Truly Outstanding, those with A1 grade are rated outstanding with A2 grade they are categorized as excellent. Whereas, students scoring D and E grades are termed as disqualified and need to appear at the examination again. Under Relative Grading, students who score the grade C2 and above are awarded grades.

Table 1.7.1 Relative Grading

Grade	Percentage of Examinees	Terms of Performance
A+	Top 1%	Truly Outstanding
A1	Next 9%	Outstanding
A2	Next 12%	Excellent
B1	Next 16%	Very Good
B2	Next 23%	Good
C1	Next 23%	Above Average
C2	Next 20%	Average
D		Needs Improvement
E		Needs Improvement

Source :www.nbse.com

1.7.2. Establishment of First School in Nagaland

First School in Nagaland was established on 11th of April, 1895 by the American Baptist Missionary, Mr. and Mrs. E.W. Clark in Impur (Mokokchung). The school was named after its founder as Clark Memorial High School. Now, the school is in the 127th year of its being, and in commemoration of its attainment of 100 years, it has been elevated to the higher secondary level (CMHSS) in the year 1999. The school is in smooth run with the motto *'Towards Excellence'.* This pioneering institution of Nagaland has profoundly contributed to the growth of holistic and multidisciplinary education *vis-à-vis* triggering genuine spark to the spiritual and philosophical endeavors of the people in the land. By instituting value-based education, this institution has been instrumental in molding the career of many of its outcomes as future leaders, teachers, Evangelists and pastors for the churches. It adds to the glory of the institution that it has produced renowned personalities like the 1st Captain of Indian Olympic Football team, Dr. P. Shilu AO and the 1st Naga Governor of Himachal Pradesh and third Chief Minister of Nagaland state, Dr. Hokishe Sema, *etc*.

It may be reiterated that CMHSS is the oldest surviving American Missionary Heritage School in Nagaland. The prime cause of establishing this school was for the expansion of the kingdom of God through the gospel of Christ. Therefore, it is believed that the blessing of Christ is on this school for Nagas. Thus, the consistency of the standard is going on through the grace of God in the intended purpose. Above all, the institution has fulfilled the vision of Dr. E.W. Clark who before his departure from Nagaland said, "If the churches are to be intelligent and self-reliant and aggressive new efforts must be spread to make the Christian schools as efficient as possible".

1.8. HISTORY OF ENGLISH LANGUAGE TEACHING AND LEARNING (ELTL) IN NAGALAND

The population of the Nagaland state according to 2011 censes is 1,980,602. Chiefly, the state has agro-based society with literacy rate of 79.55%, with male literacy of 82.75% and the female literacy at 70.01%. Academic discourse in the state sparked with the establishment of a Missionary school 'The Clark Memorial High School (CMHS)' in the Mokokchung district of the state in 1895, which is the oldest surviving American Heritage English medium School in Nagaland. The school is located at Impur, approximately 15 (fifteen) km away

from the heart of the Mokokchung town. The school is surrounded by Mopungchuket and Sungratsu village under Mokokchung district. The Ao Baptist Arogo Mungdang (ABAM) took over the school as its Home Mission since 2016. It is established that teaching of English in the state began with the establishment of this missionary school at Impur.

1.9. HISTORY AND PHYSICAL FRAME WORK OF MOKOKCHUNG DISTRICT

During the British occupation of India, Mokokchung area was part of the Naga Hill District of Assam. The Mokokchung sub division of Naga Hills district was created in 1889, and it remained as a district of Assam until 1957, when Mokokchung and Tuensang Fortier Division of the North-East Frontier Agency (during the British Rule, Mokokchung area was a part of the Naga Arunachal Pradesh) were joined to form the centrally governed Naga Hills in Tuensang Area.

The Mokokchung district of Nagaland came into being on 1st December 1957. The town of Mokokchung is its headquarters. It is bounded by the state of Assam to its North, Wokha district to its west, Tuensang and Longleng districts to its East and finally, Zunheboto district to its south. Ungma (Soyim) is the oldest and largest village in the district, located about 3km away from the Mokokchung Town. The total number of households in the village exceeds 1000 households.

Mokokchung became a full-fledged district in the year 1957. It wraps an approximate area of 1615sq km and is located in the north-western part of Nagaland state. Mokokchung district (Latitude: 25ºE-27º4'N; Longitude: 93º20'E–95º15'E). It covers important hill ranges namely like Ongpangkong, Lang Pang Kong, Asetkhong, Changkikong, Japukong and Tsurangkong. The entire state of Nagaland is covered by high rugged terrain; however, Mokokchung district is less elevated as compared to other districts. The elevation of the district varies between 800 to 2000 feet above the sea level. In this region, the primary process in valley formation is the vertical corrosion or down cutting through soft and geological strata by rainfall which have resulted in numerous gorges and valleys.

1.9.1 Education in Mokokchung district

Mokokchung district has a good literacy rate at 91.62% in the state. Ever since Nagaland attainted statehood, the government has always placed education on top priority, and the people are also accustomed to take the education of their children with utmost seriousness. The educational institutions in the district have inherent characteristics to compete in imparting quality education to their students and the outcome is reflected in results of the Board Examinations. With rapid urbanization, technical institutions like, ITI is also coming up in the district. But, the district lacks seriously on higher technical education to cope with future challenges of technical education on multiple fronts. However, with the advancement of the technical education in the state many qualified specialists and technocrats are joining to make the district venture into to cut-edge technology in the education and the entrepreneurship domains.

In every district, the development of school education plays a very significant role in shaping the right and choice of the people. In the Mokokchung district, the department of school education has two operational constitutional laws:

(i) ***The Right to Education (RTE) Act 2009 and,***

(ii) ***The Right to information (RTI) Act 2005.***

that serve to safeguard the rights of its citizens. The main focus of RTI and RTE Acts, other than the constitutional laws and in service rules, stresses at the proper functioning of the department and serve to promote transparency, accountability and justice at different hierarchical levels of the department.

1.9.2 The Foundation of the First School in Mokokchung district

On February 15, 1941 Mokokchung witnessed an eventful day when the then Governor of Assam, Sir Andrew Gourlay Clow has blessed the district with the being of an English medium school in the name of Mayangnokcha Government Middle School (MGMS). With the laying of the foundation stone of MGMS, long cherished dream of the people in Mokokchung town was fulfilled in that the district was blessed with a school next to the Clark

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Memorial High School at Impur. The Governor of Assam, Sir Andrew consented to arrange the building materials and free labor for shaping the school was arranged by the society. The good will and voluntary service of the people of Mokokchung town made the school structure come up in a record time. Subsequently, the school became operational with eight numbers of teaching staff led by Mayangnokcha AO as the headmaster. A peon and a Chowkidar were added as supporting staff and the school started with a contingent of 130 students enrolled in the first to sixth standards. Soon, the need for a high school was greatly realized by the people of the region as the whole Naga hill districts at that time could boast on only High School established in Kohima. Therefore, the people of the region which included the people of present day Mokokchung, Wokha, Zunheboto, Tuensung, Longleng and Mon districts started a private High school in 1943. The first batch consisting of 6 (six) candidates from this school appeared for the HSLC Examination at Gauhati University in 1947 securing a 100% pass result (Morung Express, 16 Sept. 2016). Subsequently, on 1st April 1948, the Government Middle English School and the private school were merged to make the Government High School Mokokchung and Mayangnokcha AO was appointed as the first Headmaster of the High School. The Name of the School was officially changed to Mayannokcha High School on June 16, 1994 in the honor of the first Headmaster of the school, who is also, the first graduate among the AOs and the second among the Nagas. The school was elevated to a Higher Secondary School to offer teaching in Commerce in 2002 and Science in 2003. Subsequently, Arts Stream was added to the school in the year 2010. Currently, the school is catering to the academic needs of more than 1200 students. The school came in a long way to celebrate its platinum jubilee in the September 2016. The occasion was marked with the upgrading of library and the science Laboratory in the school.

1.10. SKILLS OF ELTL

The Chief objective of the study is to help the learner become moderately efficient user of English. As such, at the end of the course, the learner shall be able to use English accurately, fluently and appropriately for the purpose of communication by acquiring the four skills *viz.* listening, speaking, reading and writing.

1.10.1 Listening

This syllabus envisages competence on the part of learners to listen attentively, comprehend and take notes in the class. The learner should also follow radio and television news, speech delivered by eminent persons, and understand discussions and debates on a variety of topics.

1.10.2. Speaking

Speaking as a skill will provide ample opportunities for learners to practice spoken English, respond orally in clear, simple sentences to the questions asked in the class, raise questions/queries to have their doubts clarified, give oral instructions, participate in simple conversations, interviews *etc*. Therefore, fluency in speaking is to be developed at all costs.

1.10.3. Reading

Considering the fact that English is the means of access to the knowledge at higher levels in the fields of Science and Technology, and reading efficiency will help to develop the skills of speech and writing, and hence, reading skill is given greater importance. Practice will be given in quick reading with comprehension. Attempts will be made to give students a start in independent reading. Students will be encouraged to read for both, pleasure and information.

1.10.4 Writing

Writing aims at improving the learners' proficiency in integrated use of language components such as

1.   Writing with coherence and without grammatical errors,

2.   Drafting and replying letters in life situation,

3.   Describing a process,

4.   Developing short stories, paragraphs using given hints,

5.   Expanding a given passage,

6.   Making notes and summarizing a short passage in simple English.

1.11 REVIEW OF LITERATURE

1.11.1. Listening

In our country, English language is treated as a foreign language and everyone desires to learn and master this language. But the competency never comes by practicing incomplete set of skills. He/She desirous to develop proficiency in English language, especially on the communication front, needs to grow competence equally in all the four skills: Listening, Speaking, Reading, Writing. While Hymes, (1972:159, cited in Abedin, M. M., Majlish, S. H. K., & Akter, S. 2009) mentioned 'communicative competence' as the aim of language teaching, Richard and Rodgers (2001:159, cited in Abedin, M.M. *et al* 2009) have explained it as communication. Chomsky regards language theory in terms of 'homogeneous speech community'.

The main purpose of listening language skill is to communicate in real life situations. For successful communication, listening skill figures at the forefront and plays a vital role. Therefore, to grow competence in communication, development of the listening skill is significantly important. In this regard, Rixon (1986) has said, "The aim of teaching listening comprehension is (or should be) to help learners of English cope with listening in real life". One of the prime causes for acquainting students to listen to spoken English is to let them have access to different varieties and accents – rather than sailing through the confinement of voice of their teacher with its own idiosyncrasies. In today's world, the learners need to be exposed not only to one variety of English. The second major reason for teaching listening is because "it helps students to acquire language subconsciously even in terms of native English speakers' communication." (cited in Abedin, M.M. *et al.,* 2009).

Listening is an interactive complex process where the learners interpret with what they know and what they are hearing. From schematic point of view, it involves the connection between the background knowledge and the knowledge they are acquiring currently. The role of Listening skill is to establish a connection with the learning process. In this regard, (Vandergrift, 2002:2) has opined that Listening comprehension is an interactive interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding message. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. Listeners'

role is not just to hear. Actually, listening involves comprehension. In this respect (Wipf, 1984: p345-48) has said that in listening comprehension has basically five components such as sound discrimination, grammatical structure, retention, stress and intonation and vocabulary. So, listeners should be able to recognize the sound, word meaning and grammatical structures and they should have attention to the stress and intonation. He has again added that students should be conscious about the socio-cultural context of the exposed content.

Listeners can't control the speed of the speaker. Underwood says, "many language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension, is that listener cannot control how quickly a speaker speaks". However, (Hayati, 2010) examines the effect of speech rate on listening comprehension by exposing students to slow speech rate and natural speech rate and notes that both can be beneficial to the listeners. But the degree of benefit learners gained in natural speech rate lead Hayati to indicate that, for now, naturalness counts more in listening comprehension, although slow speech rate did permit an improvement in listeners' comprehension.

1.11.2. Speaking

Welty (1976) says speaking is the main skill in communication. Referring to this statement, it can be deduced that from the four language skills- listening, reading, writing and speaking- speaking becomes the first stress. Speaking in English is a crucial skill to function in all aspects of global transformations. It is likely to be in any aspects of modern life styles. Therefore, it is communicative activity that can encourage learners to speak and interact with each other. Speaking forms the core skill in the language teaching and English language teaching is no exception to this. It is impossible to command a language without stressing at its spoken front.

Bhattarai and Gautam, (2008) state that in Nepal, it used to be exclusively the British English prescribed for EFL curricula. However, due to recurrent exposures to the globalized world through trade, technology, media and international relations, for the last few decades, Nepal has experienced a transition in the use of English in terms of variety. This situation has prompted academics to adopt more flexible approaches to cope with the change and accept the use of English in an eclectic manner rather than being prescriptive.

Taking this changing scenario into account, ELT planners and practitioners in Nepal have recently moved to more eclectic and interdisciplinary approach in the selection and presentation of ELT materials. In this context, Awasthi *et al*. (2009) have mentioned that "We are aware of the fact that in the present-day world, there is no longer one English, there are many Englishes. So, there are texts not only from the native English varieties, but also from different regions where non-native English varieties are flourishing". While looking at ELT from methodological perspectives, we may find that it is parked in the "post-methods era". Since the adaptation of newer and nobler methods for over hundred years could not work as a panacea for the solution of ELT related problems, the notion of methods came under criticism in the 1990s. The methodologists themselves started saying that methods do not matter because they do not exist. In this regard, Richards & Rodgers, (2005) say that "By the end of the twentieth century, mainstream language teaching has no longer regarded methods as the key factor in accounting for success or failure in language teaching. Some spoke of the death of methods and approaches and some termed it the 'post-methods era' sometimes at use".

Context sensitivity has become a key issue in teaching English in the present situation. There is no any best method for teaching English since a method which best suits in one's socio-cultural context may be completely useless in another. This view is clearly expressed by Halliday (1994: p10) as "The communicative approach with its new awareness is now over a decade old, yet it is still not conclusive that this or any other classroom methodology is the best". Therefore, teachers are suggested to think globally but act locally.

1.11.3. Reading

Reading is an essential skill that students need to access in the early grades because it will instil the foundation of learning in all academic subjects throughout their education (Cunningham & Stanovich, 1997; Sloat *et al.*, 2007). Mastering reading skills before students advance to the third grade is especially critical because after third grade, students begin to read in order to gain knowledge which they derive from the academic contents. In addition, students who fail to master reading skills by the end of third grade, have low motivation for learning, behavioral challenges, and poor academic achievements (Sloat *et al*,

2007)**,** and are possibly at a risk of not advancing beyond high school (KIDS COUNT data book, 2010). However, students who are able to master reading by third or fourth grade have greater possibility of achieving academic success (Foorman, *et al.*, 2003). More importantly, while engaging in reading activities, students need to be able to understand what they are reading.

Reading comprehension is also an essential skill that individuals need to muster in order to be successful in their personal endeavor (Blair *et al.*, 2007). For instance, to be successful, individuals need to understand the basic text that appears in utility bills, housing contracts, career applications, and newsletters (Hoeh, 2015). Also, individuals need to acquire reading comprehension skills in order to be able to have and maintain a job and successfully engage them in different daily activities (Hoeh, 2015; Mahdavi & Tensfeldt, 2013).

There are three major reading comprehension models that play a significant role in managing and facilitating the comprehension process, as well as assisting readers to better understand a written passage and overcome their reading comprehension difficulties while engaging in the reading process. These models include the bottom-up model, the top-down model, and the interactive model. The three models differ from one another based on their concentration of the method that readers apply in order to obtain meaning from a written passage. For instance, the bottom-up model requires readers to decode each word in the text in order to gain meaning. In contrast, the top-down model emphasizes the role that both, the reader's background knowledge and previous experience about the given topic play in order to obtain meaning form a text. However, the interactive model looks at the reading process as an activity that requires engaging in two interactions. The first interaction occurs between the written text and the reader's prior experiences about the topic, while the second interaction occurs between different kinds of reading strategies that the reader utilizes (Ahmadi, *et al.,* 2013; Brunning, *et al.*, 1999; Eskey, 2005; Grabe, 1991; Grabe, 2004).

1.11.4. Writing

Kroll (2001) defines process approach as an umbrella term for many types of writing courses. What the term captures is the fact that student writers engage in their writing tasks through a cyclical approach rather than a single-shot approach. They are not expected to produce and

submit complete and polished responses to their writing assignments without going through certain well-defined stages. This includes stages of drafting and receiving feedback on their workout, be it from peers and/or from the teacher, followed by revision of their evolving texts. Hence, a process approach tends to focus more on varied classroom activities crucial to promote the development of language use: brainstorming, group discussion and rewriting.

According to (Gabrielatos, 2002) a product approach is "a traditional approach in which students are encouraged to mimic a model text, usually is presented and analyzed at an early stage". For example, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing".

Yan (2005) indicated that English First Additional Language teachers and students confront certain problems in teaching and learning writing. As many teachers of English in China have noted, acquiring the writing skill seems to be more laborious and demanding than mulling the other three skills (Zheng, 1999). In fact, (Nunan, 1999:p71) considers it an enormous challenge to produce "a coherent, fluent, extended piece of writing" in one's additional language. This is magnified by the fact that the rhetorical conventions of English texts, structure, style and organization often differ from the conventions in other languages. It requires effort to recognize and manage the differences (Leki, 1999).

1.12 OBJECTIVES OF THE STUDY

The language skills (LSRW) in a monitored situation of Teaching without Lecturing avoiding the crowd of a large class room situation with the assumption that the same was not practiced at the primary/ middle school levels.

    i.To explore and proceed to a more advanced reading stage, that of reading simplified texts, particularly those bound up with personal studies and interest, with the help of bilingual dictionaries for those who come from the bilingual teaching situations. Those who come from English medium schools or if necessary, all the students must be

advised to use Oxford Advanced Learners Dictionary of Current English to strengthen their current pronunciation.

ii. To study and understand a talk in English on a subject of general experience and interest, clearly spoken and restricting in vocabulary and sentence structure to the range of the syllabus.

iii. To discuss and write comprehensively in and without gross error, on a familiar topic which lends itself to expression within the range of vocabulary and sentence structure that has been taught.

iv. To examine and carry on a conversation (speaking) in English on a topic fully within the range of active command postulated by the syllabus.

1.13 HYPOTHESIS

English teaching and learning in secondary schools of Mokokchung district have witnessed remarkable upswings in quality and standard keeping pace with time and need. With trained and qualified English teachers gaining access to secondary level schools in the district over the years, English language teaching in the class room is assumed to have improved progressively. The effective and efficient teaching by trained teachers impact improvements of language learning skills (LSRW) which heuristically occasion attraction for the students towards learning of English. In sharp contrast, owing to the presence of a few untrained teachers, very often, the teaching and learning process are not been accomplished in perfect synchrony. Therefore, to excel in English teaching, these teachers should be trained and tamed to the various traits of teaching and learning procedures.

1.14. RESEARCH METHODOLOGY

Research methodology is a critical part of the research as it highlights the actual process which determines the outcome of undertaken research. The main purpose of the present study is to find the factual status of English language teaching in the secondary schools of Mokokchung district. The researcher has collected information about the status of English language teaching in the secondary schools of Mokokching district by means of questionnaires from the English teachers, heads of the institutions, the students and the

parents. The researcher has also interviewed the English teachers in person and has observed the real nature of English language teaching in the secondary schools of Mokokchung district.

1.14.1. Rationale of Selection of Study Sample Area

The researcher has opted for Mokokchung district as the sample study area for reasons that: Mokokchung is considered as the land of pioneers and also known as the cultural and intellectual capital of the Nagaland. It is the third most prominent district of Nagaland with AO tribe as the prime populace. Of all the Naga ethnic groups in the land, the AOs have pioneered education and they continued to sustain the beginning. Christian missionaries were instrumental in mooting literature in Mokokchung district through Godhula Babu, an Assamese teacher and Evangelist who volunteered service into Naga soil under the aegis of Dr. E.W. Clark. He landed in Dekahaimong (currently known as Molungkimong) and started serving as a preacher-cum-teacher in 1872. The start of education in this district or, so to say, in this state sparked in 1878 in Molungyimsen village followed by Impur in 1882. Thereafter, no formal school could be started for several years, except that the missionary school was improved and made to grow into two separate schools, one each for boys and girls. With an average literacy rate of 79.55% in Nagaland (as per 2011 Census), contribution of Mokokchung district stands at 93.59% with close gender parity which is much higher than the national average. In the current scenario, the district is fast moving towards 100 percent literacy rate. Thus, owing to the fact that English language in the state of Nagaland had its feat in Mokokchung district and its growth and development keeping pace with the time and need, is poorly documented, present investigation was launched to address requirements at the High School level.

1.14.2. Research Design

The study is based on both primary and secondary data collection. The study has been carried out in all the secondary schools of Mokokchung district. English text books in these schools have been analyzed using common guidelines for analysis of texts books and other materials. Information regarding the status of teaching of English in secondary schools has been collected through interaction with teachers and observation of classroom teaching/ learning activities to understand the lacuna in teaching of English and to suggest appropriate ways for

its improvements. Lesson planning, learner centric teaching, conducting regular tests, promoting language acquisition skills in the learners with emphasis on destined number of vocabulary/structural acquisition of the target language and repetitive practices of skills for inhering the same for proficiency have been taken into account.

The samples for the study are the students, teachers who teach English in the schools, administrators who are either Headmaster or Principal and the Parents. All students are used as samples for gathering information to study the status or level of English language teaching in secondary schools of Mokokchung district. A total of 390 students of class X have been considered as respondents.

The tools used for the study are questionnaires and personal interviews with the teachers of English, heads of the institutions, and the students of the nine blocks of Mokokchung district. Three types of questionnaires were prepared and administered by the researcher.

1.14.3. Data Sources

Mokokchung district has nine community development blocks (CDB). All CDBs have been taken into consideration. There are 75 high schools and 20 higher secondary schools in Mokokchung district which are located into 09 blocks: Mokokchung block, 18 HS and 10 HSS; Alongkima block, 03 HS; Changtongya block, 09 HS and 01 HSS; Chuchuyimlang block, 05 HS; Kublong block, 05 HS and 01 HSS, Longchem block, 05 HS; Mangkolemba block, 09 HS and 02 HSS; Ongpangkong block, 12 HS and 03 HSS; Tuli block, 09 HS and 02 HSS (Chart: 1). These Schools follow NBSE, CBSE or ICSE board based curriculum and are either government or private institutions. All the schools were taken into account as the sample collection sites. A select contingent of respondents consisting of 390 Class X students, 12 English Teachers, 10 Administrators and 200 Parents across schools were taken into consideration.

Chart:1.14.1. Name of Blocks and Block-wise location of Secondary Schools in Mokokchung district

Mokokchung — 18 Schools

Alongkima — 3 Schools

Changtongya — 9 Schools

Chuchuyimlang — 5 Schools

Kublong — 5 Schools

Longchem — 5 Schools

Mangkolemba — 9 Schools

Ongpangkong — 12 Schools

Tuli — 9 Schools
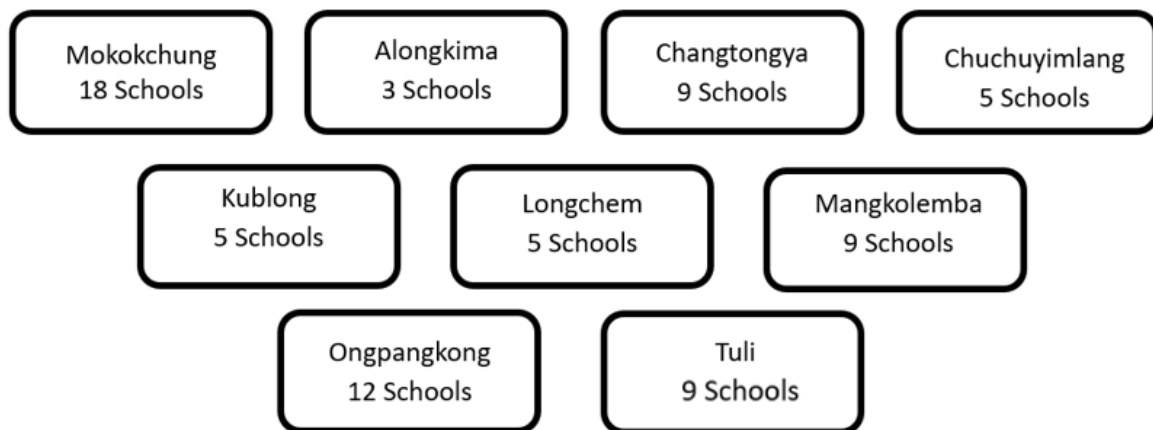
1.14.2.Mokokchung Block

Sl.No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Mayangnokcha Govt. Higher Secondary School	65	3	1	5	8
2	Govt. High school Dilong	42	1	1	5	6
3	Govt. High School Mokokchung Village	15	1	1	5	3
4	Govt. High School Sumi	12	1	1	5	3
5	Edith Douglas Higher Secondary School	105	2	1	15	20
6	Model Higher Secondary School	37	1	1	10	5
7	Imsutemjen Higher Secondary School	12	1	1	5	3
8	Town Higher Secondary School	45	1	1	10	7
9	Hill View Higher Secondary School	38	1	1	10	5
10	Queen Mary Higher Secondary School	100	2	1	30	10
11	Straightway Higher Secondary School	42	1	1	10	8
12	Children High School Mokokchung	45	1	1	10	5
13	Nagaland Christian Residential School	33	1	1	10	5

14	Canaan Christian Higher Secondary School	45	1	1	10	5
15	Lady Bird HighSchool	18	1	1	6	4
16	Hill Night High School	7	1	1	7	2
17	Jubliee Memorial Higher Secondary School	78	2	1	20	8
18	Assam Rifle High School Mokokchung	7	1	1	7	3
	Total	746	23	18	180	110

Source: School Attendance Register and Enrollment Register

1.14.3Alongkima Block

Sl. No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Govt. High School, Alongkima	28	1	1	7	5
2	Govt. High School, Dibuia	7	1	1	7	2
3	Govt. High School, Molungyimsen	12	1	1	5	3
	Total	47	3	3	19	10

Source: School Attendance Register and Enrollment Register

1.14.4.Changtogya Block

Sl.No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	R.C.Chiten Jamir Memorial Govt. High School	34	1	1	10	5
2	Longrimendang Ao Govt. High School	5	1	1	5	2
3	Govt. High School, Changtongya-B	18	1	1	7	3
4	Govt. High School, Yisemyong	12	1	1	7	3
5	Govt. High School,Unger	15	1	1	8	5

6	Christian Standard Higher Secondary School	25	1	1	8	7
7	Green River Valley High School	15	1	1	6	5
8	St. John's School	15	1	1	6	5
9	Oriental School Changtongya Town	26	1	1	10	5
	Total	165	9	9	67	40

Source: School Attendance Register and Enrollment Register

1.14.5. Chuchuyimlang Block

Sl. No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Govt. High School, Chuchuyimlang	9	1	1	6	2
2	Govt. High School,Mongsenyimti	15	1	1	7	5
3	Govt. High School, Yaongyimsen compound	16	1	1	7	5
4	Govt. High School, Phangsang	9	1	1	5	2
5	Friendship High School	9	1	1	5	1
	Total	58	5	5	30	15

Source: School Attendance Register and Enrollment Register

1.14.6.Kublong Block

Sl.No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Govt. High School, Kublong	10	1	1	6	2
2	Govt. High School, Longjang	8	1	1	8	1
3	Yajen Aier Govt. High School	15	1	1	8	5
4	Govt. High School Sungratsu	16	1	1	8	5
5	Clark Memorial Higher Secondary School	42	1	1	10	12

| | Total | 91 | 5 | 5 | 40 | 25 |

Source: School Attendance Register and Enrollment Register

1.14.7. Longchem Block

Sl.No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Govt. High School, Longchem	15	1	1	8	5
2	Govt. High School, Yajang	13	1	1	7	4
3	Noklangsangba Govt. High School	12	1	1	7	4
4	Govt. High School, Changdang	7	1	1	7	3
5	Govt. High School, Saring	17	1	1	8	4
	Total	64	5	5	37	20

Source: School Attendance Register and Enrollment Register

1.14.8. Mangkolemba Block

Sl.No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Govt. Higher Secondary School, Mangkolemba	42	1	1	10	13
2	Govt. High School Chanki	17	1	1	8	5
3	Merachiba Memorial Govt. High School	18	1	1	8	7
4	Govt. High School, Mangmetong	12	1	1	6	3

5	Govt. High School, Khar	12	1	1	6	3
6	Govt. High School Alongtaki	10	1	1	5	3
7	Govt. High School Molungkimong	6	1	1	6	2
8	Baptist Higher Secondary School	34	1	1	10	11
9	Mission School, Chanki	8	1	1	8	3
	Total	159	9	9	67	50

Source: School Attendance Register and Enrollment Register

1.14.9. Ongpangkong Block

Sl.No	School Name	Total Students in Class X	Number of English Teacher	Principal	Parents	Respondents Taken
1	Senayangba Govt. Higher Secondary School	45	1	1	10	9
2	N.I. Jamir Govt. Higher Secondary School	15	1	1	6	5
3	Imzuluba Govt. High School,Longsa	10	1	1	6	3
4	Govt. High School, Longmisa	6	1	1	6	2
5	Govt. High School, Chuchuyimlang	22	1	1	8	7
6	Govt. High School, Longkhum	9	1	1	9	3
7	2nd NAP Higher Secondary School	40	1	1	12	13
8	John Doghlas School, Yimu	28	1	1	10	9
9	Mount Moriah School, Ungma	30	1	1	10	10
10	Jubilee Memorial School, Chungtia	12	1	1	7	4
11	St. Mary's Residential School	19	1	1	9	6
12	Jawahar Navodaya Vidyalaya	32	1	1	15	10
	Total	268	12	12	108	81

Source: School Attendance Register and Enrollment Register

1.14.10 Tuli Block

Sl. No	School Name	Total Students in Class X	Number of English Teacher	Princ ipal	Pare nts	Respondent s Taken
1	Govt. Higher Secondary School, Tuli	45	1	1	12	15
2	Govt. High School, Kangtsung	10	1	1	6	3
3	Govt. High School, Asangma	6	1	1	6	2
4	Don Bosco School Tuli	39	1	1	10	13
5	Zion School Tzudikong	22	1	1	9	7
6	Little Garden School, Tuli	21	1	1	9	7
7	Logos Home Academy, Tuli	25	1	1	9	8
8	Kendriya Vidyalaya Sangathang	20	1	1	10	5
9	Christian School	9	1	1	1	3
	Total	197	9	9	72	63

Source: School Attendance Register and Enrollment Register

1.14.   TOOLS AND METHODS USED FOR ASSESSING FOUR LANGUAGE TEACHING

For assessing the speaking skill, the main emphasis has been placed on the learners' 'accent and tone' (high or low tone) and the circumstance under which it should be applied. The learners were also been examined in various areas of speaking using correct pronunciation, accent and tone, *etc*.

Reading skill has been examined through some select exercises of reading which had been given to the scholars as prepared material. They had been given feedback on silent reading/ loud reading. Scanning, skimming and purposes of such types of reading and feedbacks were collected from them if such practices are conducted by the teachers or not. This has mainly been done for improving their pronunciation and their ability to grasp the content

of text to promote their understanding and knowledge level. Besides these, the capacity has been built for background knowledge of learning, expose different discourse patterns, work in groups, make connections, extend practices, *etc*.

For appraising the writing skill, the writing of – paragraphs, story-writing, application-writing, essay writing, guided writing, creative writing, critical writing, professional writing, reporting, *etc*. have been provided to the students.

1.14.1 Design of Work: The work has been designed in following six chapters:

Chapter 1: Introduction

In this chapter, the researcher has discussed the background and history of ELTL of school education in Nagaland by focusing on the various aspects of school education that occurred in the state prior to the attainment of statehood after independence. This chapter will also give a detailed analysis regarding the status of teaching of English in Secondary Schools and Teacher Training Programs and other documents/ sources.

Chapter II: Teaching of Listening Skills: The chapter has highlighted listening skill as to how the learners need to be imparted the listening skill and be perfected in the importance of listening.

Chapter III: Teaching of Speaking Skills: In this chapter-Speaking skills have been focused.

Chapter IV: Teaching of Reading Skills: This chapter has discussed the reading skills of the learners.

Chapter V: Teaching of writing Skills: In this chapter teaching of writing skills has been highlighted.

Chapter VI: Conclusion: This chapter contains Summary of the five chapters with findings and Conclusion.

1.15.   CONCLUSION

In other words, teaching of English serves two purposes in the state-Fist, it provides a linguistic tool for the administrative cohesiveness of the state (Nagaland), causing people/tribes who speak different languages to become united. Secondly, English serves as a language of wider communication, including a large variety of different people covering a vast area.

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CHAPTER II

TEACHING OF LISTENING SKILLS

2.1. INTRODUCTION

In Nagaland, over the past few decades, the approach to teaching-learning of English has undergone radical changes. Further, the objectives of learning English have also changed profoundly. There are four basic principles of ELTL approach such as i) personal engagement, ii) interacting co-operating, iii) using four skills in real life situation and, iv) learning by doing.

On the path of mastering language skills, students and teachers usually face many difficulties. To cope with such difficulties, an increased emphasis has been laid on developing and modeling new teaching strategies to increase English language Learners (ELL`s) language proficiency and academic competence. As pointed out by Peregoy & Boyle (2009), besides being academically strong, students are expected to possess sufficient skills that enable them to negotiate with any learning situation, which include the four language cognitive tasks of listening, speaking, reading and writing. In natural day to day experiences, oral and written language uses are not kept separate and isolated from one another. The relationship between listening, speaking, reading and writing during development are basically based on mutual support, meaning that, any practice will contribute to the overall development of the other (Peregoy & Boyle, 2009).

However, research in the field of teaching has been mainly based on reading, writing and speaking as the skills necessary for language acquisition. This is because, before 1970`s, listening was taken only as a receptive skill in language learning (Hanna, 2012). Since its role in language learning was taken for granted, listening comprehension has received relatively little research and pedagogical attention. But in the early 70's, increased research in the field brought attention to the role of listening as a tool for understanding as a key cognitive factor in facilitating language learning as well as the development of different listening strategies (Vandergrift, 2002).

Chastain (1971) stated that the goal of listening comprehension is to comprehend the language at normal speed in an automatic condition. Hamouda (2013) said that listening skill is very important in acquiring understandable input. Learning does not occur if there will not be any input. Pourhosein Gilakjani & Mohammadreza Ahmadi (2011) expressed that listening has an important role in the communication process. According to these authors, out the four main areas of communication skills called listening, speaking, reading, and writing, listening is the most important of all. Goss (1982) said that in listening comprehension listeners try to construct a meaning when they get the information from the listening source.

2.2. IMPORTANCE OF LISTENING

Listening is one of the four cognitive skills of language. Listening refers to comprehension of teachers' instructions, stories or poem or any other concepts taught in English in the classroom by the students in this study. Listening leads to speaking. The foundation of listening is laid at primary level.

Listening skill is very important in foreign language learning because the key to learn a language is to receive language input. According to (Krashen, *et al*, 1984; Hamouda, 2013) acquisition happens when learners have sufficient comprehensible input. Rost (1994) stated that listening is significant in language learning because it provides input for learners and it plays an important role in the development of learners' language

According to Krashen *et al*., (1984) and Hamouda (2013), listening skill is an important element in obtaining understandable input. Learning will not occur if there isn't any input. Hasan (2000) and Hamouda (2013) expressed that listening comprehension provides the appropriate situations for the acquisition and expansion of other language skills. Rost (2002) expressed that the development of listening is related to the attainment of proficiency in speaking. He continued that listening is the most important skill in language learning because it is the most widely used language skill in normal daily life.

According to Pourhosein Gilakjani & Ahmadi (2011), listening plays a significant role in the communication process. Ferris (1998), Murphy (1991), Vogely (1998), and Hamouda (2013) expressed that listening is the most frequently used skill in the language classrooms. Therefore, it is obvious that listening is very important for the lives of students since it is used as a means of learning at all phases of instruction. Despite its significance in foreign language learning, the instruction of listening comprehension has been overlooked in many EFL classes. According to Oxford (1990), listening develops faster than the three other language skills and it can make easy the development of the other language skills.

According to Hedge (2000) listening has an important role in everyday life and when people are engaged in communication 09 % is spent to writing, 16 % to reading, 30 % to speaking, and 45 % to listening which shows the significance of listening in the communication process. Lundsteen (1979) expressed that listening is the first skill to appear. He continued those children listen before they speak. Hedge (2000) indicated that modern society likes to change from printed media towards sound and its members. Therefore, the significance of listening cannot be ignored. He emphasized that listening is of great importance in English language classrooms

2.3. DEFINITION OF LISTENING

Listening has been defined by many researchers. Chastain (1971) defined listening as the ability to understand native speech at normal speed. Morley (2001) said listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. According to Postovsky (1975), listening differs in meaning from sound discrimination to aural comprehension. Goss (1982) defined listening as a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.

Bowen, *et al* (1985) demonstrated that listening is the understanding of oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message. Listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy

The difference between "Hearing and Listening

As a suitable starting point for dealing with the listening skill in foreign language teaching is to consider the following question: How is "Hearing" different from listening? The two terms "Hearing and Listening are often used interchangeably, but there is an important difference between them.

So, the listening process is guided by our intention which is psychologically an excitation of nerve pathways in the brain to organize incoming stimuli in an efficient way with a psychological term. Rost (2002) quoted that "Intention is the initiation of involvement …, it is used for organizing what is heard and seen, to organize language in terms of topics (what the language is about) and information value (what the language signal is relevant to us?)".

2.4. RELATIONSHIP BETWEEN DIFFERENT LANGUAGE SKILLS

In the English language, the main skills are listening, speaking, reading and writing. Any one of them going parallel to the other skills in its performance and function, at the same time any one of them is not much enough for a learner by its own right, they are needed and connected with each other for making complete knowledge and background in learning English. Therefore, the relationship between listening and the other skills may be described as follows:

2.4.1. Listening and Speaking

It is known that listening is passive skill, while speaking is an active one, but not really true, because listening skill calls for active participation in the communication between the participants, so the receptive skill is the understanding of the message. In other words, the speaker in any interaction is sure that his words are understood by signals of nods, glances, body movements and the non-verbal expressions of the hearer, also no one can speak directly or reply directly without listening, because first listen to the others saying, then reply them; for example, on a phone conversation, if the listener does not reply the speaker for a moment, the speaker will think that there is no one listening to him, that means a spoken word has to

be listened to by a listener, meanwhile the listener has to reply with the same or other words, so the word is commonly shared, it has to be spoken by a speaker as well as it has to be listened by the mind and ear of the listener, in addition, listening may be preceding speaking because it is not possible to produce satisfactorily what one has not heard and no one can produce a sound which does not exist in his mother tongue or which he has not learnt. Therefore, there is a very strong relationship and connection between the two skills especially for the linguistic developing and continuing and towards the language you would like to learn.

2.4.2. Listening and Reading

According to what is mentioned above about listening, also reading provides the students opportunities to study language vocabulary, grammar, punctuation and the way to construct sentences, paragraphs and texts. There are some activities which have to be done in reading; the message of the text is just important and the teacher must give the students a chance to respond to that message and to express their feelings about the topic, at the same time in listening the students have to respond to the listening task if it is difficult, interesting, according to their needs and so on. Another example, in reading skill, the students have to predict what they are going to read and to predict what is coming. Therefore, in listening and reading the students need to reach the highest degree of skill because they will have no control over the complexity of the material, they encounter at these two areas. Finally, the deep relationship between listening and reading is one thing that has to be well understood, is the sound; the sound represents the main item for the two skills. The sound is issued or spoken in the reader's mouth, at the same time it is heard or entered into the listener's ear, so the ability for effective listening is directly connected with the success of correct reading, that means if listening is required aiding and comprehension, reading also requires looking and comprehension.

2.4.3. Listening and Writing

Writing skill is just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisements, how to write using electronic media and so on. Therefore, there is essential importance between

listening and writing, for example; good and effective listening means correct writing. To explain this sentence, we say that effective listening enables the listener to hear the correct pronunciations of the letters, of the words that will make him able to do correct writing. Another example can prove the relations between the two skills. The good writer is a good listener that means, the good writer can be good listener by his desire to listen to other speakers' ideas and opinions and write about them. So, he practices the two skills. He first listens and then writes. Finally, in order to support the relationship between the four skills, C. Paul Verghese (1989) (in *Teaching English as second language*,) comments, "Learning a second language is in effect learning the four skills, *viz.*, listening, speaking, reading, and writing. The first two skills are intimately related to each other, though one is recognition skill and the other is production skill. Also, both skills depend almost entirely on the learners' knowledge of the pronunciation of words and the articulation of sounds in the language".

2.5. EFFECTIVE LISTENING CHARECTERISTICS

Effective listening must be composed of other elements such as settlement, adding, quietness and deep concentration, on the other hand the listener has to look into the speaker's face in order to realize and understand the speaker's signals, face-expressions, gestures...*etc*. This may help the listener for comprehending the speech. Also, in order to listen effectively, listener has not to move hands, feet or any part of his body. It is only intelligent and conscious hearing with comprehension of the listening topic. Finally, a good listener's characteristics are, the listener has to know why he is listening, to whom he will listen, and for what he is going to listen, at the same time he has to choose the best and interesting listening topics and he should avoid repetition of the same texts during his listening.

2.6. FACTORS AFFECTING THE LISTENING PROCESS

There are a number of factors that may lack the listening process which are explained as follows:

2.6.1. Factors that belong to the Learner (Listener)

The factors that belong to the learner which may lack or prevent the listening process are personal distractions or sickness of the listener. That means, the listener may suffer from psychological or physical or mental diseases and other body diseases that will cause weakness in listening and hearing as a whole. Secondly, other factors that may lack in the listening process are – firstly, the lack of concentration of mind of the listener in which the listener may think about other things in his mind so he is not able to concentrate. Secondly, the listener is bored of long-time listening of difficult topics. Thirdly, to listen to the speaker's words with patience and limited ability during the listening process. Fourthly, the bad level of listening in which the listener might be very weak and cannot follow the speaker, and is also not able to comprehend the speaker. This will cause missing of information and misunderstanding the listening topic. Therefore, all the above-mentioned factors that were related to the learner may play an important role in confusing and disturbing the listening process.

2.6.2. Factors that belong to the Teacher (Speaker)

The factors that belong to the speaker, which may lack the listening process, can be described as; firstly, the language ability of the speaker *i.e.* the speaker has to be skillful. Secondly, perfection in the language of the speaker, *i.e.* the speaker has to speak fluently. He must pronounce the sounds correctly. He should perform with a good tone and intonation and choose easy vocabulary, also construct familiar sentences and paragraphs. Thirdly, there must be suitable speed of the speaker. The speaker's speed must not be very quick or very slow, it should fit the students' level. Meanwhile, the speaker must control the organs of speech in the pronunciation of the sounds. The fourth is the quality of the ideas, vocabulary and meanings. The speaker should use the best ideas, vocabulary and meanings according to the students' needs and interests.

2.6.3. Factors belonging to the Listening course and its Nature

The most significant factors that are related to the listening course and its nature which may lack the listening process are; the difficulties of the language context and ideas that may be unfamiliar for the students, for example, political or scientific contents. At the same time if the task was not designed according to their needs, interests, desire and is far away from their

experience, this will cause difficulties and will be misunderstood. So, by this way, it will make the listeners unable to comprehend and follow the listening process. Therefore, to solve this problem, the teacher has to give enough time for practicing the task, activities and exercises; also, he must attract the students' attention by using exciting and attractive methods, and gradually take them from the simple to the compound, then to the difficult.

2.6.4. Factors that belong to the Teaching Methods of Listening

The important factors that belong to the teaching methods and may prevent the listening process are; first, if the teacher uses an ancient method instead of using the recent technology and techniques of teaching listening; second, if there is a confusion in the plan; for example, some steps are replaced at the end by some steps at the beginning or teaching some important points quickly whereas, he must teach them slowly, third, if there is no connection or relation between the elements of the task and its objectives. Finally, if there is no use of the visual aids in the class-room which would help the students very much to comprehend any difficulties that they may face.

2.7. OBJECTIVES OF TEACHING LISTENING SKILLS

The most important objectives of teaching listening skills can be described as follows:

i. Developing the students' ability to comprehend the instructions.

ii. Training the students on the politeness of speaking and listening.

iii. Developing the students' ability on the attention, concentration and comprehension.

iv. Improving their ability to listen carefully and to follow the speech.

v. Developing their ability for obtaining knowledge during listening.

vi. Training them to distinguish between the main ideas and the less important ideas.

vii. Developing their ability to predict what the speaker is saying.

viii. Developing their ability to draw conclusions from the speech.

ix. Training them to guess the meaning, the ideas and the speaker's purpose.

x. Developing their ability to connect between the recent listening (what they are Listening to) and their experience of the previous listening.

2.8 HOW TO TEACH ENGLISH LISTENING SKILS?

The answer for the question – how to teach English listening skills depends on the answers for the following questions such as:

2.8.1 Need for Teaching English Listening Skills

There are many important reasons for teaching English listening. Firstly, English is an international language and it can be used throughout the world, so the students have to be exposed to different varieties and accents such as British English, American English, Australian English, and Indian English ...*etc.* The second reason is that, in order to train the students to listen to spoken English by using taped materials which include number of topics such as broadcasts, advertisements, poems, plays, conversations and so on. Third reason is that, this teaching is needed. Listening skill can help the students for acquiring English as a foreign language. Therefore, any help that is given to the students in performing the listening skill will make them better listeners.

Harmer (1991) states "one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents rather than just the voice of their teacher with its own idiosyncrasies".

2.8.2 Type of Listening

As a matter of fact, students have to learn listening by using authentic listening materials, because, that may help them to acquire and realize the correct pronunciations of the native speaker. On the other hand, listening to topics must be taught according to the students'

levels, needs, interest, choices and desires. For example, if we play a tape of a political topic for beginners, it will be very difficult and very boring and they will not understand anything, but if they focus on a realistic tape of telephone conversation or short dialogue about shopping or asking for food in a restaurant, this will encourage them to learn more about the language and will increase their confidence for the language acquisition. The next question that naturally comes to mind is-

2.8.3 What is Special in Listening?

There are many ways in which listening differs from the other language skills as follows: First, the same speed of the tapes for everybody. Unlike speaking and reading depends on the students' own pace. Secondly, the tape is continuous even the students lose a part of the topic, unlike reading, the reader can re-read or stop and look at the picture, then think for before continuing. The third opinion is that listening differs from other skills because the informal spoken language has special features such as the incomplete utterances for example- Dinner? This way of asking means- Is dinner ready? Repetitions – The example is absolutely sure. Absolutely sure you know that she is right. Hesitations, the example are use of fillers like: yes, well, ummmm, yes, possibly, but, er.... *etc.*

2.9. TEACHING LISTENING PRINCIPLES:

2.9.1 Importance of Tape Recorder and Tapes

It will not be useful if the speaker of the tape recorder is poor and the speed is changing from faster to slower or from weak voice to strong voice. So, the teacher has to check and control these things before he starts teaching in the classroom.

2.9.2 Preparation is Vital

Procedures of preparation are very useful for teaching. They will give teacher confidence and make him active for facing any problems in the classroom. Therefore, the teacher has to listen to the tape before taking it into the classroom in order to be ready for any problems, noises,

accents that may come up and check if the students can cope with the tape and the task that they will listen to.

2.9.3 Enough Time for Listening

Listening for sufficient time is an important element in listening skills. Listening once is not enough for students, because they should listen many times in order to enable themselves to correct any mistakes that were there when listened at the first time and to make up for things, they missed the first time. That means the first time of listening just gives the students an idea about the listening task, so the teacher has to repeat many times till the students are satisfied.

2.9.4 Listening Tasks should fit the Listening Stages

The listening task must be suitable for the student level that means the teacher cannot focus on the beginners for difficult topics or ask them to listen for details. Therefore, the first stage listeners have to listen for general things, and then gradually the middle stage listeners have to listen to topics of higher level than beginners, after that the advanced stage listeners have to listen for details or some difficulties such as pronunciations and so on.

2.9.5 Practicing the Listening Texts to the Full

Good teachers have to invest time and energy by participating in the activities of the students for choosing and preparing the listening. In other words, the tapes may be used for different purposes or applications. This means the teacher can play the part of listening many times for various kinds of study in order to practice different activities and exercises.

We have discussed the reasons for using listening in the classroom and also how to expose students to different varieties of English and different kinds of listening. Also, the special characteristics of listening and the teaching listening principles are mentioned above (Harmer (2001).

2.10. TEACHERS' ROLE IN LISTENING ACTIVITIES

Teachers have a major responsibility in their classes and they can have a great effect on their students to create friendly atmosphere. Harmer (1991) and Macháčková (2009) have mentioned that there are eight main roles for teachers.

1) **A Teacher as an Organizer** – In this role, teachers should explain what their students want to do, give clear instructions, and give useful feedback to their students. Teachers also prepare the listening lesson and give obvious guidance to their learners.

2) **A Teacher as a Controller** – A teacher performs the whole lesson. It is a teacher's duty to arrange what students do, when they should speak, and what language they should use. Teachers also determine what students should do in the listening phases.

3) **A Teacher as an Evaluator –** Teachers evaluate their students and give them feedback on their performance. They should evaluate the level of their students.

4) **A Teacher as a Resource –** In this role, teachers give their students the necessary advice and help them to solve their difficulties specifically unknown vocabulary or grammatical patterns.

5) **A Teacher as a Tutor** – Teachers act as a coach and a resource and help their learners to develop ideas. Teachers assist their learners in every stage and should help them towards predicting missing information.

6) **A Teacher as an Investigator** – Teachers observe the activities in their lessons and assess their leaners' performance. They evaluate the advantages of listening activities.

7) **A Teacher as a Prompter** – Teachers urge their students and give recommendations toward activities that are carried out by their learners. Teachers should support their students during every stage of listening activity so that they can be successful.

8) **A Teacher as a Participant** –Teachers take part in the listening activities and must be aware of leading in these activities. They can improve the classroom atmosphere. They participate in pre and post listening activities like discussions and role plays.

2.11. TECHNIQUES FOR DEVELOPING LISTENING

Rixon (1986) and Rubin (1995) stated that different techniques should be used in the classrooms like authentic materials and technology. McBride (2009) and Rost (2007) expressed that the use of technology can promote the expansion of listening comprehension by providing students with interesting materials. Authentic materials involve songs, TV serials, movies, and documentaries and technology includes videos, computers, and the Internet. Authentic materials and technology are closely interrelated to each other since technology is required to operate authentic materials. Jansen and Vinther (2003), Mc Bride (2011), Robin (2007), Zhao (1997) and Ak (2012) indicated that the use of technology while using authentic materials can solve difficulties encountered with authentic materials. Many studies have been done concerning the impacts of technology and authentic materials into the classes on listening comprehension. Özgen (2008) examined the impacts of captioned authentic videos on listening comprehension. The results obtained from this study represented that learner watching the videos with captions scored significantly higher than the ones watching the videos without captioning. A study was carried out by Hayati & Mohmedi (2011) towards the effect of videos with subtitles on listening comprehension. The researchers identified three groups: L1 subtitled group, L2 subtitled group, and without subtitle group. The results revealed that the group with English subtitles outperformed the other groups.

Different language skills should be used by learners to increase the development of each skill. It is illogical to detach skills when doing an activity in a specific lesson. The use of different skills can make the activities more meaningful, motivate learners, and create interesting contexts. According to Fotos (2001), Hinkel (2006), Murphy (1991), Snow (2005) and Ak (2012) listening can be used to improve other skills such as reading or speaking skills in all classes and listening can gain from specific skills such as pronunciation. Gilbert (1995) and Nunan and Miller (1995) emphasized that developing listening skills with pronunciation is an effective strategy that should be used in English classes. In this way, it is recommended that teachers instruct and improve listening by mixing it with pronunciation.

2.12. SPENDING OF TIME IN LISTENING

Adults spend an average of 70% of their time engaged in some sort of communication.

Of this, research findings as expressed below in Chart 2.1, Adler *et al.* (2001) have shown that an average of 45% is spent listening compared to 30% speaking, 16% reading and 09% writing That is, by any standards, a lot of time is spent in listening. It is worthwhile, therefore, taking a bit of extra time to ensure that one listens effectively.

Chart 2.1

Time Spent Communicating
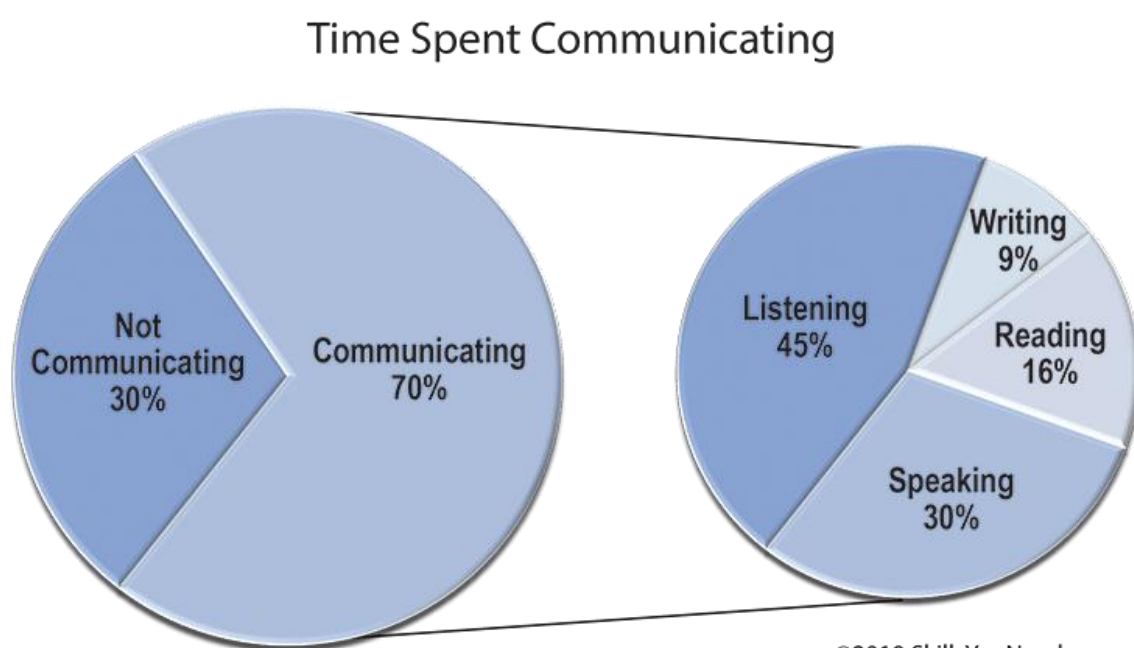
2.13. THE POURPOSE OF LISTENING

There is no doubt that effective listening is an extremely important life skill. Why is listening so important? Listening serves a number of possible purposes, and the purpose of listening will depend on the situation and the nature of the communication.

1. To specifically focus on the messages being communicated, avoiding distractions and preconceptions.
2. To gain a full and accurate understanding into the speaker's point of view and ideas.
3. To critically assess what is being said and/or said about.

4. To observe the ***non-verbal signals*** accompanying what is being said to enhance understanding.

5. To show interest, concern and concentration.

6. To encourage the speaker to communicate fully, openly and honestly.

7. To develop a selflessness approach, putting the speaker first.

8. To arrive at a shared and agreed understanding and acceptance of both sides' views.

2.14. BARRIERS TO EFFECTIVE LISTENING

To improve the process of effective listening, it can be helpful to turn the problem on its head and look at barriers to effective listening, or ineffective listening.

For example, one common problem is that instead of listening closely to what someone is saying, we often get distracted after a sentence or two and instead start to think about what we are going to say in reply or think about unrelated things. This means that we do not fully listen to the rest of the speaker's message.

This problem is attributed, in part, to the difference between average speech rate and average processing rate. Average speech rates are between 125 and 175 words a minute whereas we can process on average between 400 and 800 words a minute. It is a common habit for the listener to use the spare time while listening to daydream or think about other things, rather than focusing on what the speaker is saying.

Of course, the clarity of what the speaker is saying can also affect how well we listen. Generally, we find it easier to focus if the speaker is fluent in their speech, has a familiar accent, and speaks at an appropriate loudness for the situation. It is more difficult, for example, to focus on somebody who is speaking very fast and very quietly, especially if they are conveying complex information.

One may also get distracted by the speaker's personal appearance or by what someone else is saying, which sounds more interesting.

Some common barriers in the process of listening are listed below.

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i) Pre-judgments about the speaker.

ii) Assuming that the speaker is going to give some unimportant information.

iii) Arriving late for a speech, presentation or lecture.

iv) Judging the speaker by his/her mannerisms, voice, appearance, accent, *etc*.

v) Lack of concentration/interest.

vi) Avoiding listening to difficult, boring or complex information and selectively listening only to what is considered interesting.

vii) Speaker or listener being distracted by disturbances.

2.15 DATA ANALYSIS

2.1 Result from Teachers' Questionnaire:

2.1.1 Listening English is an important skill in learning English Language (Table 2.1: Teachers' opinions regarding Listening Skill).

The researcher asked response for the above statement under the Table 2.1.1 to the teachers to know the importance of listening to learn English language. Among the 150 teachers, 125 agreed strongly with the statement. That indicated that 83.33% teachers strongly agreed to the view that listening skill is important for learning English language. On the other hand, 25 teachers (16.67%) only agreed with the statement and no teacher, either disagreed or remained neutral to the given statement. This indicates that 100% teachers were in favor of the statement (Fig. 2.1.1).
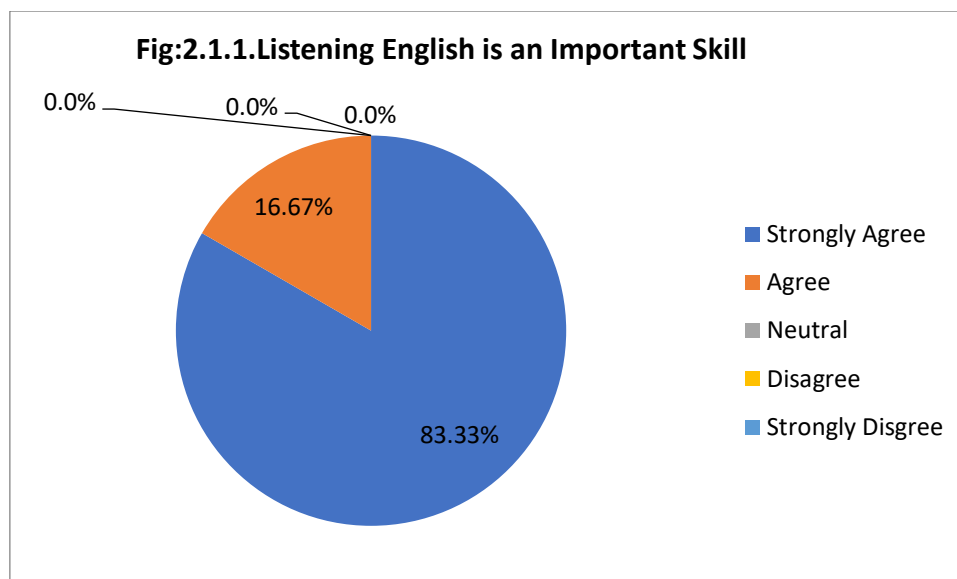
Fig:2.1.1.Listening English is an Important Skill

0.0% 0.0% 0.0%

16.67%

83.33%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disgree

 2.1.2 Listening Skill should be taught in the classroom to learn English Language (Table 2*.1: Teachers' opinions regarding Listening Skill).*

The researcher set the second statement to know the present status of teaching listening skill in the classroom. In this regard she asked them whether they should teach listening skill to the students in the classroom. There were 150 teachers and among them 115 participants (76.67%) strongly agreed with the statement. On the other hand, another 30 participants (20%) agreed with the statement. So, total (76.67%+20%) = 96.67% participants were in favor of the statement. Ostensibly, they accepted that listening skill must be taught in the classroom. The rest of the participants that is 3.33% were neutral towards the given statement (Fig. 2.1.2).

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Fig:2.1.2.Listening Skills Taught in The Classroom

Table 2.1: Teachers' Opinions Regarding Listening Skill.

N= 150

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
Listening English is an important skill in learning English language	125	83.33	25	16.67						
Listening skill should be taught in the classroom to learn English Language.	115	76.67	30	20	5	3.33	-	-	-	-
Listening skill should be tested in the exam.	110	73.33	32	21.33	4	2.67	-	-	4	2.67
Our exam system is not authentic	30	20	5	3.33	10	6.67	50	33.33	55	36.66

2.1.3 Listening Skill should be tested in the Examination (Table 2.1: Teachers' opinion regarding Listening Skill).

There were 150 teachers and the researcher asked them to know whether listening skill should be tested in the examination. Among the 150 teachers, 110 (73.33%) strongly agreed with the statement. On the other hand, 32 teachers (21.33%) only agreed with the statement, while

4 teachers (2.67%) were neutral with the statement and another 4 teachers (2.67%) strongly disagreed with the statement (Fig. 2.1.3).

Fig:2.1.3.Listening Skills Tested in The Examination

Chart showing percentages: Strongly Agree 73.33%, Agree 21.33%, Neutral 2.67%, Disagree 0%, Strongly Disgree 2.67%.
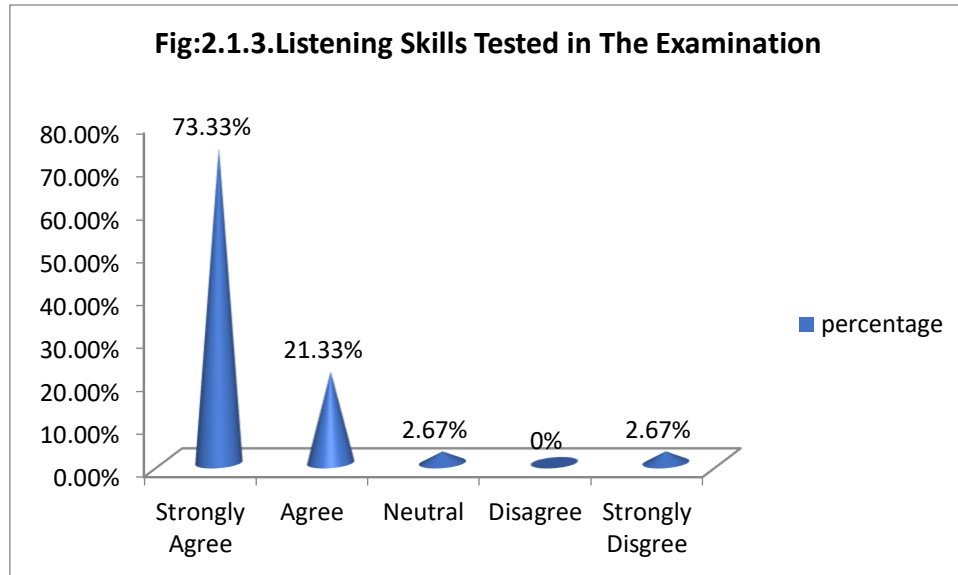
2.1.4 Our Exam system is not authentic (Table 2.1: *Teachers' opinions regarding Listening Skill).*

The researcher set the above statement under the Table 2.1.4 to know the teachers' opinion about the relation between the listening skill and the examination system. Among the 150 teachers, 30 (20%) strongly agreed with the statement, whereas 5 teachers (3.33%) only greed with the statement. Another, 10 teachers (6.67%) remained neutral to the statement, and 50 teachers (33.33%) disagreed with the given statement. On the other hand, 55 teachers (36.66%) strongly disagreed with the statement (Fig. 2.1.4).

Fig:2.1.4.Examination system is Not Authentic
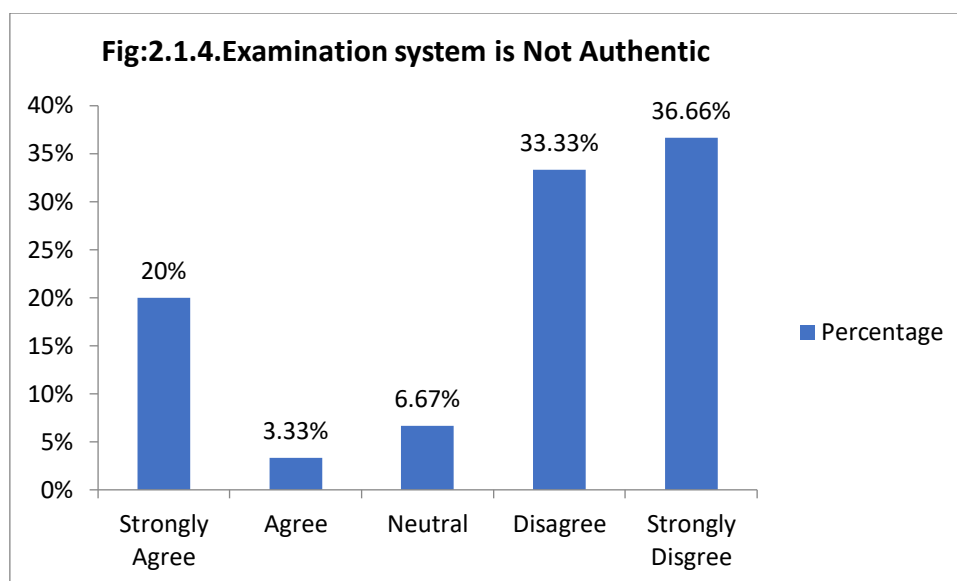
2.2.1 Teaching listening skill (passage) in the classroom (Table 2.2: Frequency of doing activity by the teachers in the classroom related with listening skill).

The researcher asked the teachers how often they taught their students listening skill. Among 150 teachers only 30 (20%) always taught their students listening skill in the classroom. Thirty-five of them (23.33%) often taught their students listening comprehension. The largest number of teachers that made up to 75 of them (50%) responded that they taught their students listening skill sometimes. Six teachers (4%) teacher taught their students listening skills rarely and 4 (2.67%) teachers never taught listening skill to their students. The overall scenario showed that (100%-20%) =80% teachers do not practice listening skill regularly with their students. All of them expressed that there were certain inherent constraints that held them from practicing listening skill in the class room activities (Fig. 2.2.1).

Fig:2.2.1.Listening Skills taught in The Classroom
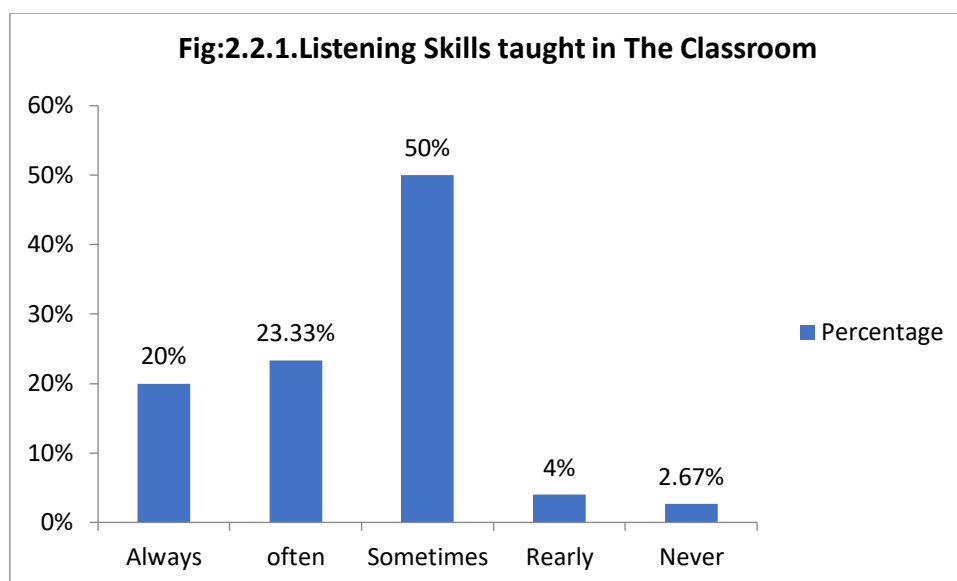
2.2.2 Teacher Guides (TG) are used for teaching of listening passage (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

For teaching listening lessons and other lessons teachers need to take/make preparations. There is no passage in the recommended English for Today's (EFT) books on listening. So, for teaching listening passage Teacher Guide (TG) is needed. When the researcher asked the teachers whether they used TG or not for teaching listening skill in the classroom, 40 teachers (26.67%) replied that they used TG always. Whereas, 15 teachers (10%) replied that they often used TG. Another, 50 teachers (33.33%) mentioned that they used TG sometimes. Similarly, 8 teachers (5.33%) rarely used TG and 37 teachers (24.67%) never used TG for teaching listening. It is obvious that the teachers who were not using TG were not teaching the listening passage in the class room because listening passages are not given in the Teachers' Guide (Fig. 2.2.2).

Fig:2.2.2.TG Used For Teaching Listening Skills
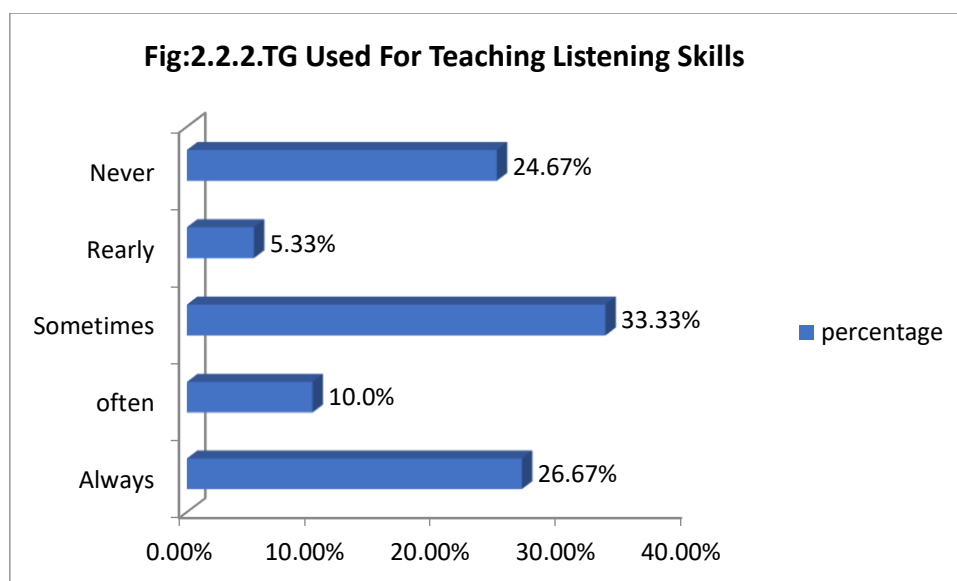
2.2.3 English is used in the class (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

Data plotted in the pie chart clearly show that among the 150 teachers, all (100%) teachers always used English language in the classroom (Fig. 2.2.3).

Fig:2.2.3.Listening Skills Tested in Examination
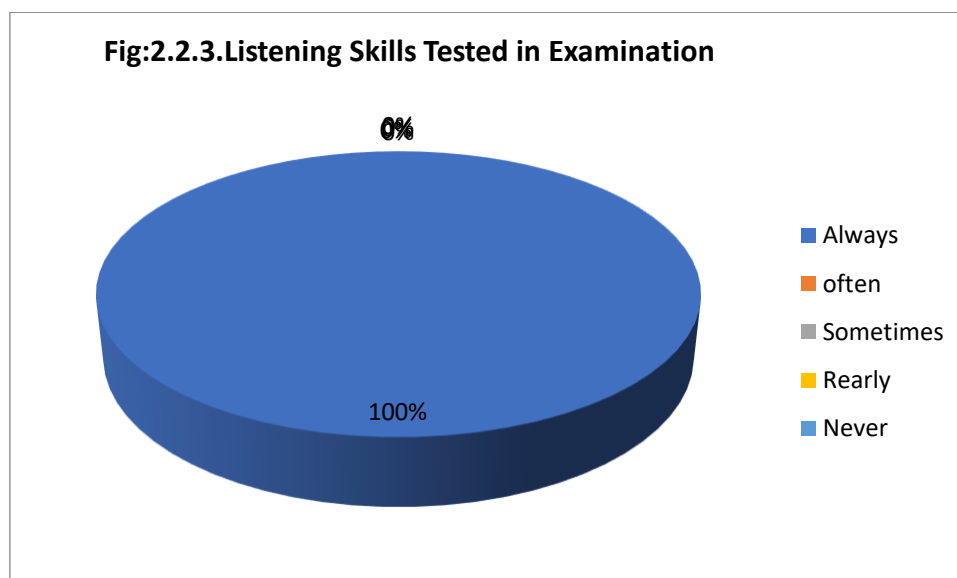
2.2.4 Conducting group work and pair work (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

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The following graph describes that among the 150 teachers most of them could not arrange group work and pair work in the classroom. Only 70 teachers (46.67%) arranged group and pair work always. While, 30 teachers (20%) arranged group work and pair work often. On the other hand, 45 teachers (30%) of them engaged their students in group and pair work sometimes. Only 3 teachers (2%) shared that they rarely did the tasks with their students and 2 teachers (1.33%) never did the task. But, all of them agreed that the group and pair work was always helpful to develop listening skill in the classroom activities (Fig. 2.2.4).
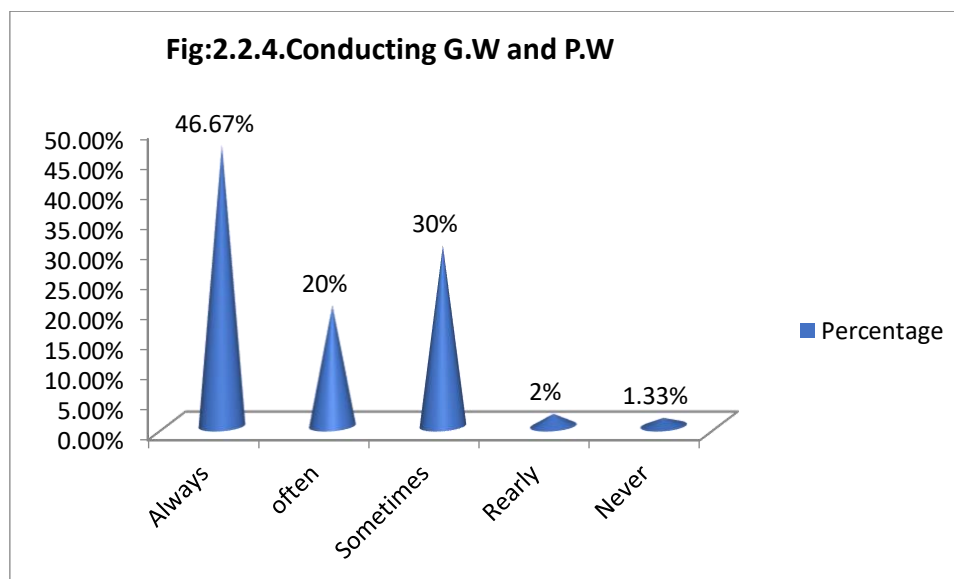
Table 2.2 Frequency of doing activities by the Teachers in the Classroom related with Listening Skill

N= 150

Information	Always		Often		Sometimes		Rarely		Never	
	Total	%	Total	%	Total	%	Total	%	Total	%
Listening skill is taught (passage) in the class	30	20	35	23.33	75	50	6	4	4	2.67
Teacher Guides (TG) are used for teaching for listening passage	40	26.67	15	10	50	33.33	8	5.33	37	24.67
English is used in the class	150	100	-	-	-	-	-	-	-	-
Conduct G.W. and P. W.	70	46.67	30	20	45	30	3	2	2	1.33
Different techniques for teaching vocabulary is used	70	46.66	60	40	15	10	-	-	5	3.33
Challenges are taken to teach listening skill	70	46.67	15	10	60	40	5	3.33	-	-
Large classes are big problem to implement listening skill	55	36.67	30	20	50	33.33	8	5.33	7	4.67
Students are motivated to learn listening skill	65	43.33	60	40	18	12	7	4.67	-	-

2.2.5 Using different techniques for teaching vocabulary work (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

The data plotted in the bar graph clearly shows that 70 teachers (46.66%) presented vocabulary always by following the different techniques. Five teachers (3.33%) never followed any technique or used any visual aids for vocabulary teaching in the classroom. On the other hand, 15 teachers (10%) used different techniques and visual aids for vocabulary presentation sometimes and 60 teachers (40%) responded that they used visual aids for teaching vocabulary often (Fig. 2.2.5).
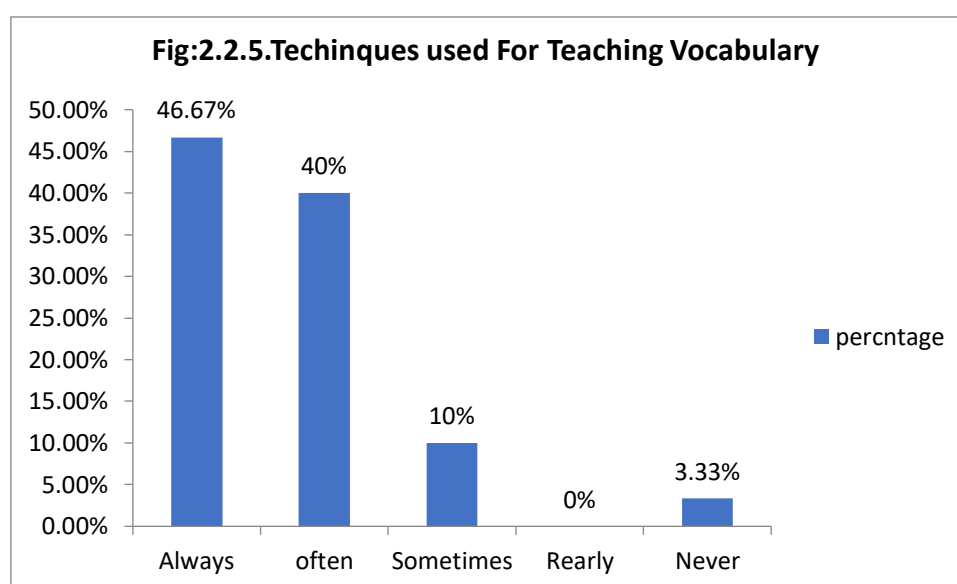
Fig:2.2.5.Techinques used For Teaching Vocabulary

2.2.6 Challenges taken to teach Listening Skill (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

The researcher enquired from the teachers whether they find them motivated or not to teach listening skill in the classroom. Out of the 150 teachers, only 70 (46.67%) agreed to take challenges of teaching listening skill in the classroom always. Five teachers (3.33%) were rarely motivated to take the challenges of teaching listening skill in the classroom. On the other hand, 15 teachers (10%) were often motivated to teach listening skills in the classroom, while 60 (40%) responded that they were motivated to teach listening skills in the class room sometimes (Fig, 2.2.6).

Fig:2.2.6.Challenges Taken To Teach Listening Skills
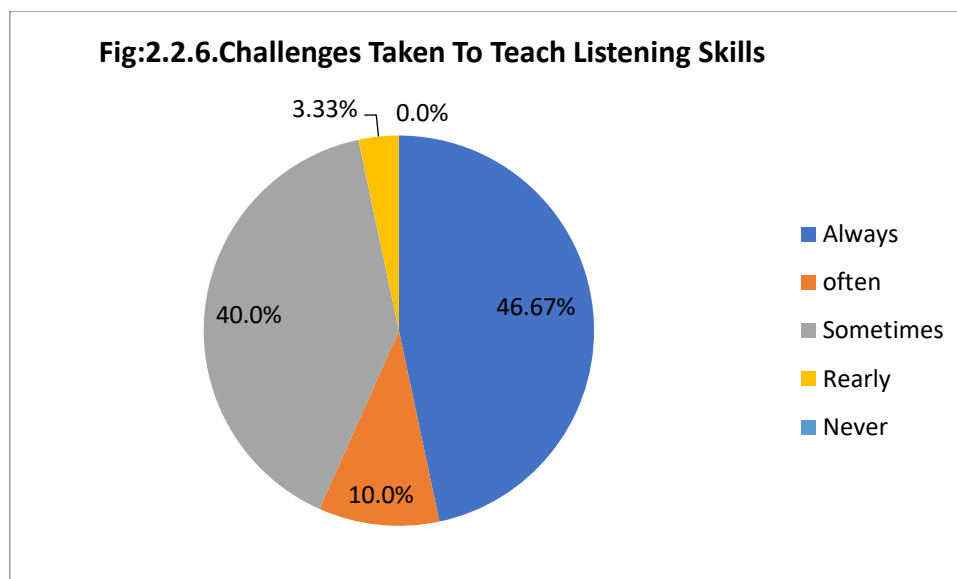
2.2.7 Large classes are big problem to implement Listening Skill (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

The researcher asked the teachers whether a large class is a problem or not for conducting the listening lessons. The response plotted in the cone graph (Fig.2.2.7), clearly indicates that, 55 teachers (36.67%) expressed practical opinion, that large class was always a problem to implement listening skill. Whereas, 7 teachers (4.67%) disagreed with the statement adding large class was never a problem to them. While, 50 teachers (33.33%) were in the middle position and according to them, only sometimes large class is a problem for conducting listening lesson. Conversely, 30 teachers (20%) faced problems with large classes very often. And, 8 teachers (5.33%) were of the view that large class creates problems very rarely for conducting listening activities. Thus, it may be deduced that from teacher's point of view large classroom was a big challenge for conducting listening lesson in the class room teaching.

Fig:2.2.7.Problems in Implementing Listening Skills in Large Classes
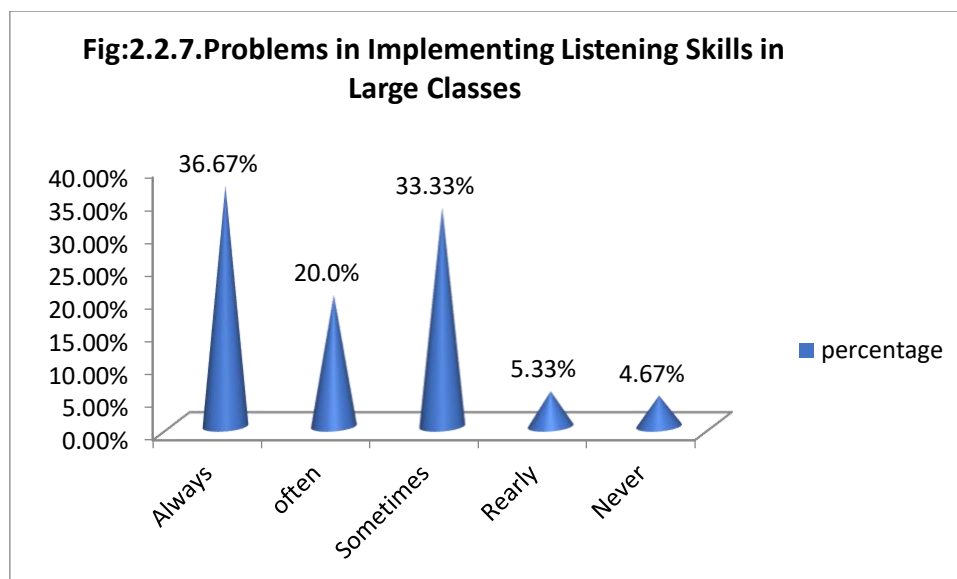
2.2.8 Students are Motivated to Learn Listening Skill (Table 2.2: Frequency of doing activities by the teachers in the classroom related with listening skill).

The researcher wanted to find out from the teachers as to how much their students were motivated for learning listening skill. According to the information, 65 teachers, (43.33%) responded that their students were always motivated to learn listening skill in the classroom. While, 60 teachers (40%) said that their students were often motivated for learning listening skill. Another, 18 teachers (12%) replied that their students were sometimes motivated for learning listening skill in the classroom. Seven teachers (4.67%) mentioned, their students were rarely motivated to learn listening skill. In teacher's opinion, self-motivation is the prime key for learning listening skill (Fig, 2.2.8).

Fig:2.2.8.Motivation of Students to Learn Listening skills

65
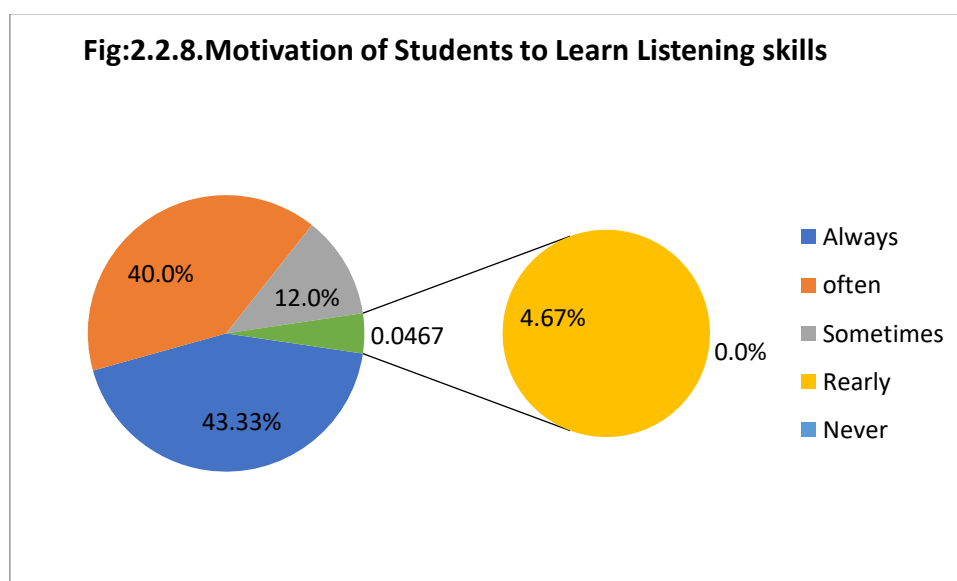
2.3.1 Can catch the Foreign Pronunciation (Table 2.3: Teachers' self-proficiency)?

For practicing listening skill teachers should listen to the native speakers' speeches. In this regard, the researcher raised the question if they '*Can catch the foreign pronunciation'*. This had a focus on testing the teacher's ability of understanding or catching the foreign pronunciation. Results show that 80% teachers strongly agreed with the statement and the remaining 20% teachers only agreed with the statement (Fig.2.3.1).

Fig:2.3.1. Knowledge of Foreign Pronunciation

0.0%

20.0%

80.0%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disgree
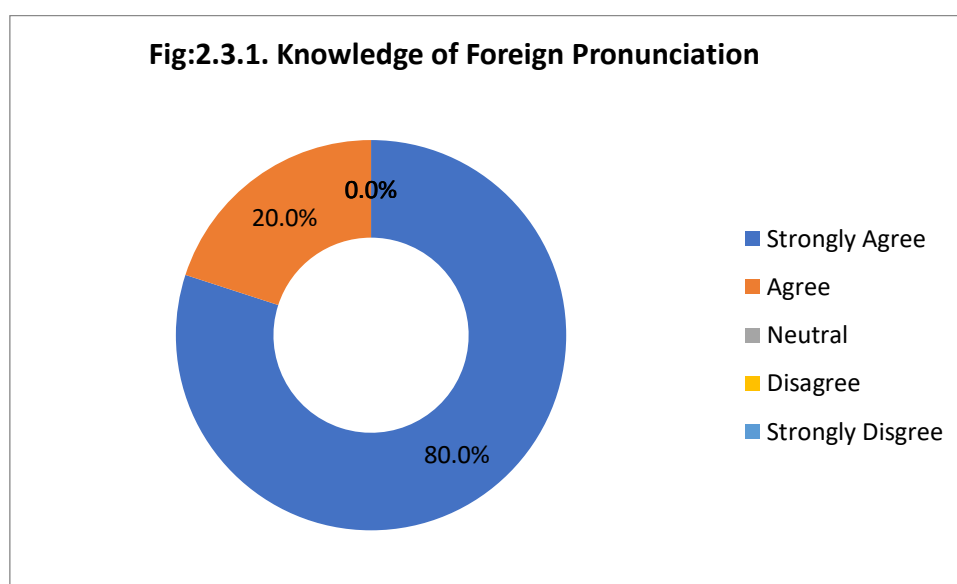
2.3.2. Can teach Listening Skill according to Procedure (Table 2.3: Teachers' self-proficiency).

The participants had been asked whether they had acquaintance with teaching listening procedure or not? Twenty percent (20%) teachers had strongly agreed and 73.33% of them had agreed. On this point 5.33% teachers were neutral to the statement and 1.34% disagreed to the given statement. No teacher had strongly disagreed to the teaching of listening skill to the students according to the established procedure. Thus, as per the data expressed in the bar graph many teachers had the knowledge of teaching listening procedure (Fig. 2.3.2).

Fig:2.3.2.Teaching Listening According to Procedure

Category	Percentage
Strongly Disgree	0.0%
Disagree	1.34%
Neutral	5.33%
Agree	73.33%
Strongly Agree	20.0%
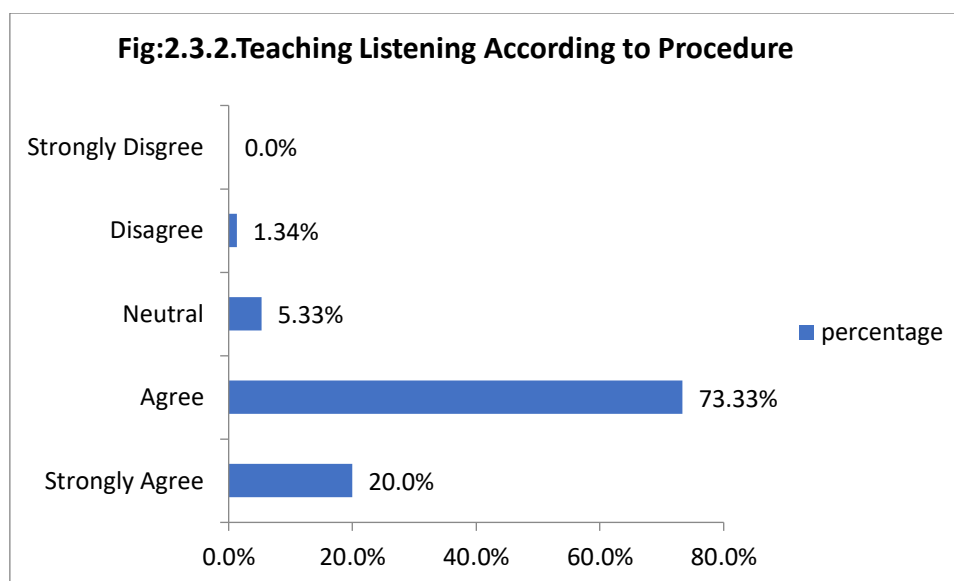
Table 2.3: Teachers' Self-Proficiency

N = 150

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
Can Catch foreign pronunciation	120	80	30	20	-	-	-	-	-	-
Can teach listening skill according to procedure	30	20	110	73.33	8	5.33	2	1.34	-	-
Need training	130	86.67	15	10	5	3.33	-	-	-	-
Have loud voice	90	60	56	37.33	4	2.67				

2.3.3 Need training for conducting effective Listening class? (Table 2.3: Teachers' self-proficiency).

The researcher asked the participants if they need training for conducting effective listening classes. Data plotted in the cone graph show that, 130 teachers (86.67%) strongly agreed with the statement, while 15 of them (10%) only agreed to the point that they need training for conducting effective listening classes. Only 5 teachers (3.3%) were neutral to the given

statement. A total of (86.67%+10%) =96.67% teachers felt that training was needed for conducting an effective listening class (Fig. 2.3.3).

Fig:2.3.3.Training Needed To Learn Listening Skills
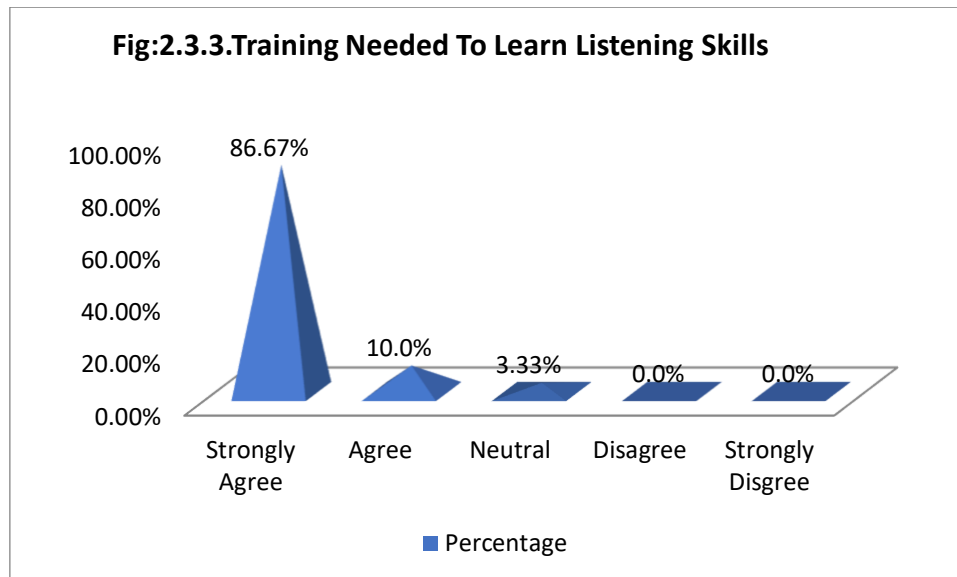
2.3.4 Teachers having Loud Voice (Table 2.3: Teachers' self-proficiency).

This question was set to know whether the teachers had loud voice or not. Sixty percent (60%) teachers agreed strongly with the statement and 37.33% of them just agreed with the statement. Only 2.67% teachers were neutral to the given statement. So, total 60%+37.33% = 97.33% teachers had loud voice to conduct the listening class in a large class (Fig.2.3.4).

Fig:2.3.4.Students Having Loud Voice
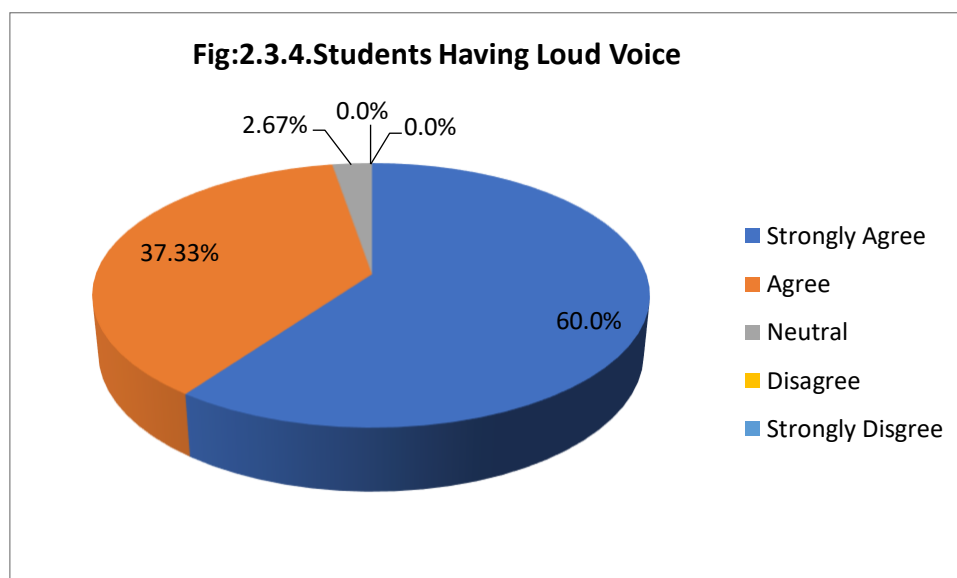
2.Result of open-ended questions:

1.Teaching Listening Lessons

Among the 150 teachers, many of them answered that they wrote some questions on the board then they read the passage before the class. The students listened to the teachers and answered the given questions. Some teachers replied that they called a student for reading the passage in the class and instructed the other students to listen him/her (reader). In this way, they were practicing listening skill in the classroom. Among all the participants, only four or five teachers answered the questions properly. These teachers followed the pre-listening stage, while listening and post-listening stages properly. But all of them shared that they didn't have much listening passage with them from new books. As a result, many of them were using the self-prepared material. On the other hand, in some cases teachers were using guide books which included some listening passages. Whenever required many teachers used mobile phones to teach listening skill in the classroom. Actually, they were not following the unique procedure to teach the listening skill in the fields as many teachers are not well trained on listening skill. As a result, there was often a mismatch situation on listening skill at secondary level education.

2. Parents Activities:

Parents can model good listening behavior for their children and advise them on ways to listen as an active learner, pick out highlights of a conversation and ask relevant questions. Sometimes, it helps to 'show' children that an active listener is one who looks the speaker in the eye and is willing to turn the television off to make sure that the listener is not distracted by outside interference.

2.4.1. Response of parents towards speaking English with their children. (Table 2.4: Parents Activities towards Listening Skills)

The following graph illustrates that a good number of parents spoke in English with their children at home. (Fig. 2.4.1).

Fig:4.4.1.Response of Parents Towards Speaking English With Their Children
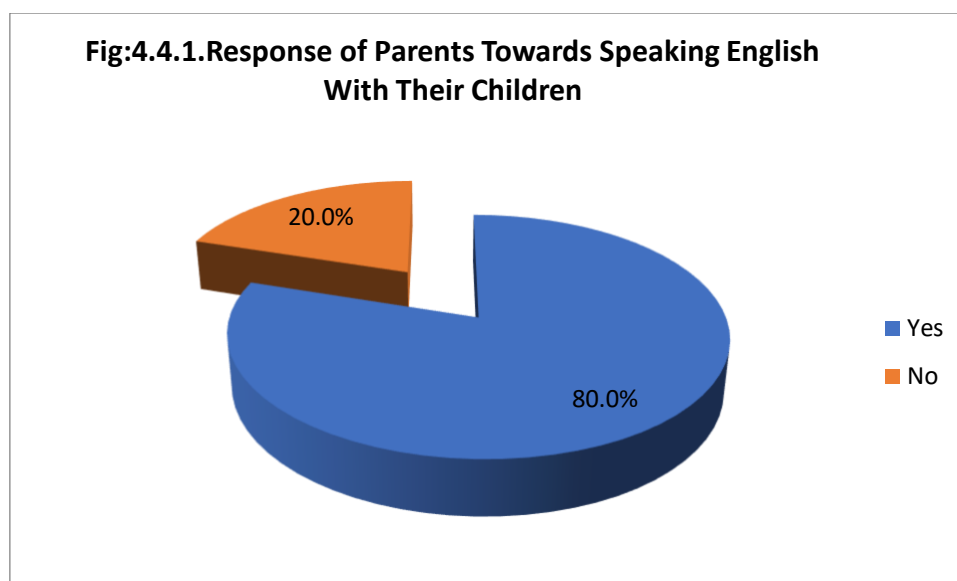
Table 2.4: Parents Activities towards Listening Skills

N=200

Information	Yes		No	
	No. of Parents	%	No. of Parents	%
Do you talk to your child in English at home	160	80	40	20
Do you tell stories to your child	120	60	80	40

Source: Field Survey

The above table shows that majority of parents were attentive to make their children improve their listening skills in English (Fig. 2.4.2).

2.4.2. Parents telling stories to their children. (Table 2.4: Parents Activities towards Listening Skills)

The following graph shows that 60% parents told stories to their children in English. On the other hand, 40% parents did not tell stories to their children at home. (Fig. 2.4.2).

Fig:2.4.2.Parents Telling Stories To Their children

40.0%

60.0%

Yes

No
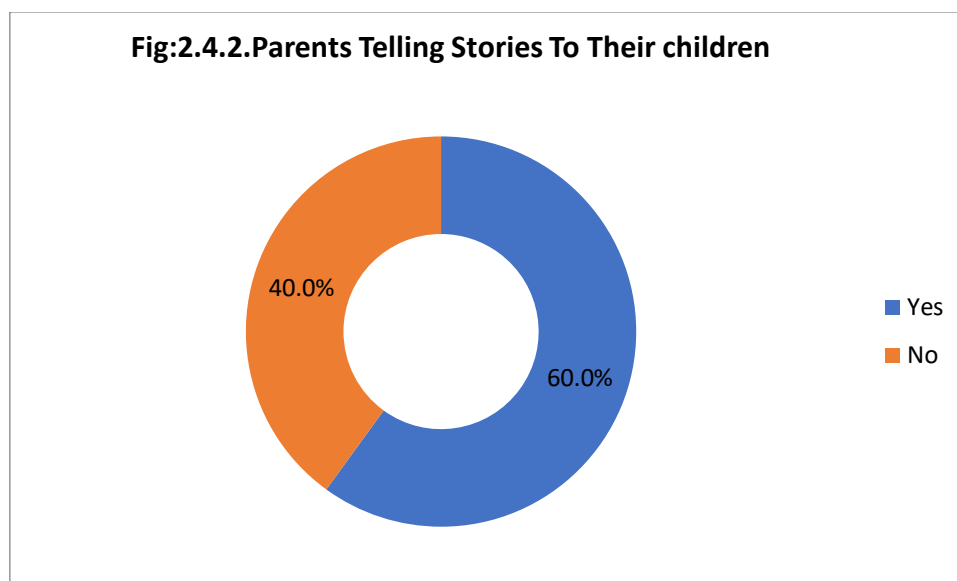
2.16 CHALLENGES OF LISTENING SKILL

The researcher asked the teachers to mention the challenges of listening skill in the classroom. Following are the challenges as mentioned by the teachers:

i)   Large class is a problem for teaching listening skill in the classroom.

ii)   In a crowded classroom all the students cannot listen properly.

iii)   The students cannot understand the meaning of the listening passage because they try to understand every word with its meaning rather than the gist.

iv)   Due to lack of practice many students are not habituated for listening activities in the classroom.

v)   Many schools do not have proper listening materials such as computers, listening CD, electricity, TG *etc*.

vi)   Most of the students have poor receptive capacity on listening skills and so they should be made to listen to the passage again and again.

vii)   Due to limited time access for an English class, at times the teachers are not able to provide the students with numerous listening activities.

2.17. TEACHERS' OPINION ABOUT THE IMPORTANCE OF LISTENING SKILLS

All the teachers told that listening skill is important in teaching English in the classroom. Without following listening skills, the students cannot become perfect in English language. By developing a good listening skill, the students can also improve their pronunciation which will help the learners to develop their speaking skill as well. Both, speaking and listening skills are very important for the purpose of communication. It motivates the students to learn English language smoothly and become more creative and innovative. If the students have good listening skill, they can develop their conversation skill simultaneously. Besides, listening skill helps the students to develop their vocabulary stock. While playing the CD or tape-recorder the students become more interested to read the related story which helps them to understand the text or topic well.

2.17.1 Availability of Teaching Aids and Resources in Schools

Many schools are in the rural areas. The teachers shared that in their schools there were fewer teaching materials for teaching listening skill. The researcher kept a question in the questionnaire to know what kind of materials the teachers need for teaching listening skill. To this end, they mentioned the need for the following resources to teach listening skill in the classroom: Context based CD, Projector, CD/DVD player, in the classroom.

2.5. Result of students' questionnaire

2.5.1 Listening English is an important skill in learning English Language (Table 2.5: Students' opinions regarding listening skill).

The researcher asked the students about the importance of listening English to learn English language. Among the 390 students, 370 (94.87%) strongly agreed with the statement. The second highest number *i.e*. 4.36% of the students agreed with the statement. Only 0.77% students disagreed with the statement. No students remained neutral or strongly disagreed with the statement (Fig. 2.5.1).

Fig.2.5.1.Importance of Listening Skills in English Language Learning

4.36%0.0%0.0%
94.87%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disgree
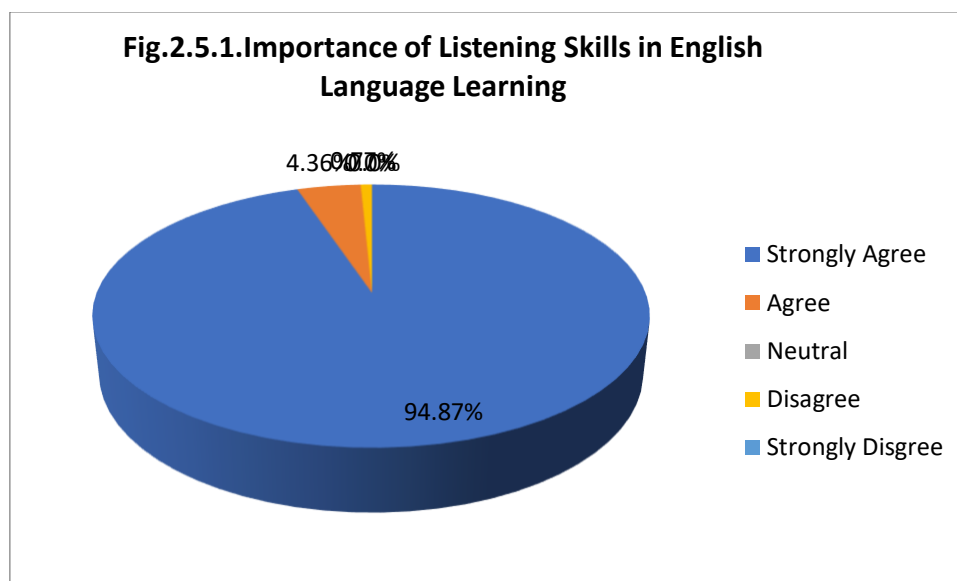
2.5.2 Listening English should be Practiced in the Classroom to Learn English (Table 2.4: Students' opinions regarding listening skill).

Among the 390 students, 310 (79.49%) students strongly agreed with the given statement, while, 80 (20%) students agreed to the statement. And no student disagreed or strongly disagreed with the statement (Fig. 2.5.2).

Fig:2.5.2.Practising Listening Skills in The Classroom

0.0%   0.0%   0.0%
20.51%
79.49%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disgree
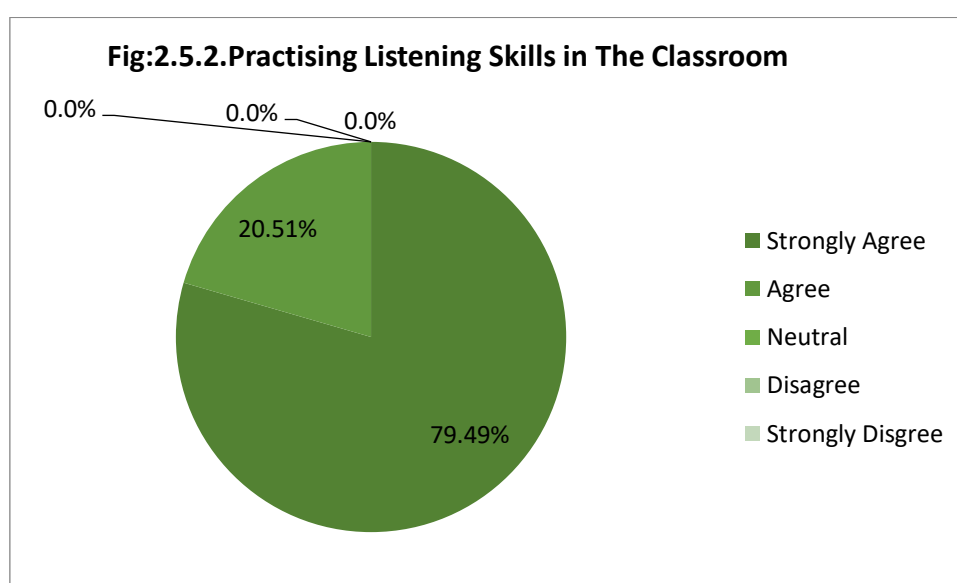
2.5.3 Like to Practice Listening to English in the classroom (Table 2.4: Students' opinions regarding listening skill).

The question was set to know about students' liking of practicing listening in the classroom. Among the 390 students, 245 (62.82%) agreed strongly and 140 (35.90%) students agreed with the statement. On the other hand, only 03 (0.77%) students were neutral with the statement while 02 (0.51%) of the students strongly disagreed with the statement. There was no student to disagree with the statement (Fig. 2.5.3).

Fig:2.5.3.Practising Listening To Learn English
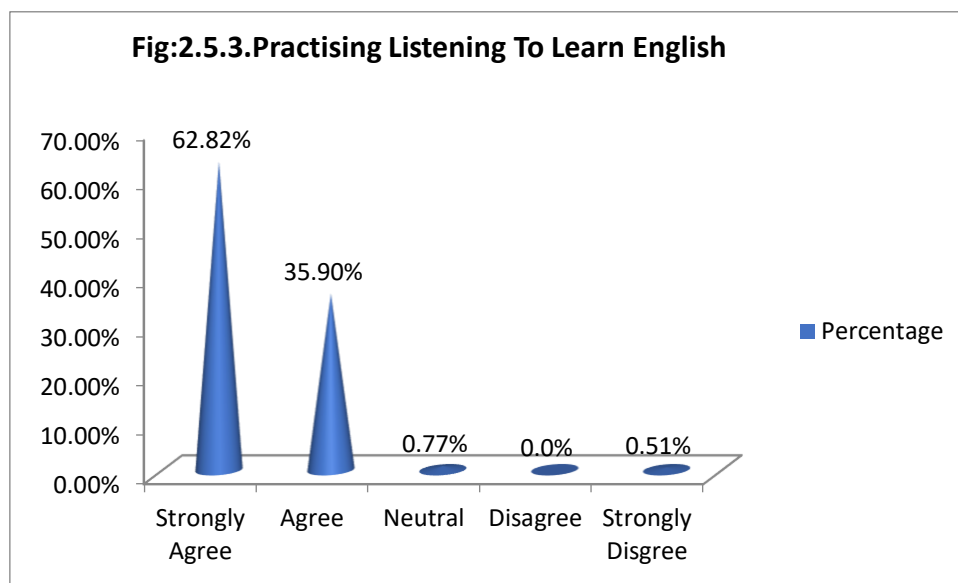
Table 2.5: Students Opinions Regarding Listening Skill

N= 390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	Total	%	Total	%	Total	%	Total	%	Total	%
Listening English is an important skill in learning English Language.	370	94.87	17	4.36	-	-	3	0.77	-	-
You should practice listening	310	79.49	80	20.51	-	-	-	-	-	-

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English in classroom to learn English Language									
You like practicing listening to English.	245	62.82	140	35.9	3	0.77	-	-	2	0.51
You always try to understand word meaning rather than the context while listening	205	52.56	170	43.49	8	2.05	7	1.79	-	-
Listening English part should be included in exam.	170	43.59	85	21.79	40	10.26	50	12.82	45	11.54

2.5.4 Understanding word meaning rather than understanding the gist (Table 2.4: Students' opinions regarding listening skill).

From the tabled data it is clear that among the 390 students, 52.56% strongly agreed and nobody strongly disagreed with the statement. A total of 43.49 % students agreed with the statement, whereas only 1.79% of them disagreed with the given opinion. And 08 students (2.05 %) were neutral to the given statement (Fig. 2.5.4).

Fig:2.5.4.Understanding Word Meaning Rather Than The context While Listening
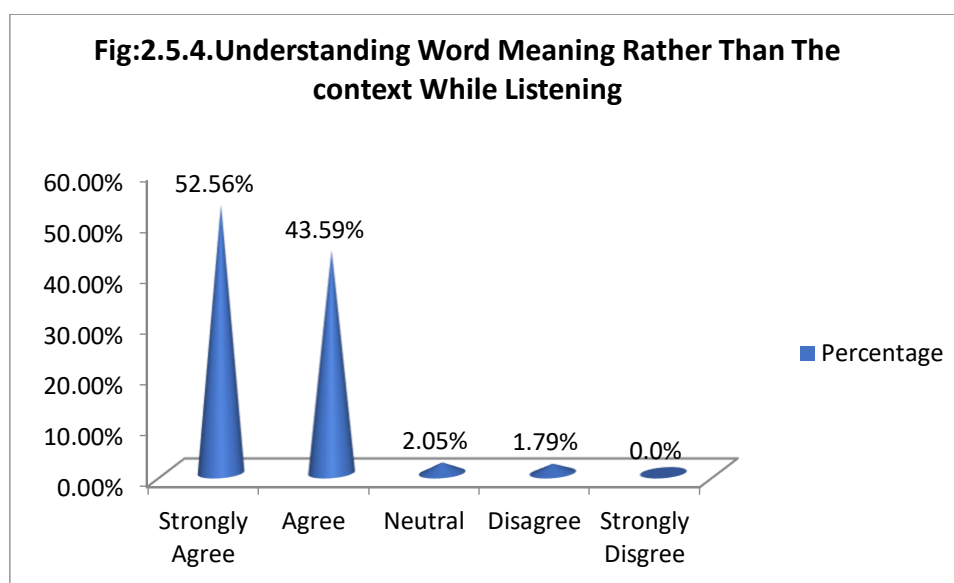
2.5.5 Listening English Should be Included in the Examination (Table 2.4: Students' opinions regarding listening skill)

The researcher asked about the listening skill tested in the examination. Out of 390 students 170 (43.59%) agreed strongly with the statement. On the other hand, 85 students (21.79%) agreed with the statement. Among all the students, 40 (10.26%) remained neutral, whereas 50 (12.82%) students disagreed and 45 (11.54%) students strongly disagreed with the statement. It is clear that majority of the students were in favor of the statement that listening skill should be tested in the examination (Fig. 2.5.5).
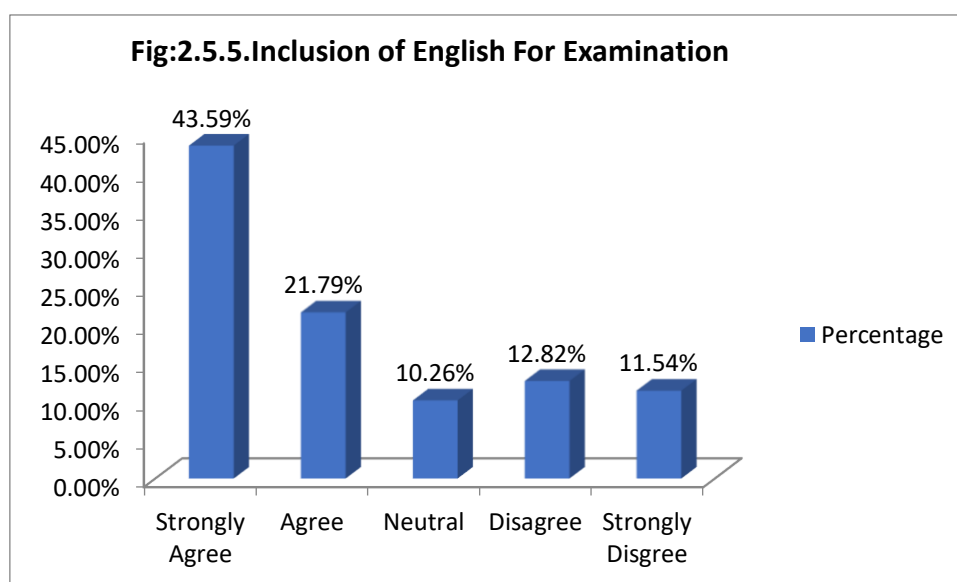
2.6.1 Frequency of Practicing Listening Skills Passage (Table 6: Frequency of practicing listening activity).

The tabled data show that out of 390 students only 80 (20.51%) students always practiced listening skill passage. While, 150 (38.47%) students practiced listening skill passage often and 130 (33.33%) of them practiced listening skill passage sometimes. Listening skill passage was rarely practiced by 30 (7.69%) students in their schools (Fig. 2.6.1).

Fig:2.6.1.Practising Listening Skills Passages
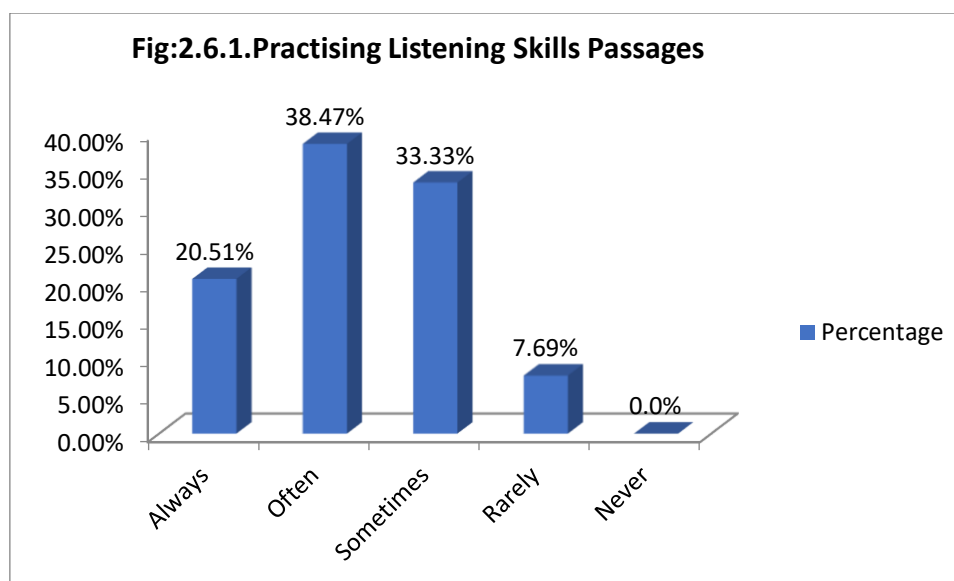
Table 2.6: Frequency of Practicing Listening Activity

N=390

Statement	Always		Often		Sometimes		Rarely		Never	
	Total	%	Total	%	Total	%	Total	%	Total	%
How often do you practice listening skills (passage) in the classroom?	80	20.51	150	38.47	130	33.33	30	7.69	-	-
How often do your teacher present vocabularies before reading passage/playing CD?	130	33.33	37	9.49	160	41.03	27	6.92	36	9.23
How often do your teachers set the listening task before reading passage/playing CD?	20	5.12	30	7.69	310	79.49	15	3.85	15	3.85

2.6.2 Frequency of Reading Vocabularies before Reading a Passage (Table 6: Frequency of practicing listening activity).

Among the 390 students160 (41.03%) students replied that their teacher sometimes presented vocabularies or played CD. While 130 students (33.33%) said that their teacher always presented vocabularies before reading the text. Another 37 students (9.49%) shared that their teacher often read vocabularies before presenting the text. Only 27 students (6.92%)

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mentioned that their teachers rarely presented vocabularies or played CD before reading a passage. A total of 36 students (9.23%) replied that their teacher never played CD or presented vocabularies before reading a passage (Fig. 2.6.2).

Fig:2.6.2.Frequency of Reading Vocabularies Before Reading a Passage
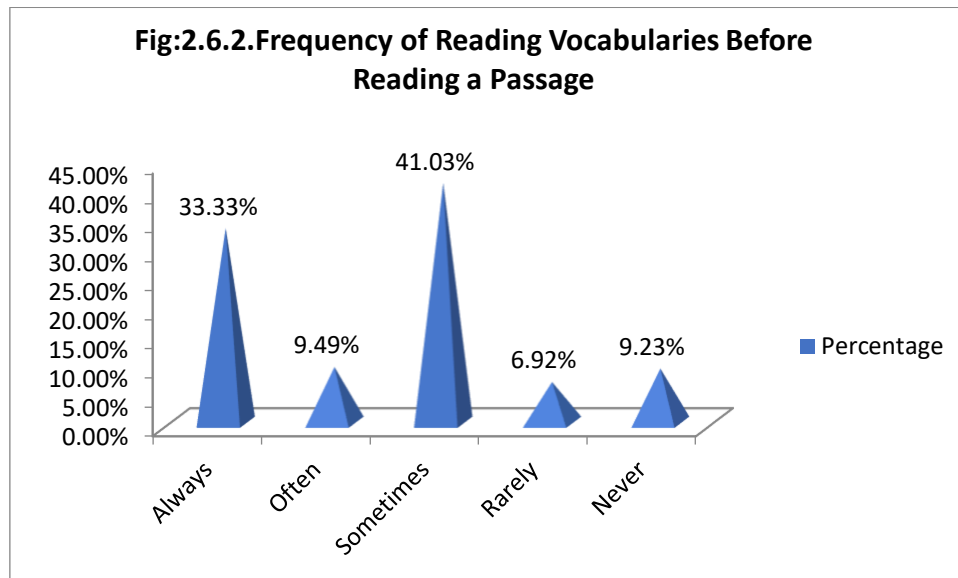
2.6.3 Frequency of setting Listening Task by the Teachers Reading a Passage (Table 6: Frequency 0f Practicing Listening activity).

The students were asked to know the frequency of setting task before they start reading the passage or playing the CD in listening classes. It was noted that among the 390 students, 310 (79.49%) students replied that their teachers sometimes set the task before teaching listening passage or playing CD. While, 30 students (7.69%) replied that their teachers often set the task while teaching listening passage or playing CD. Another, 20 (5.12%) students shared that their teachers always set the task for listening passage, whereas, 3.85% students answered that their teachers never set the listening task before teaching the listening passage or playing CD. Out of 390 students only 15 (3.85%) students replied that their teachers rarely set the task before teaching listening passage or playing CD (Fig. 2.6.3).

Fig:2.6.3.Setting of Listening Task Before Reading a Passage
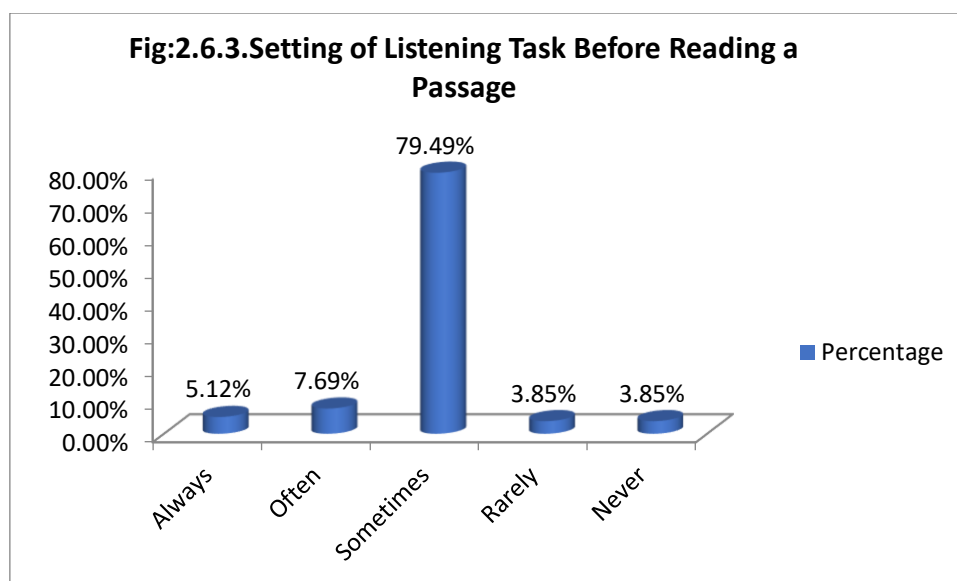
2.18. DIFFERENT WAYS AND DIFFICULTIES IN PRACTICISING LISTENING SKILLS

2.18.1. Ways to Practice Listening Skill in the Classroom

The researcher set this question with some options to know how they practiced listening skill in the classroom. They mentioned the following ways:

i)   By Listening to their English teachers' lecture and speeches

ii) By working with classmates

Among the 390 students many of them practiced listening skill with the classmates and with their teachers in the classroom. Some of them answered that they rarely practiced listening skill in the classroom.

2.18.2. Ways to Practice Listening English outsides the classroom

The researcher asked the students how they practice listening skill outside the classroom. This was also a multiple-choice question and the students answered the following options:

By listening TV/Radio programs such as English news, movie, cartoons, and cricket commentary. Listening to English recordings or programmes through Mobile Phone.

2.18.3. Difficulties faced by the students while listening to English

There were some options with the statement. The researcher wanted to know the difficulties that the students faced. Regarding this question the students mentioned some difficulties that they were facing while listening such as:

1. Comprehensive skill

2. Long text

3. Trying to understand all words in a text rather than understand the gist of the message

2.18.4. Areas of difficulties in English Listening Skill

The students were asked by the researcher to mention the areas where they faced difficulties in listening. The students gave the following areas where they faced difficulties:

i. Pronunciation and accent

ii. Sometimes unknown vocabulary

iii. Keeping pace while listening to speakers, audio or recording in English such as speed, voice, diction, stress *etc*.

iv. English Syntax such as long chunk/sentence

v. Contracted form of spoken English

2.19. SUGGESTING FOR MAKING LISTENING SKILL INTERESTING

The researcher asked them to express the ways of making listening skill interesting. The students gave the following ways to make the lesson informative and interesting

i. Playing CD/reading the listening text twice/thrice

ii. Teaching listening with fun and in less frightening way

iii. Activities followed by listening texts would be interesting or short to answer

iv. Sentence Stress (stressing on the key words of the sentences)

v. Intonation (Ups and Downs in the speech, not in flat voice.

2.20. FINDINGS FROM TEACHERS'AND STUDENTS' QUESTIONNAIRES

1. From the study, it has been observed that both, the teachers and the students believe that listening in English is important to develop the English language. Both, the teachers and the students believe that the listening skill is important for communication and to learn the other three skills.

2. Both, the teachers and the students believe that the examination system is authentic to learn the four skills equally. All the four only skills are tested in the examination. As the listening skill is tested in the examination, the teachers and the students are attentive to learn listening skill. Teachers are in favor of testing listening skill in the examination. If we ask the students, why they should learn listening skill in the class and outside of the class? The researcher thinks that there is no exact answer of this question from the students. What are the benefits of the listening skill? The students don't know the answer of this question also. As a result, they are not willing to practice the listening skill in the classroom and the teachers are not always motivating them to practice listening skill.

3. We have observed that a smaller number of the teachers use TG always. On the other hand, a good number of teachers never use TG for teaching listening skill. In between always and never, there are a sizable number of teachers who do not use TG regularly.

4.The researcher asked the students to know how they practice listening skill in the classroom? All of the students answered that they practice listening English inside the classroom, by listening their teachers' lectures, by working with their classmates, by listening CD *etc*, by doing group works and pair works with their classmates they are developing listening skill in the classroom. Actually, this is the way to develop listening skill in the classroom. If teachers speak English in the classroom, by listening them, the learners can develop their listening skill. By listening to their partners, the learners can develop their listening skill in the classroom.

5. The students get fewer chances to practice listening skill outside the classroom. The response the learners present is that they practice listening English by listening TV/Radio programs such as English news, movie, cartoons, cricket commentary *etc*. and by Listening English recordings or programs through Mobile Phone. To develop the listening skills real context is needed, for that reason, the students should practice the target language outside the classroom, in this sense, they are in right track but very few students are doing these activities outside their classroom.

6. When we have analyzed the data collected from the teachers' self-proficiency, we have found that, most of the teachers can speak English fluently. The participants had been asked

whether they had acquaintances with the teaching listening procedures or not? Twenty percent of them strongly agreed and 73.33% of them agreed on these points. Small (5.33%) number of teachers remained neutral and 1.34% teachers disagreed with the statement. Large number (93.33%) of teachers believed that they could teach listening skill to their students without any hesitation. According the data suggest, the highest number of the teacher knew the teaching listening procedure. Data table depicts that sizable number of teachers believe that their pronunciation is good.

2.21. FINDINGS FROM PARENTS' QUESTIONNAIRE

Findings from Parents' Questionnaire state that-

i.   Most of the parents narrate stories to their child in English.

ii.   Majority of parents talk to their child in English

iii.   Parents are satisfied with the performance of listening skill of their child.

2.22. Conclusion

In this chapter, the researcher has set out an overall presentation of some theoretical and practical aspects of second or foreign language listening skill and listening comprehension. Throughout the text, we tried to place due emphasis that listening is an active process and a very important skill to master the foreign or second language through the classroom teaching in order to gain valuable language input, but still, it seems so difficult for students to deal with. So, we tended to tackle this topic by giving utmost care to the various features that effect listeners' listening ability as well as their level of comprehension. We aimed to clarify that the needs, levels and interest of the students will determine the kind of listening tasks that teachers use, and therefore, it should always be realistic and authentic to provide the learner with more autonomy in his listening.

The study examined the teachers and students' attitude towards the listening skill and overall, the problems faced by the teachers and the students to practice listening skill. From the above findings and discussions, it can be claimed that listening skill is duly cared in Mokokchung at the Secondary level education. EFL (English as a foreign language) teachers should place

priority in teaching listening. As no skill should be taught in isolation, teachers can incorporate teaching listening with the other skills, and thus the learners will ultimately be benefited. The teaching of English should be emphasized on the function of language as a mean of communication. The learners should focus on how to use the language and not on what the language is focused on. The curriculum does not concern mainly on the linguistic understanding, but it aims to make students able to use the language appropriately in daily conversation. As a result, the need for the listening competence should be attached with considerable attention. Consequently, communicative approaches are proposed to be used in teaching learning method.

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CHAPTER III

TEACHING OF SPEAKING SKILL

Speaking skill has a prominent place in the area of teaching and learning foreign languages. With the emergence of **Communicative Language Teaching (CLT)** in the 1980's, several changes occurred at the level of English teaching approaches.

3.1. OVERVIEW OF SPEAKING

No matter how great an idea is, if it is not communicated properly, it cannot be effective. Therefore, oral language is an essential tool for communicating as it shapes, modifies, extends, and organizes thoughts. Speaking is one of the four language skills besides listening, reading and writing. It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In fact, Speaking is considered the most frequently used language skill. As Rivers (1981) argues, speaking is used twice as much as reading and writing in our communication.

3.2. DEFINITION OF SPEAKING SKILLS

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns and Joyce, 1997).

Speaking is the skill which is very important to be mastered by students in order to be good communicator. Accordingly, it is the ability to express oneself orally, coherently, fluently and appropriately in a given meaningful context using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In this respect, McDonough and Shaw (1993) state that speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which constitute an overall competence in the spoken language. Hyams (2003:4) indicates that speaking consists of producing systematic verbal utterances to convey meaning pointing out: When

you know a language, you can speak and be understood by others who know that language. This means we have capacity to produce sound that signifies certain meaning and to understand or interpret the sound produced by others.

Besides, Florezz (1999:98) defines speaking as "an interactive process of constructing meaning that involves producing and receiving and processing information". Speaking, therefore, is part of reciprocal exchange in which both reception and production play a part. In may thus be assumed that speaking is an interactive process in which an individual alternately takes the roles of a speaker and a listener, and which includes both verbal and nonverbal components. From all statements above, speaking seems to be an activity to share information, ideas and feelings by sound production that has significance to make communication possible.

3.3. ELEMENTS OF SPEAKING

There are many elements of speaking that must be mastered by students in order to speak fluently and accurately, for that, Harmer (2001) provides the following components of language that are necessary for spoken production.

Table 3.1 Elements of Speaking:

Element	Description
Language features	☐ Connected speech: the different aspects of connected speech should be mastered by speakers so that they will be able to generate a clear and intelligible language throughout communication process. Among those features, elision, assimilation, linking, contractions and stress patterning. ☐ **Expressive devices:** This refers to the change of the speed, volume, pitch and stress of utterances to show the emotion. When speakers incorporate these supra-segmental features and devices, they would express much better their feelings and intentions. Subsequently, provide the interlocutors clear and straightforward meaning.

	☐ **Lexis and grammar:** a variety of certain words and language functions, such as agreeing or disagreeing, surprise, and so forth are crucial. As they make speakers able to produce at various stages of an interaction. ☐ Negotiation language: effective speaking benefits from the negotiation language we use to seek clarification and to show the structure of what we are saying (Harmer, 2003). In other words, one may take advantage of his interlocutor's clarifications when the latter intend to show the structure of what he is saying
Mental/social processing	☐ **Language processing:** The speaker's competency to convey his intention by producing syntactically and propositionally appropriate sequences, as well as, processing and retrieving the words or phrases from memory to communicate with people. This helps the speaker to develop habits of rapid language processing. ☐ **Interacting with others:** effective interacting involves the reciprocal listening and understanding of the participants. In this vein (Bygate (1998: 30) and (Cornbleet & Carter,2001: 27) state that the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other. ☐ **Information processing:** refers to the speaker's ability to process the information in his mind right in the moment he receives it, and then produce the appropriate responses to his interlocutor.

Speaking is not only having an amount of vocabulary and knowing the grammatical structures, but also mastering all elements of speaking stated above and having the competence to speak with people fluently and accurately. This may denote the use of the right words (vocabulary); putting them in the correct order (grammar); sounding like a native speaker (pronunciation); and even producing the right meaning (comprehension).

3.4. FACTORS AFFECTING SPEAKING SKILL

If teachers want to help learners overcome their difficulties in learning speaking skill, they should identify some factors that influence their speaking performance. Learners' speaking

performance is influenced by factors like performance conditions, affective factors, listening skill, and feedback during speaking tasks (Tuan & Mai, 2015).

The first factor is pertinent to performance conditions. Learners carry out a speaking activity under different conditions. Performance conditions impact speaking performance and these conditions involve time pressure, planning, the quality of performance, and the amount of support (Nation & Newton, 2009).

The second factor is related to affective ones. Oxford (1990) said that one of the important factors in learning a language is the affective side of students. According to Krashen (1982), a lot of affective variables have been connected to second language acquisition and motivation, self-confidence, and anxiety were the three main types that have been investigated by many researchers.

Listening ability is the third factor. Doff (1998) says that learners cannot improve their speaking ability unless they develop listening ability. Learners should comprehend what is uttered to them in order to have a successful dialogue. Shumin (1997) represented that when students talk, the other students answer through the listening process. Speakers have the role of both listeners and speakers. It can be concluded that students are not able to reply if they cannot comprehend what is told. That is to say, speaking is very closely related to listening.

Topical knowledge is the fourth factor. Bachman & Palmer (1996) defined it as the knowledge structures in long-term memory. That is, topical knowledge is the speakers' knowledge of related topical information. It enables students to apply language with respect to the world in which they live. Bachman & Palmer (1996) assert that topical knowledge has a great impact on the learners' speaking performance.

The sixth factor is related to the feedback during speaking activities. A lot of learners expect their teachers to give them the necessary feedback on their speaking performance. According

to Harmer (1991), the decisions that instructors adopt towards their learners' performance depend on the stages of the lesson, the tasks, and the kinds of mistakes they make. Harmer (1991) also continued that if instructors directly correct their students' problems, the flow of the dialogue and the aim of the speaking task will be spoiled. Baker & Westrup (2003) supported the above statement and said that if learners are always corrected, they will be de-motivated and afraid of talking. It has been suggested that instructors should always correct their learners' mistakes positively and give them more support and persuasion while speaking S. Al-Hosni (2014) identifies factors causing speaking difficulties as: Students are worried about making mistakes fearful of criticism, or simply shy. Students have no motivation to express themselves.

3.5. VARIABLES INFLUENCING SPEAKING ABILITY

Speaking skill appears to ensure the language learner to be able to communicate actively and affectively in the target language. Thus, one's eloquence in using the target language orally is greatly determined by how well he or she masters speaking skill. However, this is not an easy task; students often encounter many problems which decrease the chance to promote their speaking ability, such as, limited time, crowded classrooms, lacking the opportunity to practice outside the class and inefficient multimedia systems in classes, *etc*. Over and above, motivation, self-confidence, anxiety and the environment in which the students coexist are factors that may have notorious impact on the language learning process.

Table 3.2: Variables Influencing Speaking Ability

Attitudes and Motivation

Description	They are two complicated variables which account for individual differences in learning a language and has been dealt with from a variety of perspectives. "The concept of attitudes is central to explaining our thoughts, feelings, and actions with regard to other people, situations, and ideas" (Bordens & Horowitz, 2013: 158). That is, attitudes are at the heart of mental processes. They are the key concept to understand personal and subjective experiences. Motivation, on the other hand, is considered an important factor that plays a considerable role in determining the success of language learning (Gu,2009), believes that motivated learners are more enthusiastic. They are also eager to work hard and concentrate on the tasks given. Therefore, they do not need to be given constant encouragement. Two types of motivation are distinguished: (1) Instrumental motivation: wanting to learn a language because it will be useful for certain "instrumental" goals. (2) Integrative motivation: wanting to learn a language in order to communicate with people of another culture. Since learner's motivation, attitudes and self-confidence can contribute to L2 proficiency (Clément, *et al,* 1977), one can assume that these factors can also contribute to the learner's speaking skill in different ways.
Language Anxiety	

Description	Foreign language anxiety is the feeling of unease, worry, nervousness and apprehension experienced when learning or using a foreign language. Gardner and MacIntyre (1993) defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (Onwuegbuzie, *et al*, 1999:218). It is a crucial factor that often affects students' oral production in the foreign language as (Balemir, 2009) argues, anxiety is an important facet of the affective domain. Student who possesses speaking anxiety do not feel at ease when required to perform in the target language. Consequently, they prefer to remain silent viewing speaking in front of the whole class as a threat rather than a chance to improve their communication skills

Linguistic self-confidence and perceived competence

Description	Clément, *et al*, 1993 a**: 6**) define linguistic self-confidence as the "lack of language anxiety and positive self-rated proficiency in the second language", which implies that the concept is not merely the lack of anxiety but also, the best predictor of second or foreign language development. Perceived competence, on the other side, refers to individuals' beliefs of their skills, as having the skill alone is not enough to be able to use it at their best. Barraclough, *et al*, 1988:188 assert that it is "what a person thinks he/she can do not what he/she actually could do which impacts the individual's behavioral choices"

	Classroom environment		
Description	This term covers a wide number of educational concepts, including the physical setting, the psychological environment, and other components related to teacher characteristics and behaviors. In fact, the major interest of research concentrates on the relationships between the environment constructs and the multiple outcomes, including second (L2) and foreign (FL) language communication competence. Early researchers recognized that behavior is a function of people's personal characteristics and their environment. Hence, L2 and FL learners' development takes place and emphasizes the physical elements of the environment and psychosocial relationships between students in the classrooms as well as between the teacher and students		
	The physical environment	**The role of teacher**	**psychosocial relationships**

Description	Recent studies related to this area explore some aspects such as class composition, class size, and classroom management. Class composition examines classroom grouping methods, single-sex classrooms and cooperative learning groups. On the one side, Students who work cooperatively are likely to have more positive language production, stronger cohesion and higher achievement. Moreover, female students tend to be collaborative with other students, whereas, some studies found that girls do better when separated from male students; other studies found that there are no noticeable differences in single-sex or mixed-sex classrooms. Furthermore, class size is another factor that influences student and teacher behaviors. In which, smaller classes minimize the problems that may be encountered in larger classes. That is, large classes tend to have a larger number of students who do not engage in oral classroom activities in comparison to students in small classes of 20 students or less. Yet, there may be a social link between students in small classes

The third focus of classroom environment focus on teacher behaviors including classroom management, plans and recommendations for building better relationships with students. The teacher student relationship has an important impact on students' attitudes and achievements. If students feel comfortable with the teacher and the environment in the classroom, they can construct more positive relations, develop a better way to behave in the learning context and improve their language skills. In addition to these possibilities, by creating healthy relationships, teachers can motivate students during the learning process, which is one of the main objectives in a teacher's practice.

The psychological environment is also crucial. It helps students to express their ideas, opinions and attitudes; the asking of questions; and the exploration of issues in the classroom. Students who encounter positive learning environment are more likely to result high level of language production, however, if they feel that the learning environment is not at the level of their expectations, their satisfaction with the learning will be reduced, and their chance of success may decrease as a result. Alongside with this, it is preponderant to find that many learners of a foreign language do not like to speak in the target language when they have the opportunity. A considerable number of factors have been identified as having an influence on the learning process and one of these factors is willingness to communicate (WTC).

3.6.THE IMPORTANCE OF SPEAKING SKILLS

Humans are naturally programmed to speak before they learn to read and write. In any given situation, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English-speaking ability in order to communicate easily and effectively with other people. Rivers (1981) studied the use of language outside the classroom situation and understood that speaking is used twice as much as reading and writing combined. According to Brown (1994), listening and speaking are learners' language tools.

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others, those who live all around the globe. As English is considered the international language and it is spoken all over the world, it serves the purpose of communicating with the people who live in different regions, states, countries, and continents of the world.

Efrizal (2012), Abbas Pourhosein Gilakjani (2016) expressed that speaking is of great significance for the people interaction where they speak everywhere and every day. Speaking is the way of communicating ideas and messages orally. If we want to encourage students to communicate in English, we should use the language in real communication and ask them to do the same process.

Richards & Rodgers (2001) stated that in the traditional methods, the speaking skill was ignored in the classrooms where the emphasis was mainly on reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills

and speaking and listening skills were not of great significance. According to Ur (2000), of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.

Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language. Brown & Yuke (1983) said that speaking is the skill that the students will be judged upon most in real life situations. Regardless of its importance, teaching speaking skills have been undervalued and most of the EFL/ESL teachers have been continuing their teaching of speaking skills just as memorization of dialogues or repetition of drills. Nevertheless, the modern world demands for the requirement of communication skills for the learners and the English teachers have to teach the ELLs the needed skills so that they will improve their abilities in speaking and perform well in real-life situations. In the present EFL/ESL teaching environment, oral skills are completely neglected whereas employability depends more on communication than technology. As very less priority has been given to the important elements of language such as phonological, morphological, semantic and syntactic aspects, it has become a major impediment for the ELLs to acquire the speaking skills among the learners of English. So far, more concentration has been given to reading and writing skills. After realizing the importance of oral communication skills, more emphasis is now laid on developing the speaking skills of the learners to pursue their studies successfully and excel in their fields once they finish their education. Moreover, English is the language of getting opportunities for employment and getting success to achieve the desired goals in life.

According to Bueno, Madrid, & Mclaren (2006: 321), Speaking is one of the most difficult skills language learners have to face. Speaking is considered the most important of the four language skills of English. Even the learners learn the language for so many years; they find it difficult to speak in real time situations when it is demanded. There are many reasons to overcome this. First of all, the ELLs should understand the importance of speaking skills and try to acquire them as they need them to compete in this competitive world. Among the four basic skills of the English language, speaking seems to be difficult because the speakers have to produce sentences on the spur of the moment. It is quite difficult for foreign or second language learners to produce sentences without learning the grammatical structures and

having proper knowledge of adequate vocabulary. Therefore, the English language learners of EFL/ESL face many problems in speaking grammatical sentences in English. Since speaking skills play a dominant role in communication, people try to learn these skills in order to communicate well with the entire community all around the world.

Moreover, these speaking skills are also useful for learners when they have to settle down well in their professions. In the modern world, it has become quite common to prove the candidates' talents at the time of their job interviews and many of the selections are based on the performance of the interview. The job aspirants have to participate and prove themselves in debates and group discussions where the performance or oral communication skills of the candidates are primarily measured. Besides, the professionals have to give oral presentations as they have to promote the products or their companies or give training to the other colleagues. Furthermore, an effective speaker can inspire the audience a lot and gain the complete attention of the audience and maintain the same tempo until the end of his/her speech. So, the audience involves completely in the speaker's speech and they sometimes forget the real world and put their complete concentration on the speech. So, speaking skills play a vital role as everything depends on the way how people communicate their messages with others.

Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations and so on. In the present modern world, everything is linked with speaking skills. One who has good talent in speaking can conquer the whole world. Having good communication is the passport to get better employment opportunities. In the modern interviews, the real talent of the job aspirants is tested through their performance in group discussions, debates, presentation skills and so on. Therefore, job seekers have to acquire good oral communication skills in order to grab better opportunities. Once the learners practice these speaking skills in their EFL/ESL classrooms, they get the mastery of these skills and perform well in the activities in and outside their classrooms. Let us discuss the purpose of teaching speaking skills in English classrooms.

3.7.THE PURPOSE OF SPEAKING

There are three functions of speaking according to Brown &Yule (1983) in which each of the speech activity is quite distinct in terms of form and function, and each requires different teaching approach, as follow:

3.7.1.   Speaking as Interaction

Speaking as interaction refers to what we normally mean by conversation and describes interaction that serves a primarily social function. When people meet, they exchange greeting, engage in small talk, recount recent experience, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other. Such exchange may be either casual or more formal, depending on circumstance and their nature. Speaking as interaction is perhaps the most difficult skill to teach since interactional talk is very complex and subtle phenomenon that takes place under the control of unspoken rules.

3.7.2.   Speaking as Transaction

Speaking as transaction refers to situation where the focus is on what is said or done. Making the message oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially each other. In such transaction, speaking is associated with other activities. For example, students may be engaged in hands-on activities (e.g., in English lesson) to explore concepts associated between speaking and other skills like listening, reading or writing. In this type of spoken language, students and teacher usually focus on meaning or on talking their way to understanding. Speaking as transaction is more easily planned since current communicative materials are a rich resource of group activities, information gap, or role plays that can provide a source for practicing how to use talk for sharing and obtaining information.

3.7.3.   Speaking as Performance

The third type of speaking that can be usefully distinguished has been called speaking as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentation, public announcements, and speeches. Speaking as performance tends to be in the form of monologue rather than dialogue, often follows a recognizable format (e.g., a speech of welcome, telling the story, the presentation of chart), and is also closer to written language than conversational language.

3.8. PRINCIPLES FOR TEACHING SPEAKING

According to David Nunan (2003), there are five principles of teaching speaking:

i. Be aware of difference between second language and foreign language in learning context.

ii. Give students chance to practice with both fluency and accuracy.

iii. Provide opportunities for students to talk by using group work or pair work.

iv. Plan speaking task that involves negotiation for meaning.

v. Design classroom activities that involve guidance and that involve guidance and practice in both transactional and interaction speaking.

3.9. TYPES OF SPEAKING PERFORMANCE

Brown (1994) describes six categories of speaking skill area. Those six categories are as follows:

3.9.1. Imitative Speaking

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

3.9.2. Intensive Speaking

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, *etc*.

3.9.3. Responsive Speaking

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

3.9.4. Transactional (dialogue) Speaking

It is carried out for the purpose of conveying or exchanging specific information. For example, conversation which is done in pair work.

3.9.5. Interpersonal (dialogue) Speaking

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

3.10.   ENGLISH TEACHERS' STRATEGY

Strategy means a plan for achieving something. In teaching and learning process strategy is an activity that should be done by both teacher and learner in order to get learning activity become effective and efficient. Of course, the teacher who has first obligation for designing strategy and it followed the students in learning activities. According to Oxford, the term 'strategy' comes from the ancient Greek word meaning 'general ship' or 'the art of war'. Strategy is a pattern that is planned and determined intentionally to carry out activities or actions. The strategy includes the objectives of the activity, who is involved in the activities, the process of activities and the means of supporting activities (Majid, 2014). Strategies are

specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned design for controlling and manipulating certain information. Strategies vary intra individually; each of us has a number of possible ways to solve a particular problem, and we choose one or several in sequence for a given problem (Brown, 1994).

Strategies are ways that teacher have to understand. Silver *et al.,* (2019) state several reasons of strategies become an important part in education as follows:

a) Strategies are tools for designing thoughtful lessons and units

b) Strategies make the work of differentiating instruction manageable for teachers and motivating for students

c) Strategies provide the tools needed to bring thoughtful programs alive in the classroom

d) Strategies build the skills needed for success on state tests

e) Frequent use of strategies leads to consistent and significant gains in student achievement

f) Strategies build different kinds of knowledge (Ibid).

There are many kinds of strategies that are used by teacher, such as:

A.   Giving Motivation

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it. In fact, almost any influence a person is exposed to might potentially affect his/her behavior (Dörnyei, 2001). Dealing with students' learning motivation in the classroom is a need and vital to the whole successful development and achievement of the student's motivation is argued as an integral toward the learning process. Motivation is a mental state that encourages peoples' actions and activities. To be motivated is considered as the changing the good attitude in doing something. To achieve the goals, the students' motivation is one of the vital

matters until higher education especially for bringing the worth of academic performance in their professional life.

Motivation has a variety of perception in which the elements are interconnected. Not only people have dissimilar amounts, but also, they distinguish both in motivation level like how much motivation and in the orientation of that motivation such as what motivation types are. Orientation in motivation relates to the essential goals and attitudes which offer augmentation to act. Furthermore, student motivation is one of the aspects that allow that attitude within students learning process.

Afzal *et al.* (2010), summarize the source of motivation into two categories.

1) **Intrinsic**

   a). Self-exploration

       i)   Students have their own learning interest and want to investigate more ideas in full motivation.

   ii) They have their own belief that they can do better and influence in good outcome.

   iii)   For example: students choose the department subject because of their interest.

   b). Altruism

i) Students have a desire to learn according to their own pleasure, their intended meaning being good people in their society, and their ways in resolving the issues.

ii)They are truly motivated which can achieve the better products.

   iii)   For example, students enroll in college because they want to participate actively in their environment.

2) **Extrinsic**

   (a) Rejection of Alternative Options

       i)   Students concern on finishing their degree to get a better job for their better future.

ii) They go on their studies for staying away from getting a job or because they do not have the exact things what they will do.

iii)   They trust in de-motivated and are not able to maintain a constant performance academically. For example: students enroll in college because they do not understand what they should do.

b). Career and Qualifications

i)   Students give more attention to their career in order to finish their degree to have a better profession later.

ii)   Concerned with getting the degree but not for learning's sake

iii) They can demonstrate better performance in a short-term or when the reward is not available any longer.

iv) For example: students enrolled in the college or university to develop their occupation.

c). Social Enjoyment

i)   Students consider the college or university as a place for finding fun and getting more friends to socialize with many people.

ii)   Less academic performance is often shown by students who have low motivations.

iii)   For example: students enrolled in the university or college because of enjoyable feelings.

d). Social Pleasure

i)   Students consider the social needs, family, friends and others.

ii)   They try to find out newer hopes.

iii)   The authentic interest is not owned by the students' studies in inconsistency.

iv)   For example: students enroll in the university because of another hope to reach because of another hope to reach

Some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom (Bahrani, 2012).

(**B) Direct learning strategies**

1. Direct learning is generally designed specifically to develop student learning activities related to aspects of procedural knowledge (knowledge of how to do something) and declarative knowledge (knowledge of something that can be in the form of facts, concepts, principles or generalizations) that is well structured and can be learned step by step. The main focus of this learning is training that can be applied from the real state of the simple to the more complex.

2. Direct teaching is teacher-cantered, and must ensure the involvement of students. In this case, the teacher delivers academic content / material in a structured format, translates students 'activities, and tests students' skills through exercises under the guidance and

direction of the teacher. So, the environment must be created that is oriented to the tasks – tasks that are given by students.

4. The direct learning strategy is learning that is directed by the teacher. This strategy is effective for determining information or building skills step by step. The advantages of this strategy are easy to plan and use, while the main weaknesses are in developing the abilities, processes, and attitudes needed for critical thinking and interpersonal relationships and group learning. In order to make students to develop attitudes and critical thinking, direct learning strategies are combined with other learning strategies (Majid, 2014).

Teachers who use the direct strategy believe students need associate meaning and the target language directly. In order to do this, when the teacher introduces a new target language word or phrase, he demonstrates its meaning through the regalia, pictures, or pantomime; he never translates it into the students' native language. Students speaking the target language a great deal and communicate as if they were in real situations (Larsen-Freeman, 1986).

There are five stages of direct learning, namely:

i.Stage 1: Deliver goals and prepare students

ii.Stage 2: Demonstrate knowledge and skills

iii.Stage 3: Guiding training

iv.Stage 4: Check understanding and give feedback Stage

v.Stage 5: Provide opportunities for advanced practice and application of concepts.

(C). **Drilling**

Drills used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

i) *Repetition drill*

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

ii) *Chain drill*

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

iii) *Single-slot substitution drill*

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-s-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

iv) *Multiple-slot substitution drill*

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The student must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

v) *Transformation drill*

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example, in which Students are asked to transform this sentence into negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech (Larsen-Freeman, 1986).

(D) Outdoor Activities

Outdoor learning can motivate people of all ages to think about and take action at local, national and global levels to live harmoniously and deal effectively with the impact we have on our environments. An appreciation of the natural world and society largely depends on direct personal, aesthetic and spiritual experiences outdoors and in the real world (Alba, 26). Outdoor learning can provide a range of opportunities for children and young people to develop skills for learning life and work. Stepping out of the classroom gives access to a range of real-world learning experiences that allow learners to understand the relevance of their existing skills and enable them to understand areas to develop. The outdoor environment opens up opportunities for practitioners and learners to work in new ways. For example, the greater space available outside, the availability of new and natural materials, the freedom to make mess and noise all mean that some of the barriers that might have constrained the structure of learning activities inside are removed as an example, practical challenges outside that require learners to solve problems can provide opportunities to develop thinking skills by providing a context that requires learners to analyze the issues, understand the problem, create potential solutions and evaluate those which may be successful before applying them to solve a particular challenge. There are significant advantages to using school and center grounds as a place for learning. It is usually the first outdoor space beyond the building and thus is quick to access on a planned or spontaneous basis and the connections between indoor and outdoor learning can be immediate. Becoming familiar with leading learning in ones school or centre grounds can also give opportunities to develop the skills and confidence that will allow the use of outdoor spaces further afield. Children and young people can develop a more intimate relationship with their grounds than almost any other outdoor space, exploring it at break times as well as in class. Children and young people view school grounds as their space and can be given opportunities to be stewards of their environment.

(E) Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and…"Role Play activities are those where students are asked to imagine that they are in different situation and act. For example, students role play being guest at a party, travel agents answering customer question or participants in a public meeting. The students decide who is who in each group.

According to Michelle (2009) strategies used to improve students' speaking skill is to talk about communicative activities. This kind of activity has been popular for many years now in L1. Communicative activities generally involve pairs of students sharing information with each other to complete a task.

(F) Communicative activities

Communicative activities generally involve pairs of students sharing information with each other to complete a task. Communicative activities come in many different forms but usually involve a Partner A and a Partner B. Each partner needs to ask each other fact or opinion-based questions after receiving initial prompts from you. Sometimes you give them a worksheet which has gaps in it but the gaps are different for each partner. The pair must then hide their own sheet and come up with a question to ask their partner who, as a result, gives them information that they use to fill in a gap. On the other hand, the activity may perhaps involve a list of topics or situations to ask a partner about so that the students talk about their own lives.

To make use of this activity in which each partner gets prices for half the items on a menu, use these   steps:

    i)   Go through the vocabulary to make sure that students understand the food items. If you don't do this first thing, your students are likely to get distracted from the main aim. Do an example on the board. Get students to suggest what question

needs to be asked and make sure that everyone knows how to ask 'How much is?' and 'How much are?'

ii)   Divide the class into pairs and give each partner one half of the sheet – Partner A has the left half and Partner B the right. You can tell each partner that his menu is top secret so he can't show his partner.

iii)   Ask the students to look at the prices and check which ones are missing, then explain that each partner has to ask the other partner for the prices of these dishes.

According to Hayriye Kayi (1984) activities to promote speaking are:

a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read *vs* people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

b) Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

c) Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

d) Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

e) Story telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students' express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

f) Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability

not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

g)   Story completion

This is a very enjoyable, whole-class, free speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h)   Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

i)   Picture describing

One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

j)   Find the difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures (Kayi, 1984).

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3.11. FACTORS THAT INFLUENCE THE TEACHERS' STRATEGIES IN TEACHING SPEAKING

There are numerous approaches to teaching English as a First Language (ESL1), each with its own pros and cons. Each approach has a situation where it is likely the best choice. One of an ESL teacher's jobs is to select the best approach and materials for the given situation and ensure that the students are responding to the selected materials.

a)   Students' Age

A factor that will play a huge role in what materials you should use is the students' age. Teaching a pre-school child is very different than teaching an adult. The child's attention span is much shorter; therefore, the teacher will need a greater variety of materials to keep the child interested. The material will also need to have a theme that interests kids, such as cartoon characters. Adults, on the other hand, will quickly tire of such simplicity and will want something more practical and stimulating. In short, try to match the material to the interests someone of the students' age might expect to have.

b)   Students' English Level

Starting of watching a dramatic film in English with someone who only knows a few words is not very effective. But for advanced learners it can be a great way to work on comprehension. ESL1 teachers should first screen all students with a simple English test to ascertain their level. Once you know that, selecting the appropriate level of materials will be much easier. But remember, regardless of the students' English level try to keep the materials interesting. A little textbook learning is essential, but it should be varied with more interesting activities.

c)   Class Size

The materials will also differ depending on whether you are teaching one-on-one, a class of three or four or a class of 25. Audio and video media are great tools for larger classes, but for

one-on-one lessons they may seem too impersonal. For a large class it will be hard to individualize materials. When working with one or two students, it's easier to choose materials with which they are comfortable.

d)   Individual Learning Style

After been with a student for a few lessons, one should start to pick up on his strong and weak points. Some people learn best when they can see the language while others do better hear it. Once you know which type of learner a student is, you can focus your materials to his style. For large classes where there is a variety of learning styles, one'll also need to use a variety of materials to ensure everyone receives what they need.

e)   Specific Purpose

For students learning English for a specific purpose, such as business or medicine, one will need to use specific materials. These learners are usually either advanced or have a short period of time to learn as much essential material as possible. Watching Sponge Bob Square Pants will not serve the needs of a business professional trying to learn enough to make a good first impression. In this case, the materials should mimic real situations the person is likely to encounter.

3.12. DATA ANALYSIS

The analysis included a quantitative and qualitative data. The former is based on the students' questionnaire, whereas the latter relied on the teachers' interview in addition to the oral test performance. The observation was conducted on class 10 (Ten) students. The topics included in the checklist are analyzed below simultaneously.

3.1. Physical facilities of the classroom

Physical facilities refer to how well the class is facilitated in term of size and shape, arrangements of the students' desks and benches, teaching materials, decoration of the class

room, electricity, Students' seating arrangements and condition of windows, doors, floor, and roof in classroom.

3.1.1. Size and shape of the classroom (Table 3.1: Physical facilities in the classroom)

Table (3.1& Fig. 3.1.1) clearly shows that 65 (86.67%) classrooms had a good shape and size whereas, 10 classrooms (13.33%) had just average size and shape. This was mainly due to their location in rural areas.

Fig:3.1.1.Size and Shape of The Classroom
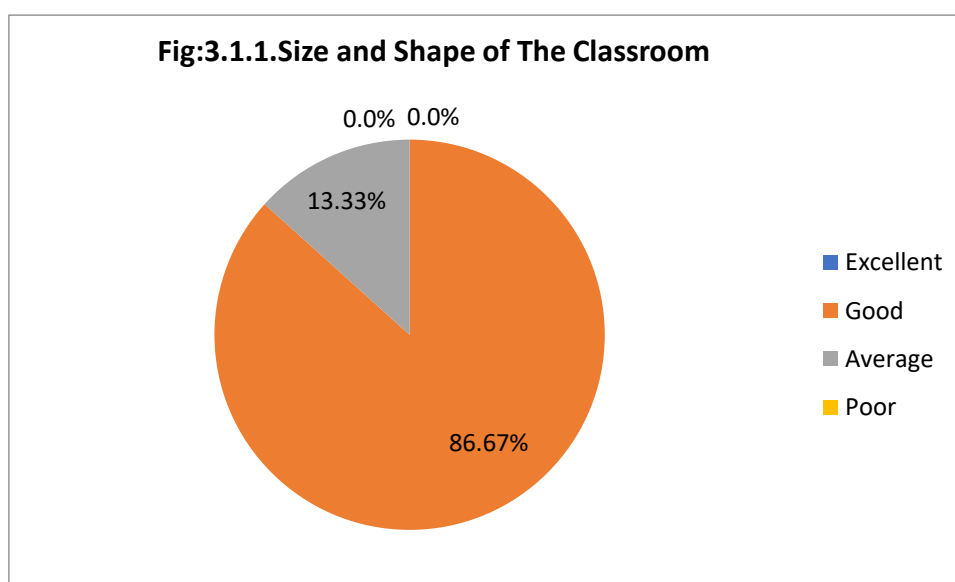
3.1.2. Arrangements of students' desks and bench (Table 3.1: Physical facilities in the classroom)

Among the 75 classrooms, 70 classrooms (93.33%) had good arrangements of desks and benches while, 5 classrooms (6.67%) had just average arrangement of desks and benches. And no classroom had very excellent or poor arrangement of desk and benches (Table3.3, Fig. 3.1.2).

Fig:3.1.2.Arrangement of Desk and Benches
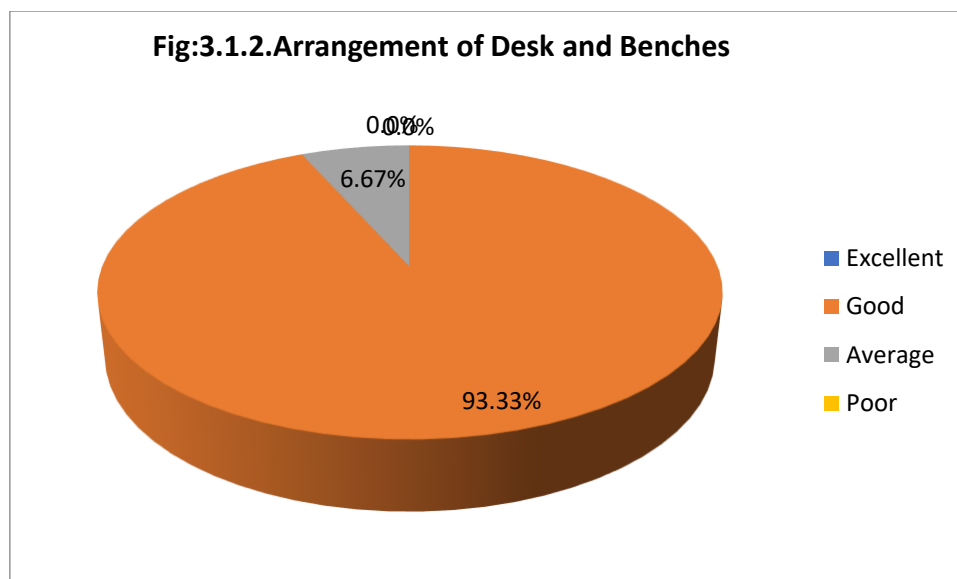
3.1.3. Teaching materials (Table 3.1: Physical facilities in the classroom)

Only 6.67% classes were equipped with excellent teaching materials. Good facilities of teaching materials were available in 20% of the classrooms. Whereas, 69.33% classrooms had average teaching materials, and 4% classrooms had poor teaching materials in them (Table 3.1, Fig. 3.1.3).

Fig:3.1.3.Teaching Materials Used in The Classroom
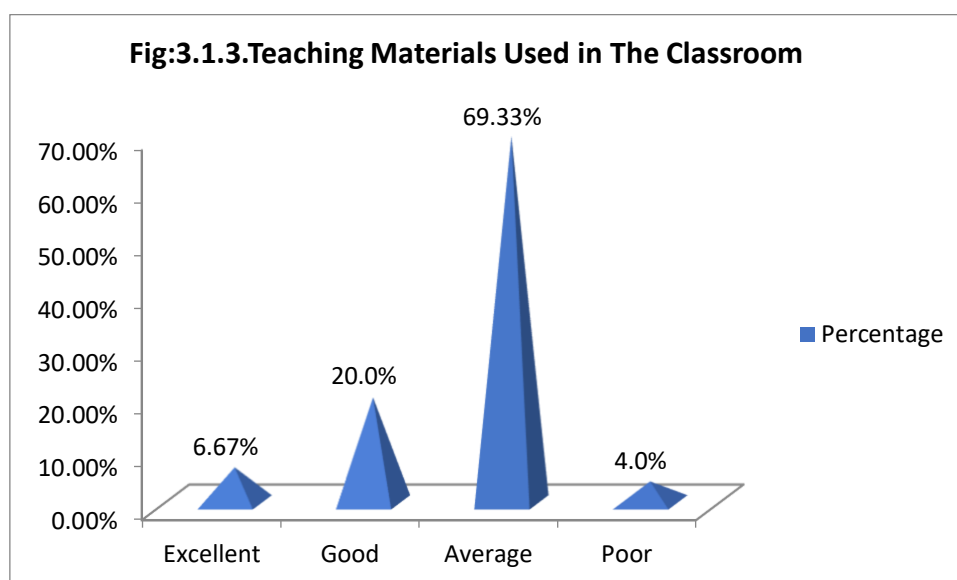
3.1.4. Decoration of the classroom (Table 3.1: Physical facilities in the classroom)

Table 3.1(Fig. 3.1.4) shows that 38 (50.67%) classes had good decoration facilities, while, 25 (33.33%) classes had average decoration facilities in them. And, 12 classes (16%) had poor decoration facilities.

Fig:3.1.4.Decoration of The Classroom

Category	Percentage
Poor	16%
Average	33.33%
Good	50.67%
Excellent	0%
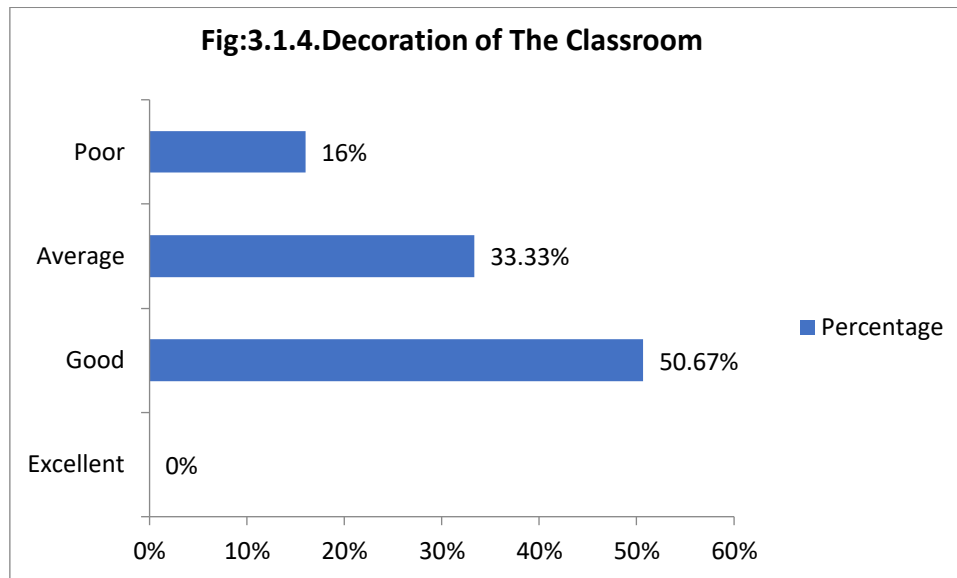
3.1.5. Electricity (Table 3.1: Physical facilities in the classroom)

The following pie chart illustrates that 70 (93.33%) classrooms were with good electricity facilities, whereas, 5 (6.67%) classrooms had average electricity facilities. And no classroom had excellent and poor electricity facilities (Table 3.1, Fig. 3.1.5).

Fig:3.1.5.Electricity Facilities in The Classroom
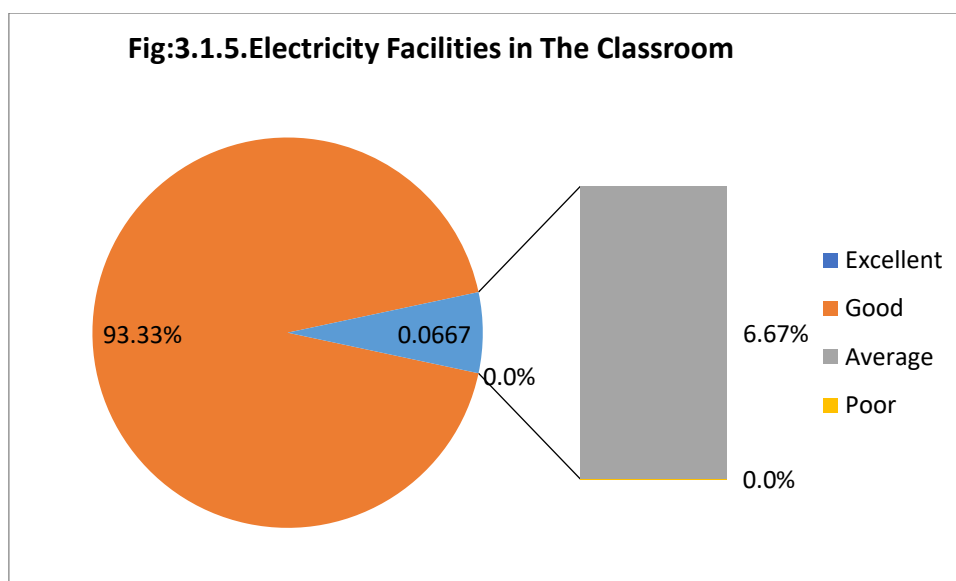
Table 3.3.: Physical facilities in the classroom

N = 75 classes

S. No.	Observed Items	Responses of the Students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
1	Size and shape of the classroom	-	-	65	86.67	10	13.33	-	-
2	Arrangements of student's desks and bench	-	-	70	93.33	5	6.67	-	-
3	Teaching materials	5	6.67	15	20	52	69.33	3	4
4	Decoration of the classroom	-	-	38	50.67	25	33.33	12	16
5	Electricity	-	-	70	93.33	5	6.67	-	-
6	Students` seating arrangement	-	-	40	53.33	35	46.67	-	-

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| 7 | Condition of window, door, floor, roof in classroom | 35 | 46.67 | 38 | 50.67 | 2 | 2.66 | | |

Source: Field Survey

3.1.6. Students' seating arrangement (Table 3.1: Physical facilities in the classroom)

In the matter of students' seating arrangements 40 classes (53.33%) had good sitting arrangements for the students. On the other hand, 35 classes (46.67%) had just average type of sitting arrangement for the students. No average or poor percentage of sitting arrangement was found in any of the classrooms (Fig. 3.1.6).

Fig:3.1.6.Students Sitting Arrangement in The Classroom

- 0.0% — 0.0%
- 46.67%
- 53.33%

Legend:
- Excellent
- Good
- Average
- Poor
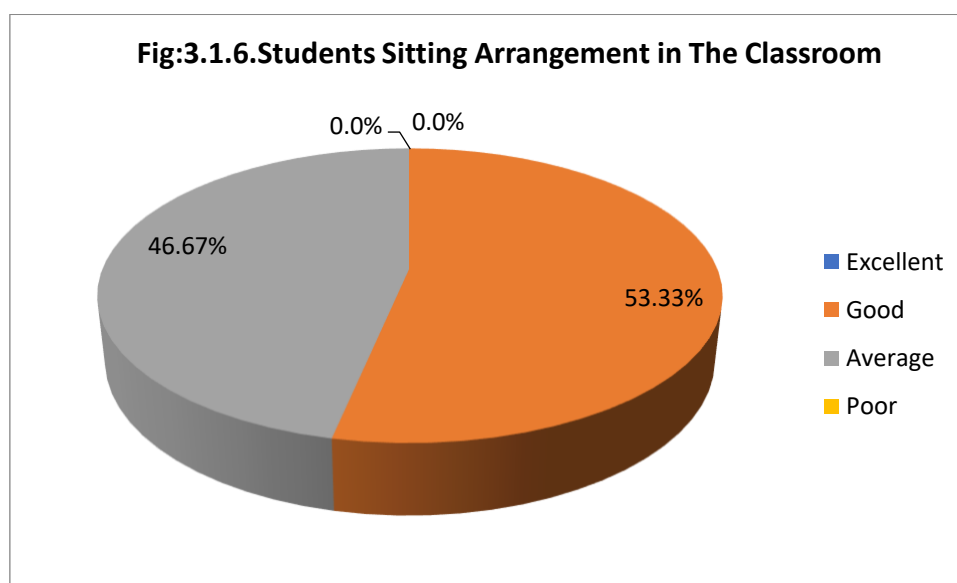
3.1.7. Condition of window, door, floor and roof in classroom (Table 3.1: Physical facilities of in classroom)

Data plot presented as bar diagrams depict that in 46.67% of the classrooms window, door, roof and floor were in excellent condition, while, 50.67% of the classes had window, door, and

floor in good shape. Only 2.66% classes had window, door, roof and floor in average condition. No school was found to have poor infrastructure facilities in the classroom (Table 3.1, Fig. 3.1.7).

Fig:3.1.7.Condition of The Classroom

Condition	Percentage
Poor	0.0%
Average	2.66%
Good	50.67%
Excellent	46.67%
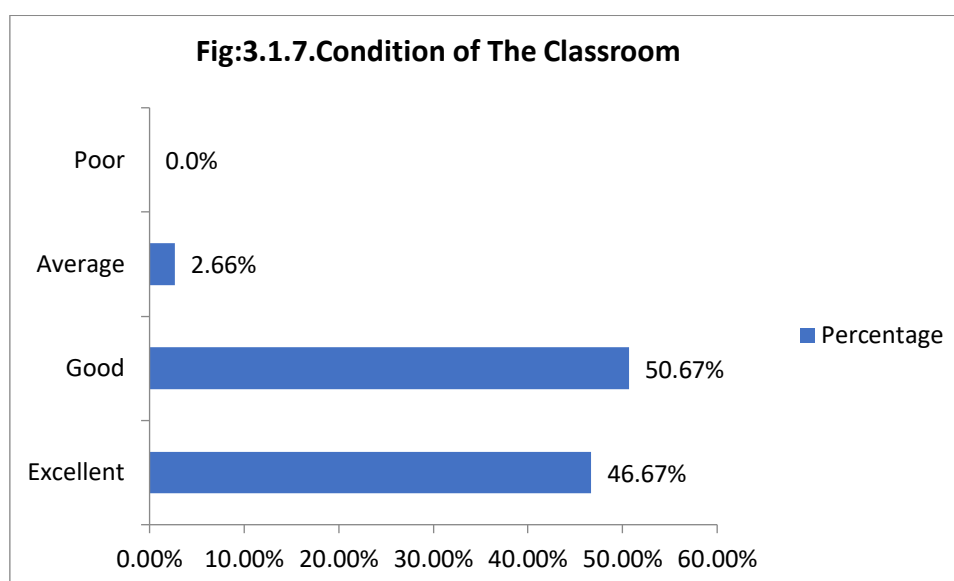
3.2.1. Personality (Table 3.2: Teachers in the Classroom)

In the observation of 75 classes, it was found that in 25 classes (33.33%) teachers had excellent personality mainly because they have extra talented activities. Whereas, 30 classes (40%) had teachers with good personality because they were fluent in speaking English. Similarly, in 10 classes (13.33%) teachers had an average personality due to weak pronunciation and limited vocabulary. The Percentage of classes having poor personality of the teachers was nil (Table 3.4, Fig. 3.2.1).

Fig:3.2.1.Personality Development of The Teacher
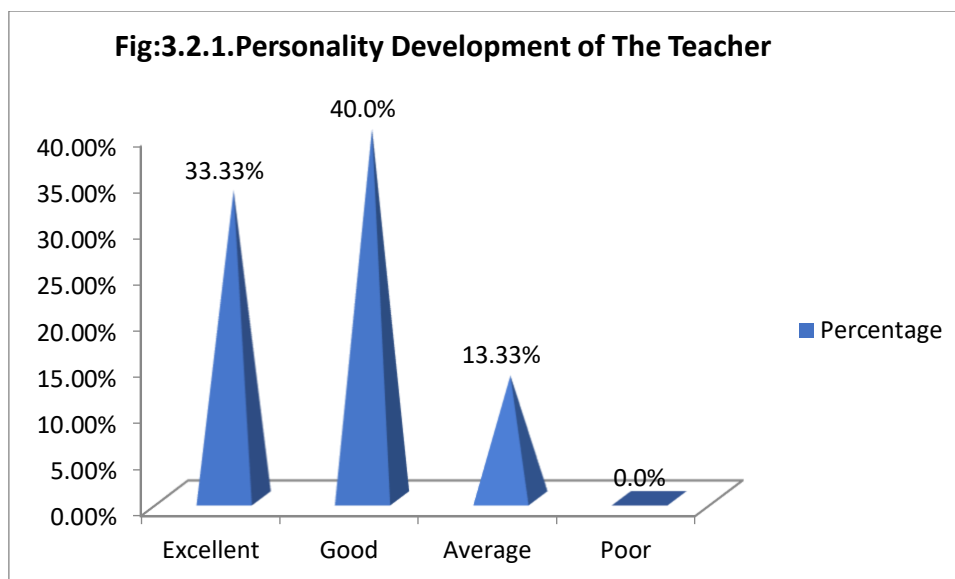
3.2.2. Movement in the classroom (Table 3.2: Teachers in the Classroom)

It was found in the observation that 13.33 % teachers had excellent movement in the classroom as they moved around frequently while teaching. And, 73.33% teachers had good movement while teaching in the class. However, 13.34% of them had only average movements because they rarely moved around while teaching in the class (Table 3.4, Fig. 3.2.1).

Fig:3.2.2.Movement in The Classroom

Table 3.2: Teachers in the Classroom

N=75

S. No.	Observed Items	Responses of the Students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
1	Personality	25	33.33	30	40	10	13.33	-	-
2	Movement in the classroom	10	13.33	55	73.33	10	13.34	-	-
3	Competence over subject matter	5	6.67	68	90.67	2	2.66		
4	Use of gesture, facial expression and rough-tune	-	-	40	53.33	35	46.67	-	-
5	Use of voice in terms of audibility, variety	20	33.33	40	53.33	15	20	-	-

Source: Field Survey

3.2.3. Competence over subject matter (Table 3.2: Teachers in the Classroom)

Bar diagram of the data plot shows that only in 03 classes (6.67%), teachers had excellent knowledge about their subject matter. Whereas, 68 classes (90.67%) had teachers with good knowledge in the subject. Three (03) classes (2.66%) had teachers with an average knowledge of their subject matter. No class had a teacher with poor knowledge of their subject (Fig.3.2.3).

Fig:3.2.3.Competence of The Teacher Over Subject Matter
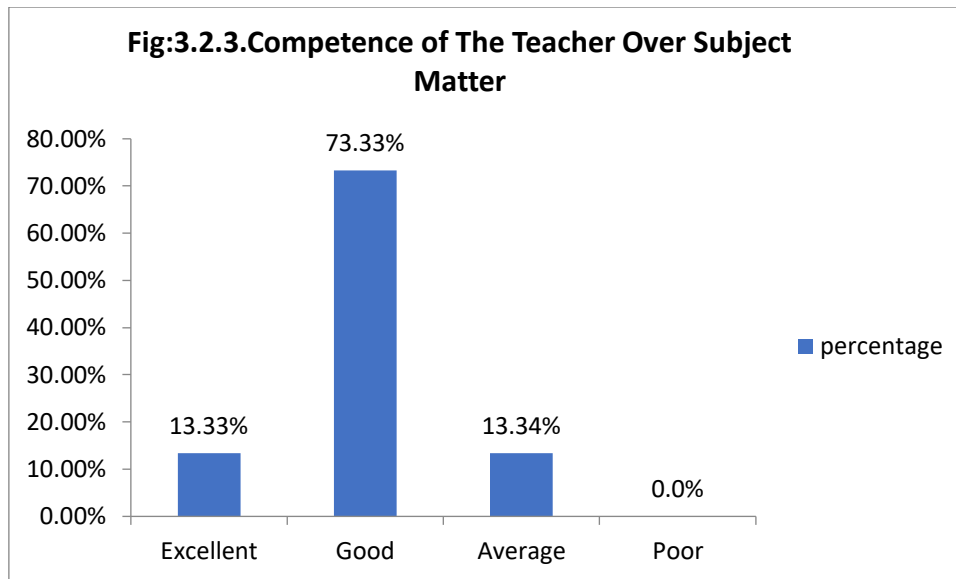
3.2.4. Use of gesture, facial expression and rough-tune (Table 3.2: Teachers in the Classroom)

The pie chart of findings show that 53.33% teachers exhibited good gestures and facial expression while teaching in the classroom, 46.67% of teachers showed average facial expression with rough tune (Fig.3.2.4).

Fig:3.2.4.Facial Expression Used by The Teacher in Classroom
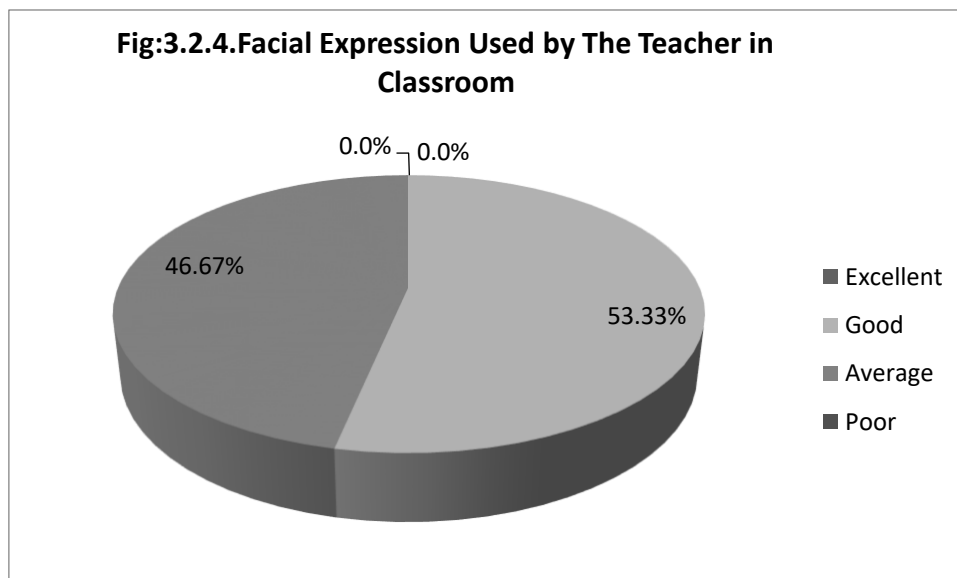
3.2.5. Use of voice in terms of audibility, variety (Table 3.2: Teachers in the Classroom)

Only 33.33% of the teachers exhibited excellent audible voice, whereas 53.33% teachers had good and clear voice. The remaining 20% of the teachers had an average voice Fig.3.2.5).

Fig:3.2.5.Toned Used in The Classroom by The Teacher
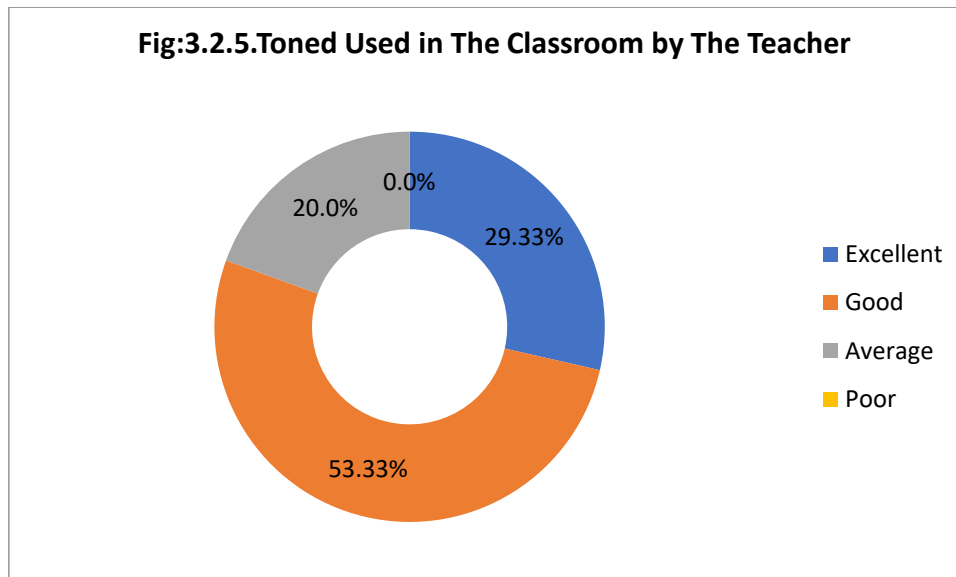
3.3. Classroom practice:

Under this, the researcher observed the students in the classroom. She took a note of their interest in learning, attention in class, how frequently they used L1, whether they responded to their teachers' questions or not, how actively they participated on different communicative aspects and their discipline in the classroom.

3.3.1. Interest in learning (Table 3.3: Students in the Classroom)

The bar graph shows that 53.33%% of the students had good interest in the learning and speaking English, while, 29.33 % of them had average interest in learning and 17.34% of the students showed poor interest in the learning and speaking of English (Fig.3.3.1).

Fig:3.3.1.Interest of The Learners in Classroom
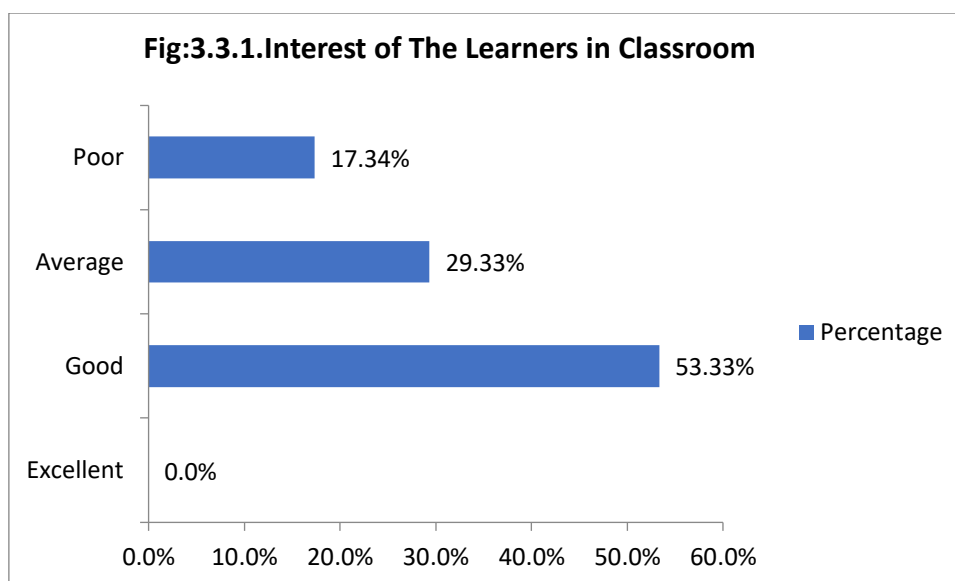
3.3.2. Attention (Table 3.3: Students in the Classroom)

The following pie chart clearly shows that 53.33% of the students had good attention in the class when the teacher was teaching. Whereas, 29.33% of them had an average attention level in the class and 17.34% students exhibited poor attention in the class amidst teaching (Fig.3.3.2).

Fig:3.3.2.Attention Level of Learners in Classroom
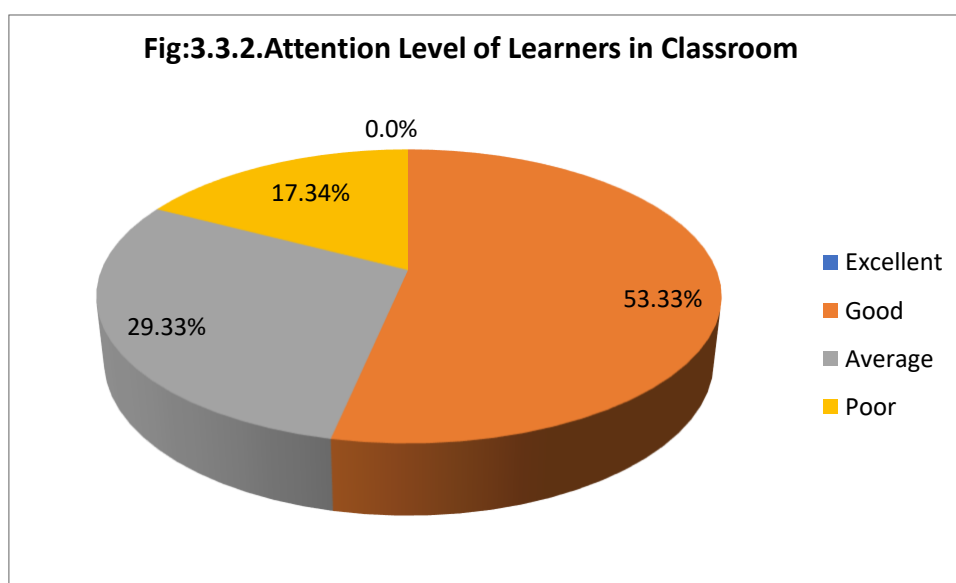
3.3.3. Use of L1 (Table 3.3: Students in the Classroom)

The following bar diagram (Fig.3.3.3) shows the use of L1 by the students when they are in the classroom. A small (6.6%) number of students were excellent at the use of L1, whereas,

60% of them used L1 in a good way and 26.67% of the students used L1 to an average level. Remaining, 13.33% students showed poor response to the use of L1 in the classroom.

Fig:3.3.3.Use of L1 in The Classroom
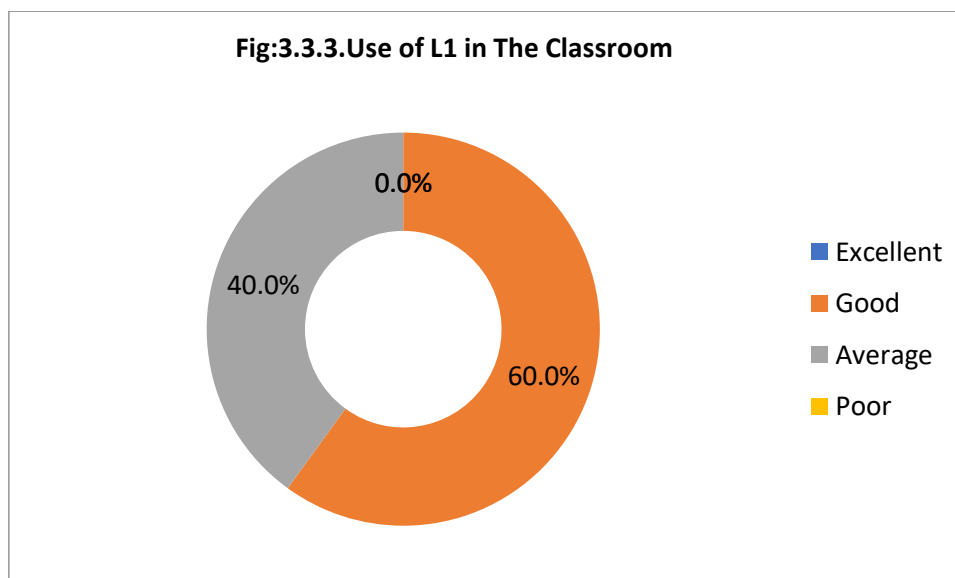
Table 3.3: Students in the Classroom

N= 75

Sl. No.	Observed Items	Responses of the Students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
1	Interest in learning	-	-	40	53.33	22	29.33	13	17.34
2	Attention	-	-	40	53.33	22	29.33	13	17.34
3	Use of L1	5	6.6	45	60	15	40	10	13.33
4	Response to teacher`s question	-	-	45	60	20	26.67	10	13.33
5	Participation in different communicative activities	-	-	50	66.67	20	26.67	5	6.66
6	Discipline	15	20	30	40	25	33.33	5	6.67

3.3.4. Response to Teacher`s Question (Table 3.3: Students in the Classroom)

Despite the students' keen interest in learning speaking skill only 60% of them responded well to their teacher's questions, while, 26.67% of the students' response was average and 13.33% students responded poorly to their teacher's questions (Fig. 3.3.4).

Fig:3.3.4.Response of Learners To Teachers Question
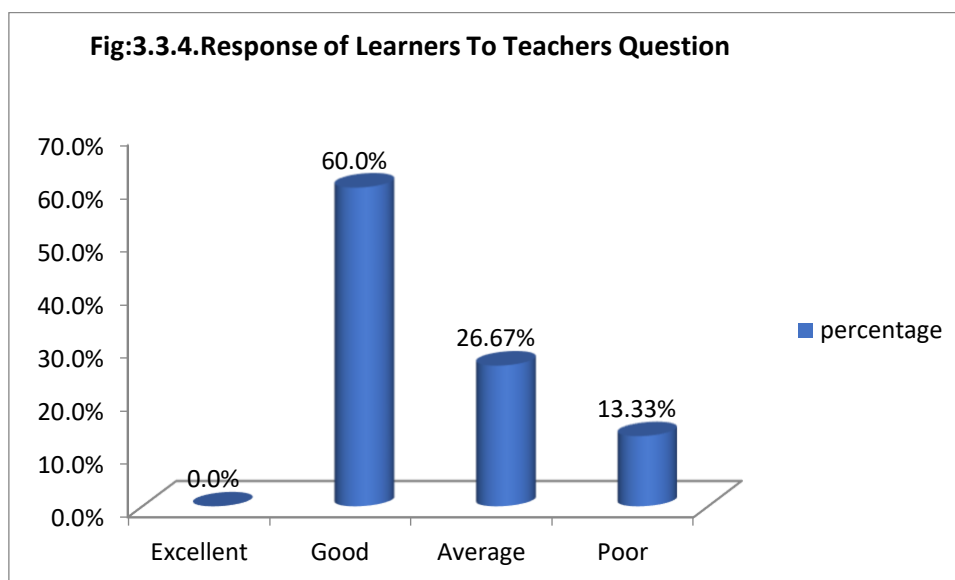
3.3.5. Participation in different communicative activities (Table 3.3: Students in the Classroom)

In the observation, it was found that 50 (66.67%) students had good participation in different communicative activities. On the other hand, 20 (26.67%) students had an average participation in different communicative activities. Another, 05 (6.66%) students exhibited poor participation in different/various communicative activities (Fig. 3.3.5).

Fig:3.3.5.Students Participation in Communicative Activities
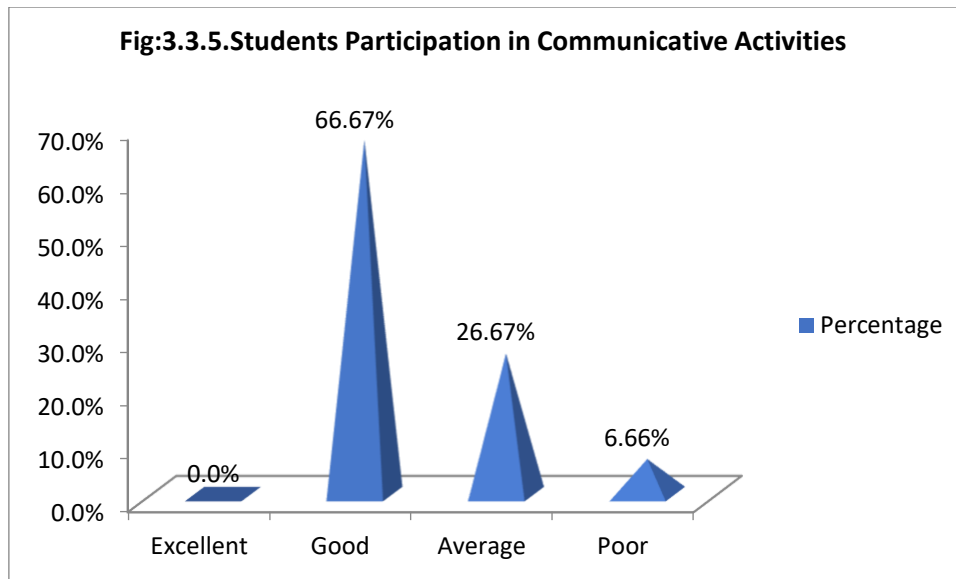
3.3.6. Discipline (Table 3.3: Students in the Classroom)

The bar diagram reveals that 15 (20%) students were excellent at discipline and 40% (30) students were good at discipline in the classroom activities. Whereas, 33.33% (25) students were average when it came to testing their discipline in the class and 6.67% (05) students were very poor in case of maintaining discipline in the classroom (Fig. 3.3.6).

Fig:3.3.6.Discipline Level of Students in Classroom
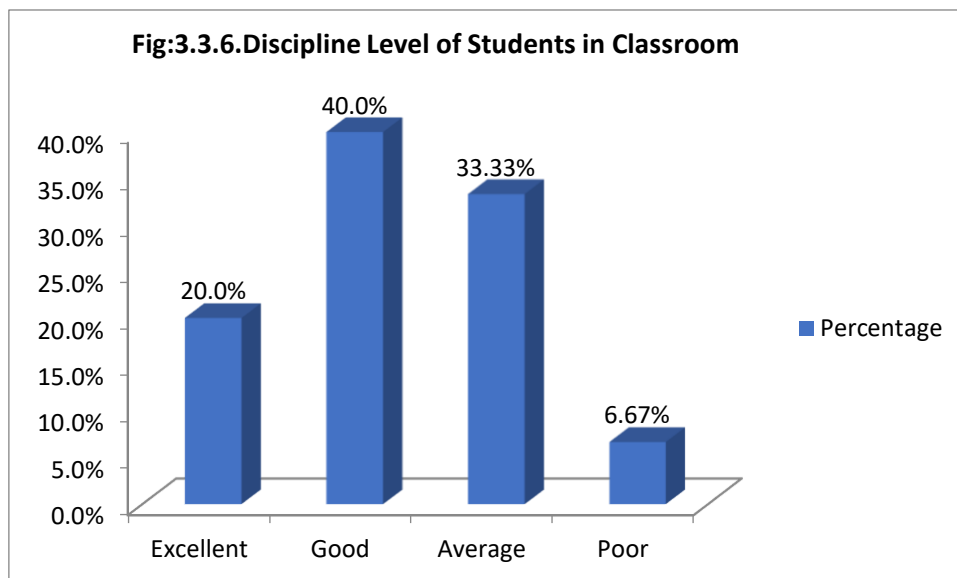
3.4.1. Interest among students and teachers (Table 3.4: Classroom practice)

In the observation, it was found that there was 6.67% excellent interaction among the teacher and the students in speaking in the class and 60% students showed good interest in speaking.

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There was an average interaction of 33.33% among the teacher and students in speaking in the class. In short, the researcher found that there was average interaction among teachers and students in speaking in the classroom in the government school whereas in private school it was excellent and good (Fig. 3.4.1).

Fig:3.4.1.Interest For Learning Among Teacher and Students
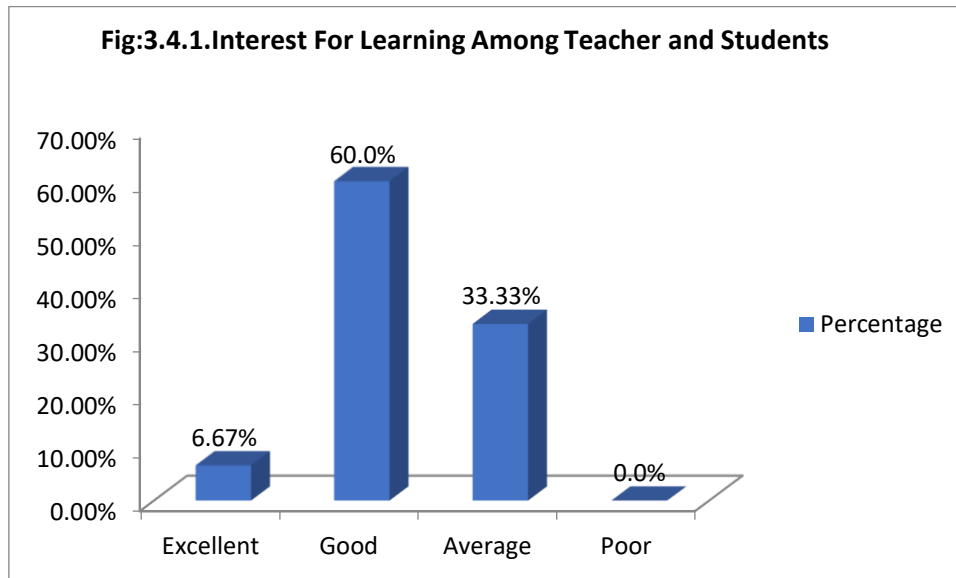
3.4.2. Student Talking Times (Table 3.4: Classroom Practice)

The data plot in pie chart shows that students exhibited good talking time in the classroom activities taking an overall score to 80%. The remaining 20% students had an average talking time in the classroom (Fig. 3.4.2).

Fig:3.4.2.Students Talking Time in The Classroom
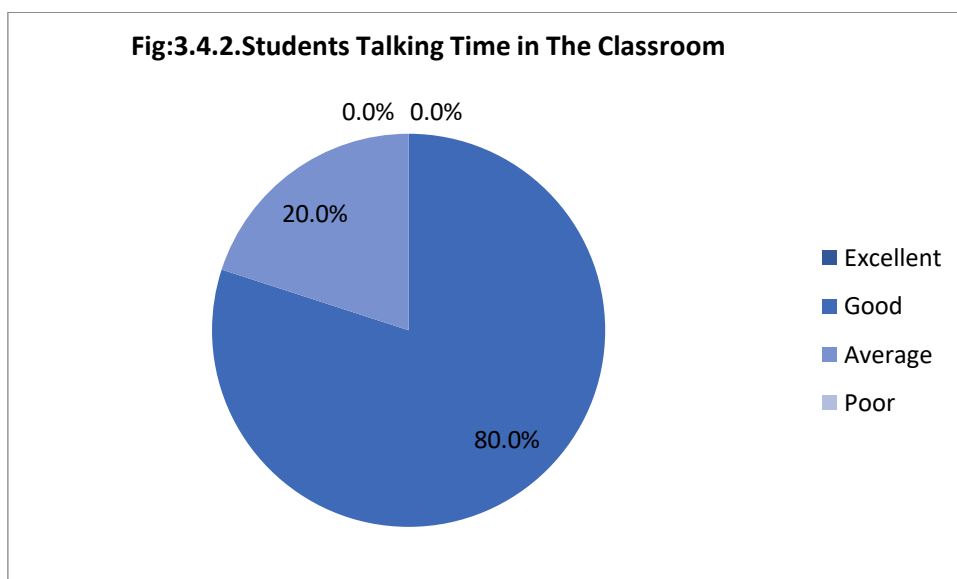
3.4.3. Teacher talking time (Table 3.4: Classroom practice)

The following bar graph indicates that 20% teachers had good talking time, while, 80% teachers had an average ratio of teaching speaking skill in the classroom (Fig. 3.4.3).
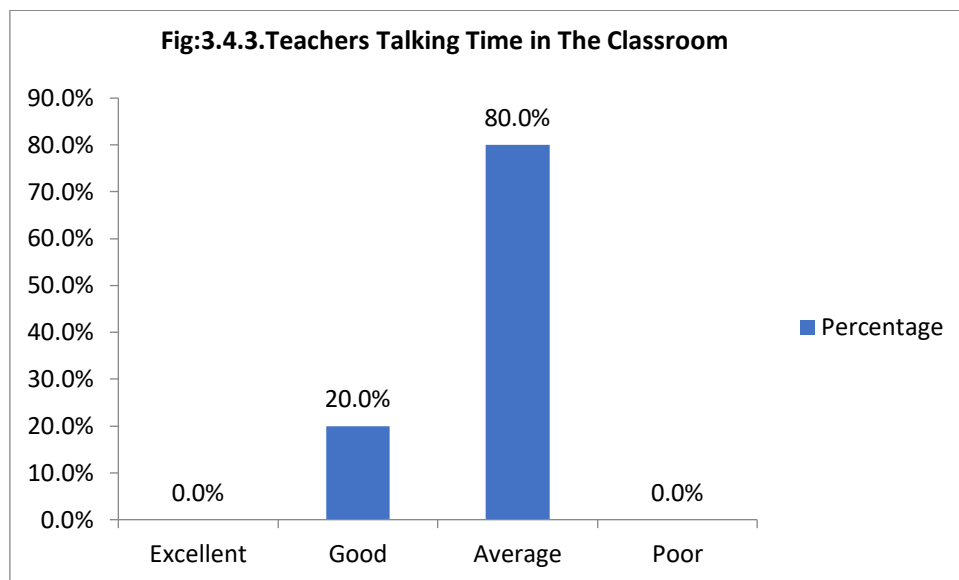
Fig:3.4.3.Teachers Talking Time in The Classroom

A bar graph showing Percentage values: Excellent 0.0%, Good 20.0%, Average 80.0%, Poor 0.0%.

3.4.4. Discussion in the Classroom (Table 3.4: Classroom Practice)

In the observation, it was found that 60% of the teachers had good discussing quality in the classroom, whereas, 40% of them had an average quality of discussion in the classroom (Fig. 3.4.4).

Fig:3.4.4.Discussion in The Classroom

A horizontal bar graph showing Percentage values: Poor 0.0%, Average 40.0%, Good 60.0%, Excellent 0.0%.

Table 3.4: Classroom practice

Sl. No.	Observed Items	Responses of the Students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
1	Interest in among students and teachers	5	6.67	45	60	25	33.33	-	-
2	Student talking times (STT)	-	-	60	80	15	20	-	-
3	Teacher talking time (TTT)	-	-	15	20	60	80	-	-
4	Discussion in the classroom	-	-	45	60	30	40	-	-
5	Role play in the classroom			15	20	60	80	-	-
6	Pair/Group work in the classroom	-	-	40	53.33	35	46.67	-	-

3.4.5. Role play in the classroom (Table 3.4: Classroom Practice)

From the pie chart it can be concluded that 20% (15) students had good practice of role play in the classroom. On the other hand, 80% (60) students had an average practice of role playing in the classroom in maximum number of schools (Fig. 3.4.5).

Fig:3.4.5.Role Play by The Students in The Classroom

0.0%
20.0%
80.0%

- Excellent
- Good
- Average
- Poor
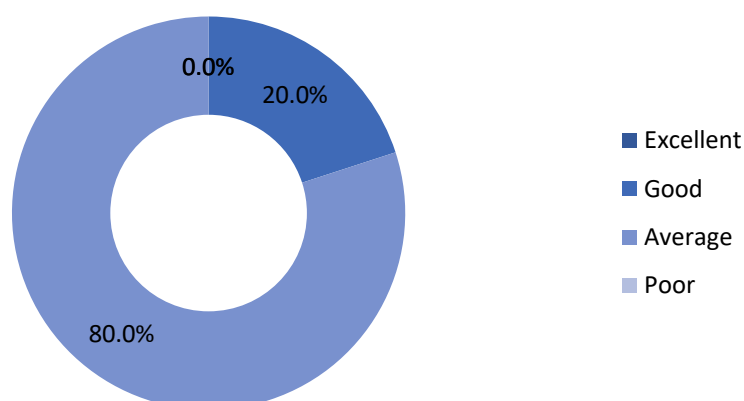
3.4.6. Pair/Group work (Table 3.4: Classroom Practice)

Mostly, in private schools, Pair or Group work was found in good use involving 53.33% students. On the other hand, in many government schools' pair or group work was just average with a score of 46.67% (Fig. 3.4.6).

Fig:3.4.6.Discipline Level of Students in Classroom

	53.33%	46.67%	
0.0%			0.0%
Excellent	Good	Average	Poor

- Percentage
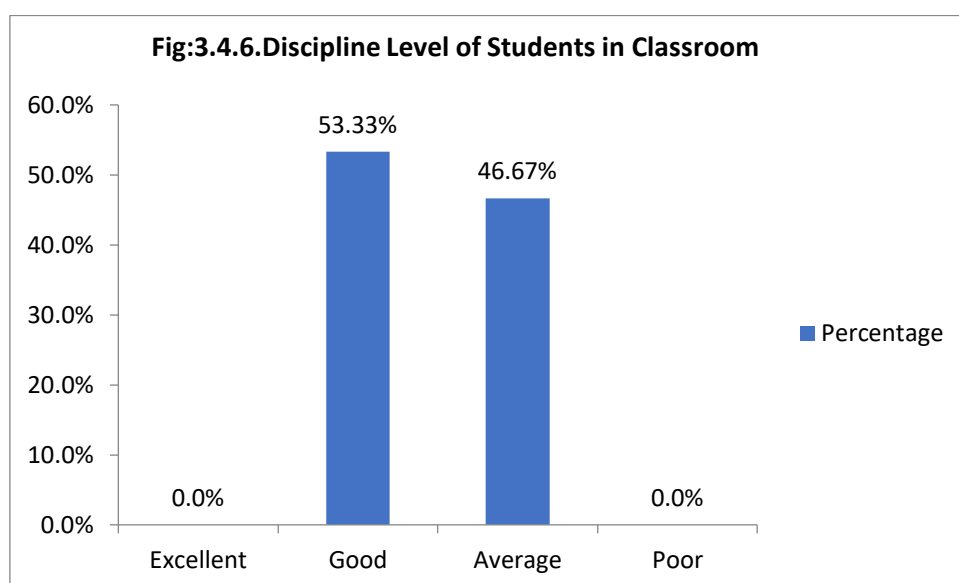
3.5.1. Orderly Rows (Table 3.5: Students' seating arrangements and Grouping Students in the Classroom)

In the observation, it was found that practices of orderly rows seating arrangements were good with 53.33% in most of the schools. On the other hand, most of the schools with 30.67%

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classes had excellent practice of orderly rows. And 16% of the classes had just average sitting arrangements in the classroom (Fig. 3.5.1).

Fig:3.5.1.Oderly Rows in The Classroom
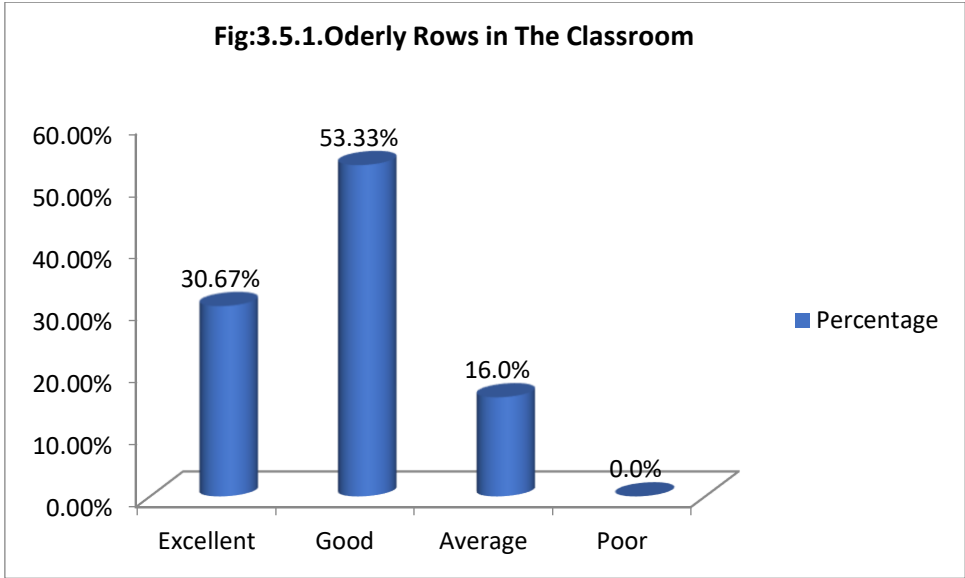
3.5.2. Circles (Table 3.5: Students' seating arrangements and Groupings Students in the Classroom)

In the observation it was found that 73.33% students' sitting arrangement in circles was found average whereas, 26.67% students had poor arrangement of sitting in circle (Fig. 3.5.2).
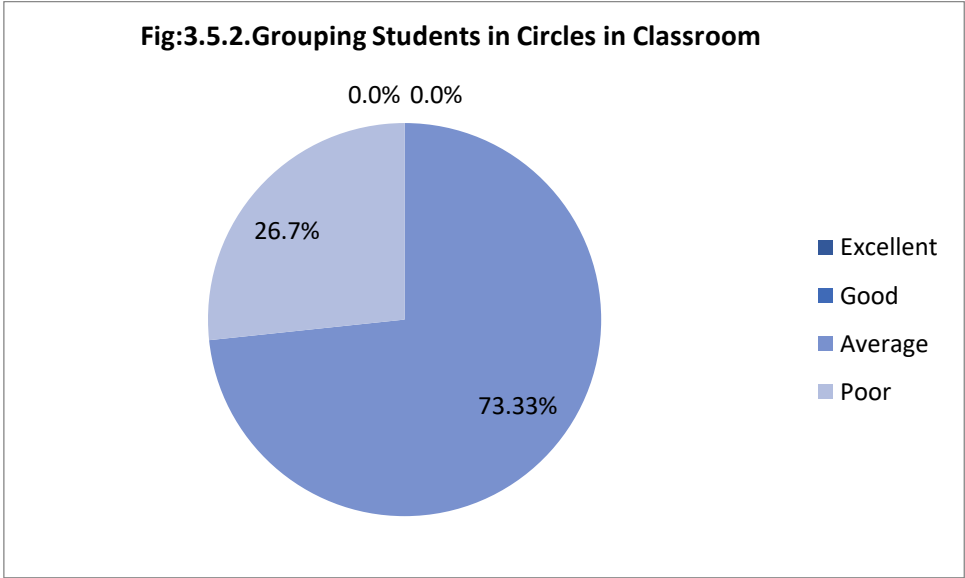
Fig:3.5.2.Grouping Students in Circles in Classroom

Table 3.5: Student's seating arrangements and Groupings Students in the Classroom

N=75

S. No.	Observed Items	Responses of the Students							
		Excellent		Good		Average		Poor	
		No. of classes	%	No. of classes	%	No. of classes	%	No. of classes	%
1	Orderly rows	23	30.67	40	53.33	12	16	-	-
2	Circles	-	-	-	-	55	73.33	20	26.67
3	Horseshoes	-	-	-	-	55	73.33	20	26.67
4	Separate tables			8	10.67	12	16	55	73.33

3.5.3. Horseshoes (Table 3.5: Students' seating arrangements and Groupings Students in the Classroom).

Arranging the students in horseshoes was found average in use with 73.33%, while, 26.67% students had poor use of horseshoes (Fig. 3.5.3).

Fig:3.5.3.Sitting Arrangement of Students in Classroom
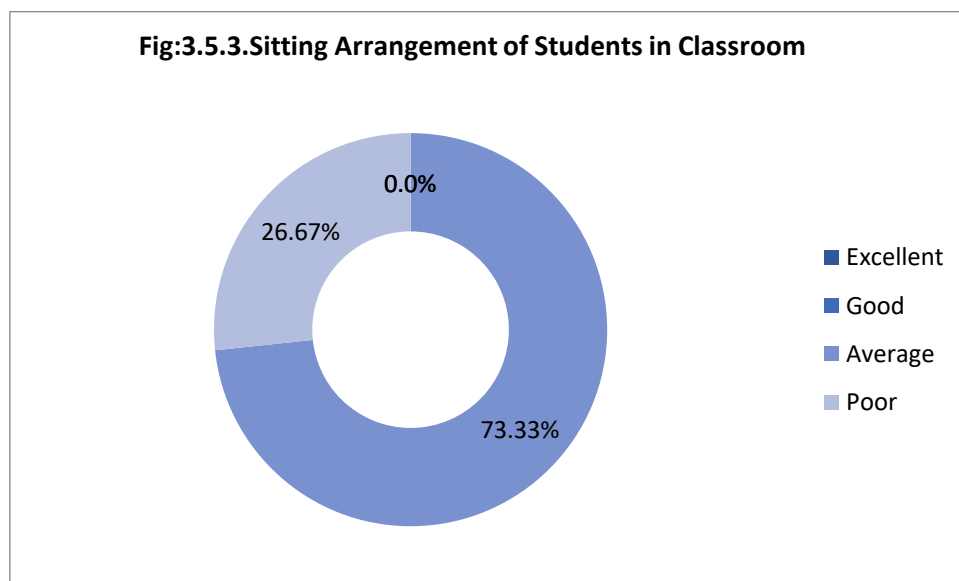
3.5.4. Separate tables (Table 3.5: Students' seating arrangements and Groupings Students in the Classroom)

The following data plot clearly indicates that the use of separate tables for teaching speaking was also not seen in efficient practices, in fact, it was quite poor with 73.33% overall. This

shows that the teachers do not focus much on the seating arrangements of the students while teaching speaking in the class. On the contrary 16% students had average sitting arrangements in the classroom. And only 10.67% students had good sitting arrangements while learning speaking (Fig. 3.5.4).

Fig:3.5.4.Seperate Tables For Sitting in Classroom
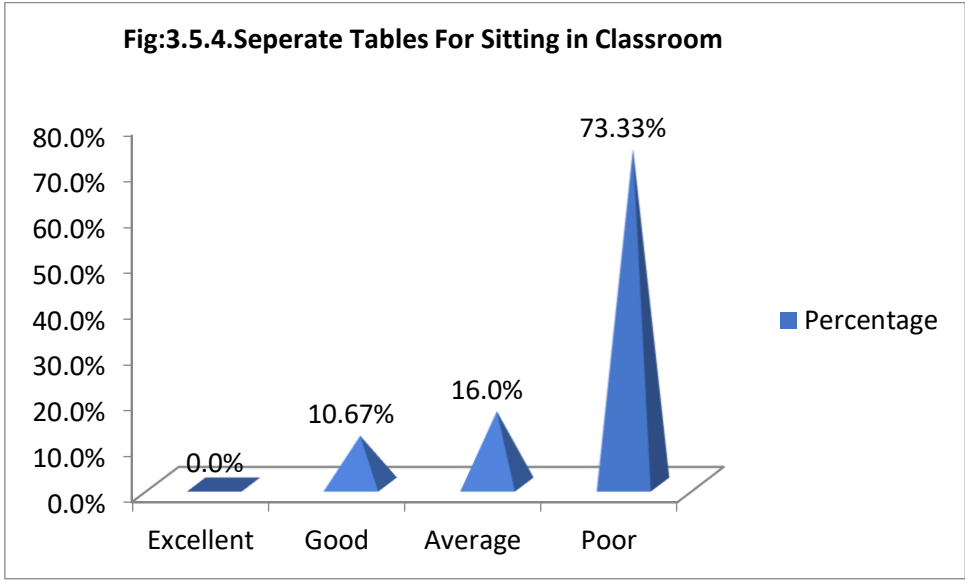
3.13. ANALYSIS OF STUDENTS' QUESTIONNAIRE

The questionnaire was prepared for the students and they were motivated to write the genuine answers.

Rubric 1: Attitudes towards English in the Classroom

This rubric comprised three questions denoted to discover the learners' stance towards English, and aimed to find out how this factor generates higher level of willingness to speak.

3.6.1. I like to participate in English (Table 3.6: Attitudes towards English in the Classroom)

The question was set to know about the students liking to practice speaking in the classroom. Among 390 students 46.15% agreed strongly to the question, and 41.03% students only agreed with the question. On the other hand, 11.54% students were neutral to the question whereas 1.28% students disagreed with the statement. There was no student who strongly disagreed with the question. Thus, it is clear that majority of the participants confirmed that they have a

strong tendency to learn the language through their willingness to participate during the sessions (Fig. 3.6.1).

Fig:3.6.1.Students Participation in English
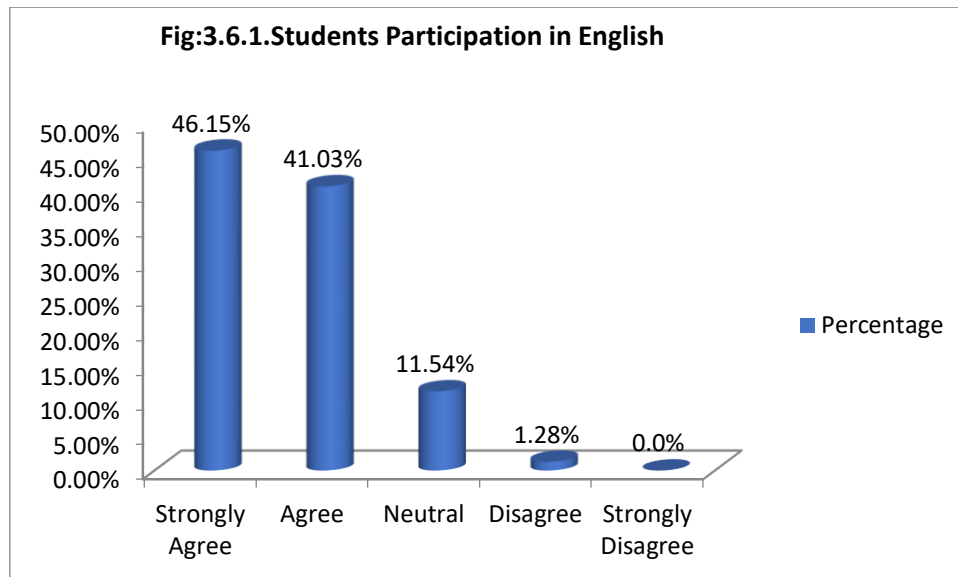
3.6.2. I see the classroom as a place to practice my Speaking Skills (Table 3.6: Attitudes towards English in the Classroom)

The researcher asked the students about the classroom as a place to practice their speaking English. Among the 390 students, 170 (43.59%) students strongly agreed with the question. The second highest number included 38.46% of the students who agreed with the question and 12.82% of the students were neutral. On the contrary, 2.05% students disagreed with the question whereas, 3.08% of students strongly disagreed with the question. The graph clearly reveals that the students enjoyed practicing their speaking skill in the classroom (Fig. 3.6.2).

Fig:3.6.2.Practising Speaking Skills in Classroom
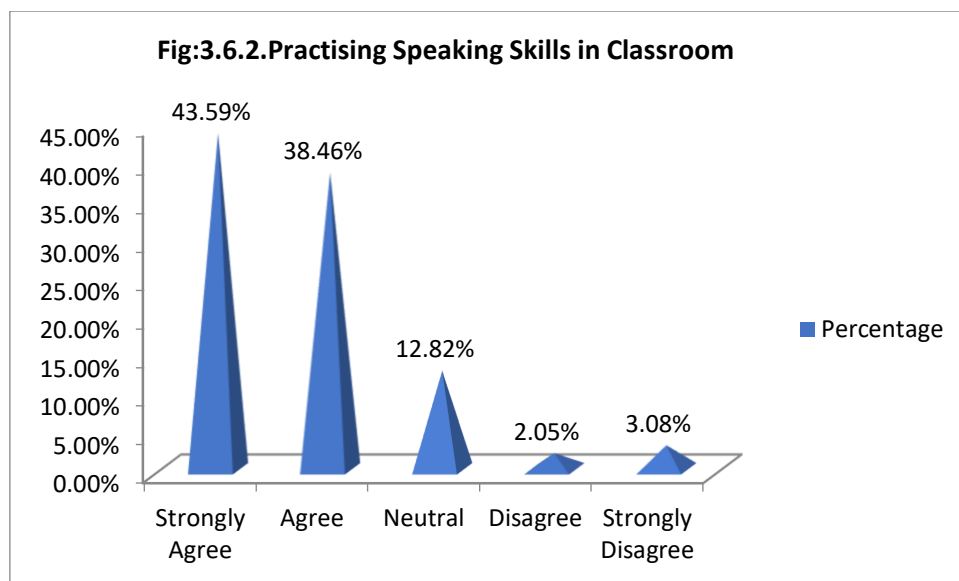
Table 3.6: Attitudes towards English in the Classroom

N = 390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
I like to participate in English 1	180	46.15	160	41.03	45	11.54	5	1.28	-	-
I see the classroom as a place to practice my speaking skills	170	43.59	150	38.46	50	12.82	8	2.05	12	3.08
I am satisfied with my speaking skills	25	6.41	80	20.51	165	42.31	70	17.94	50	12.82

3.6.3. I am satisfied with my Speaking Skills (Table 3.6: Attitudes towards English in the Classroom)

The researcher kept a question in the questionnaire to know whether the students are satisfied with their speaking skills. Among the 390 students only 25 (6.41%) students strongly agreed with the question, while 80 students (20.51%) agreed with the question. The highest number 165 (42.31%) of the students were neutral with the question and 70 (17.94%) of them

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disagreed with the question. There were 50 (12.82%) students who strongly disagreed with the question. The feedback of this question brings out the fact that students are not really satisfied with their speaking skills (Fig. 3.6.3).

Fig:3.6.3.Satisfaction of Students With Their Speaking Skills
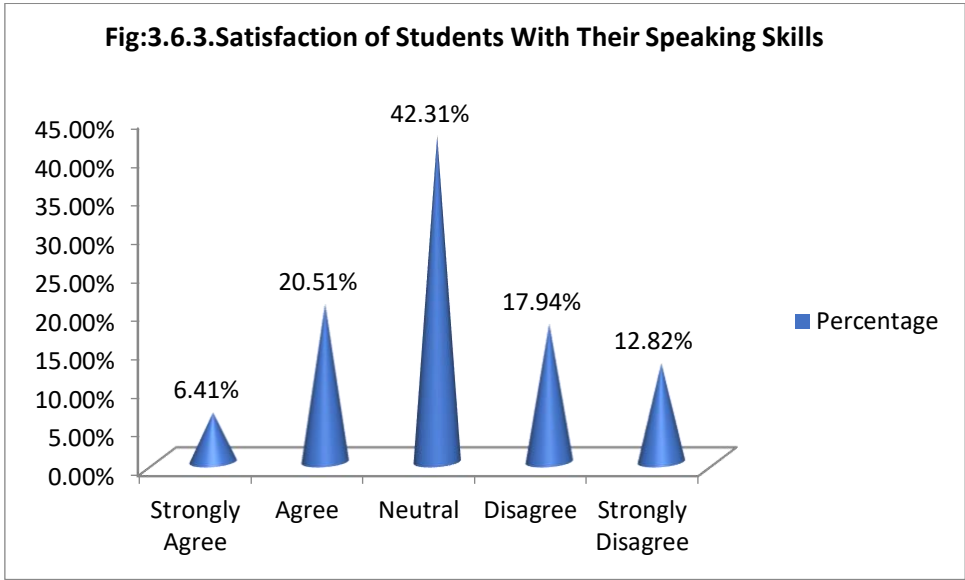
Rubric Two: Relationship with Speakers

By this rubric, the researcher wanted to explore as to what extent the students' surroundings contribute in increasing or decreasing individual's willingness to speak, taking into consideration the teacher and the classmates.

3.7.1. In order to practice my English, I am willing to talk in English with my classmates outside the Class (Table 3.7: Relationship with Speakers)

The question was set to know about students liking to talk in English outside the classroom. Among the 390 students, 175 (44.87%) strongly agreed to the given question. While, 140 (35.90%) students agreed to the question. On the other hand, 50 students (12.82%) were neutral with the given statement. While, 20 (5.13%) students disagreed with the behavior137 and only 05 (1.28%) students strongly disagreed with the statement. This clearly shows that most of the students favored speaking in English with their classmates outside the classroom (Fig. 3.7.1).

Fig:3.7.1.Willingness to Speak English Outside The Classroom
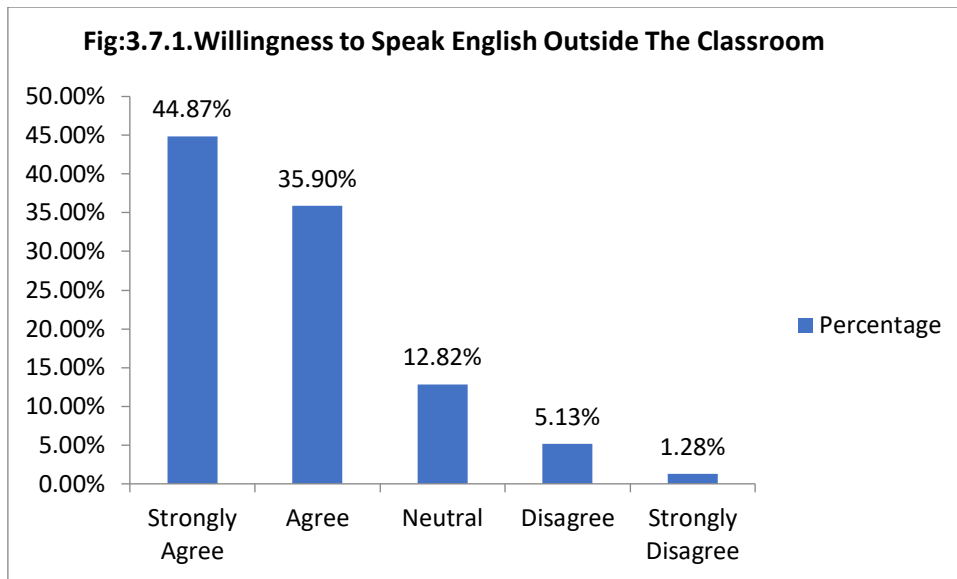
3.7.2. In order to practice my English, I am willing to talk in English with my Teachers outside the Class (Table 3.7: Relationship with Speakers)

The following histogram clearly states the willingness of the students to converse in English with their teachers outside the classroom. The results signify convergent rates of 33.33% students strongly agreed to the given statement. While, 30.77% students agreed, also 25.65% students were neutral on speaking in English with their teachers outside the classroom. This denotes their confidence in their capabilities in using the language. On the contrary, 8.97% students disagreed with the statement and 1.28% students strongly disagreed to the given statement (Fig. 3.7.2).

Fig:3.7.2.Speaking English With Teachers Outside The Classroom
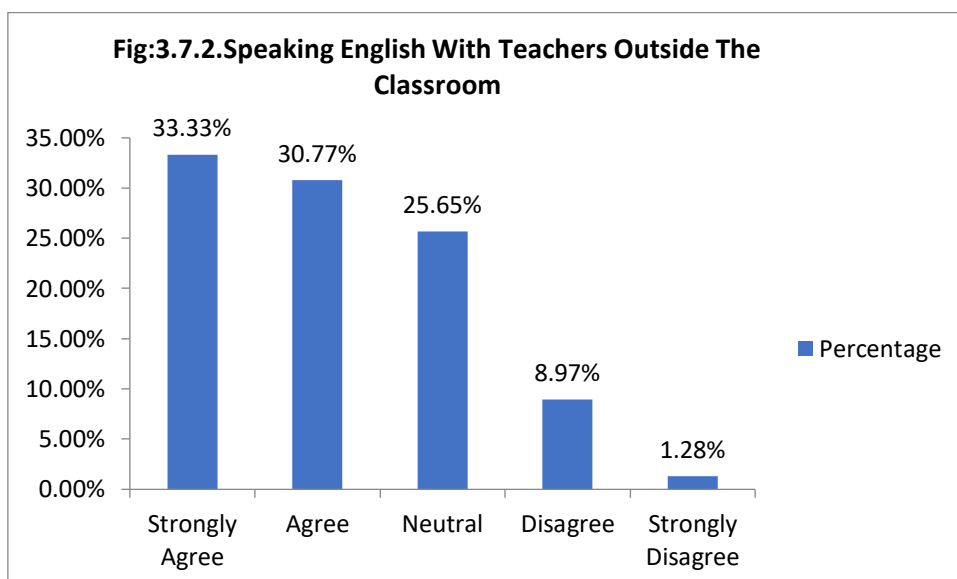
Table 3.7: Relationship with Interlocutors

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
In order to practice my English I am willing to talk in English with my classmates outside the class	175	44.87	140	35.9	50	12.82	20	5.13	5	1.28
In order to practice my English I am willing to talk in English with my teachers outside the class	130	33.33	120	30.77	100	25.65	35	8.97	5	1.28
I am willing to talk and express my opinions in English in the class when all my classmates are listening to me	120	30.77	200	51.28	50	12.82	10	2.56	10	2.56
I am willing to give a presentation in English in front of my classmates.	60	15.38	250	64.1	50	12.82	15	3.85	15	3.85

3.7.3. I am willing to talk and express my opinions in English in the Class when all my classmates are listening to me (Table 3.7: Relationship with Speakers)

The third question was set to know about their liking of speaking in English when their classmates are listening. Among the 390 students, 200 (51.28%) informants agreed that they are willing to express themselves when all their classmates are listening to them and 120 (30.77%) strongly agreed on the given question. This shows that the students are linguistically

competent in the use of language in expressing their views and thought. On the other hand, 50 (12.82%) students were neutral to the given statement (Fig. 3.7.3).

Fig:3.7.3.Willingness to Express one's View in English
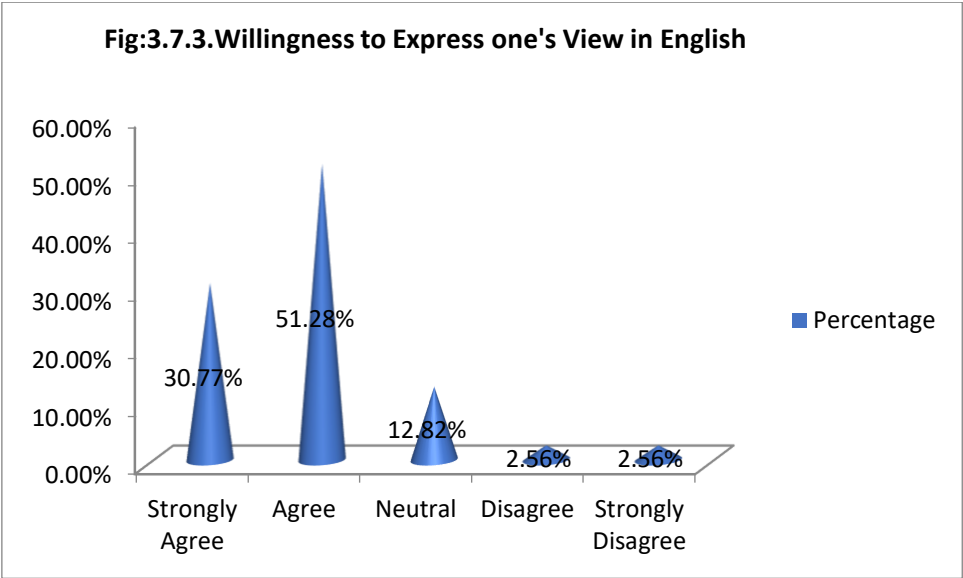
3.7.4. I am willing to give a presentation in English in front of my classmates (Table 3.7: Relationship with Speakers)

This question was set to know about the student's willingness to give a presentation in English. Out of 390 students, 250 (64.10%) agreed to give a presentation in front of their class fellows as well as provide evidence on their opinions. Whereas, 60 (15.38%) students strongly agreed to the given statement and another 50 (12.82%) students were neutral to the statement. On the other hand, 15 (3.85%) students disagreed and 05 (1.28%) strongly disagreed to the given question (Fig. 3.7.4).

Fig:3.7.4.Giving a Presentation in English in the Classroom
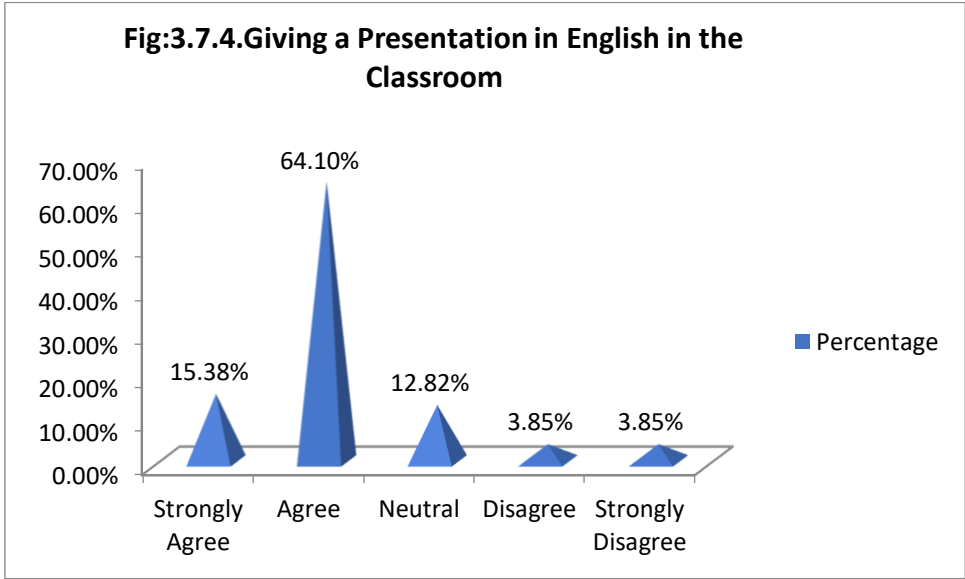
Rubric Three: Task Type

The interplay between speaking and task type is worth giving attention. Three questions were devoted/asked to find out how the variant task types may influence the production of speaking skills.

3.8.1. I am willing to have pair and group activities in the class so that I can talk in English with my Classmates (Table 3.8: Task Type)

The bar graph clearly indicates that the largest part of students (60.26%) agreed to have pair and group activities during class sessions. Whereas, 12.82% students strongly agreed with the given statement, another 20% students stayed neutral, while, 6.41% students disagreed with the statement and 0.51% of the students strongly disagreed to the statement. Thus, students' desire to have tasks in pairs or even in groups seems to encourage them to speak and express their competencies (Fig. 3.8.1).

Fig:3.8.1. Pair and Group Activities in The Classroom

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12.82%	60.26%	20.0%	6.41%	0.51%
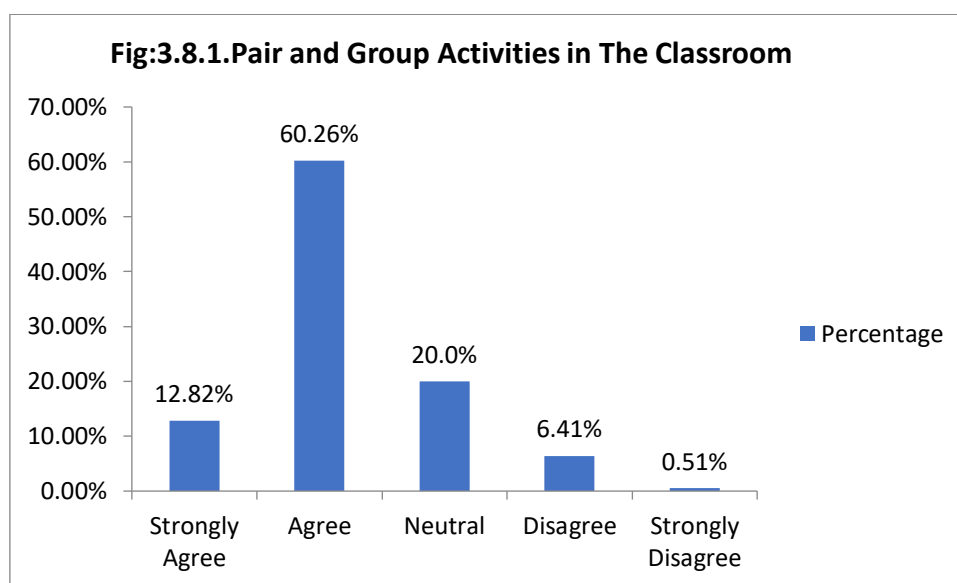
3.8.2. I am willing to speak in English in group work activities in the class when the group is composed of my friends (Table 3.8: Task Type)

Concerning tasks based on friends' group formulation, it was found that 50% of the informants agreed and another 38.46% strongly agreed to the given statement and found them at ease to perform in front of their close friends. While, 3.85% students stayed neutral and less than 10% of the informants disagreed and strongly disagreed to speaking in English in group work activities. This points out that the learners are likely to feel unrestrained to practice their

capabilities and attempt to improve themselves throughout the discussions and debates they are faced with (Fig. 3.8.2).

Fig:3.8.2.Speaking English With Peers in Group Work Activities
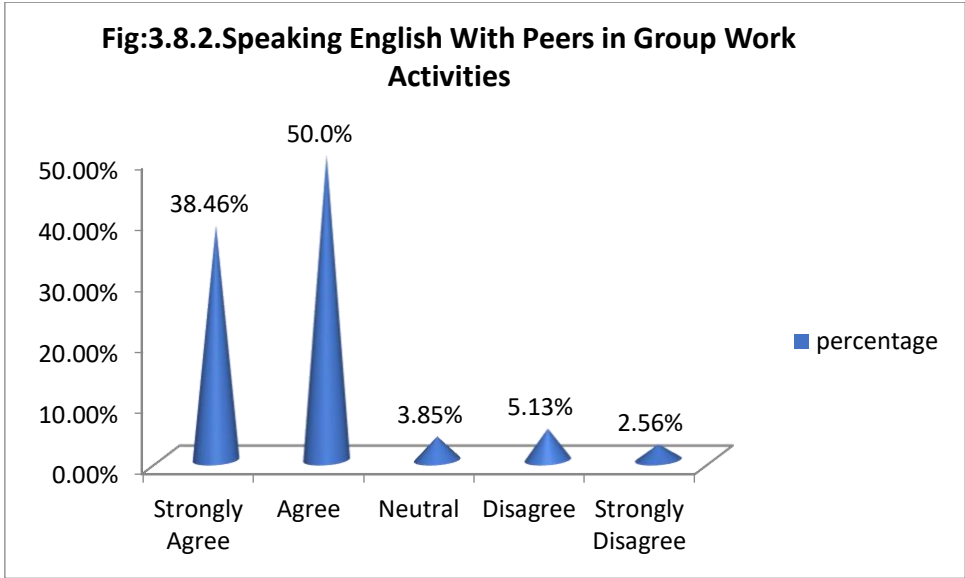
3.8.3. I am willing to speak in English in group work activities in the class when the group is not composed of my friend (Table 3.8: Task Type)

The pie chart clearly shows that 87.18% students agreed to speaking in English in group work activities when the group is not composed of friends while 12.82% students strongly disagreed to speaking in English when they are not with close friends (Fig. 3.8.3).

Fig:3.8.3.Willingness to Speak in English in Group Work Activities Without Peers

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
I am willing to have pair and group activities in the class so that I can talk in English with my classmates	50	12.82	235	60.26	78	20	25	6.41	2	0.51
I am willing to speak in English in group work activities in the class when the group is composed of my friends	150	38.46	195	50	15	3.85	20	5.13	10	2.56
I am willing to speak in English in group work activities in the class when the group is NOT composed of my friend	-	-	340	87.18	-	-	-	-	50	12.82

Rubric Four: Topic Selection

When asked about the topic selection, participants demonstrated that it is considered the most fundamental factor that influences their desire to speak.

3.9.1. I like to participate when the topic is of my interest (Table 3.9: Topic Selection)

The following graph clearly illustrates that 60.25% of students said that they liked to participate when the topic was of their own interest. While, 27.69% students agreed with the given statement. On the other hand, the neutral option was chosen by 3.85% students and only 8.21% students disagreed to the given statement. Thus, the students' liking of speaking English has a positive relationship with the subject matter being discussed (Fig. 3.9.1).

Fig:3.9.1.Students Participation in Topic of Their own Interest
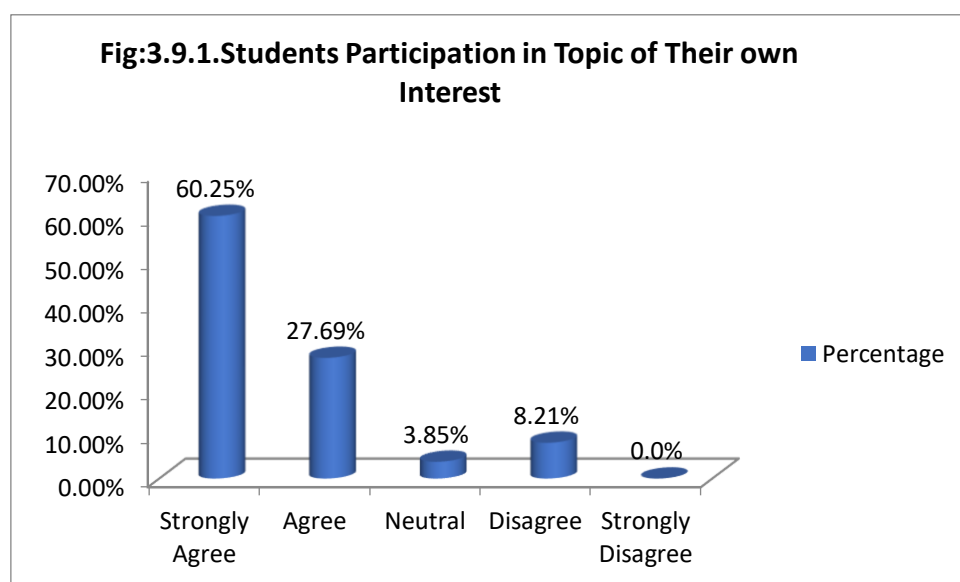
Table 3.9: Topic Selection

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
I like to participate when the topic is of my interest	235	60.25	108	27.69	15	3.85	32	8.21	-	-

Rubric Five: Personality

In this section, the individual aspects were scrutinized. Self-confidence, anxiety, fear of expressing oneself and making mistakes were the major elements treated.

3.10.1. I am more willing to speak when I know nobody will laugh at me (Table 3.10: Personality)

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The bar graph revealed that 29.48% students were willing to speak when no one laughed at them. Another 23.08% of the students agreed to the given statement. On the other hand, 38.46% remained neutral to the given statement. Whilst, 8.21% students said that they do not agree to the given statement and 0.77% students strongly disagreed to speaking in English when no one laughed at them (Fig. 3.10.1).

Fig:3.10.1.Students Willingness To speak when No one laughs At Them
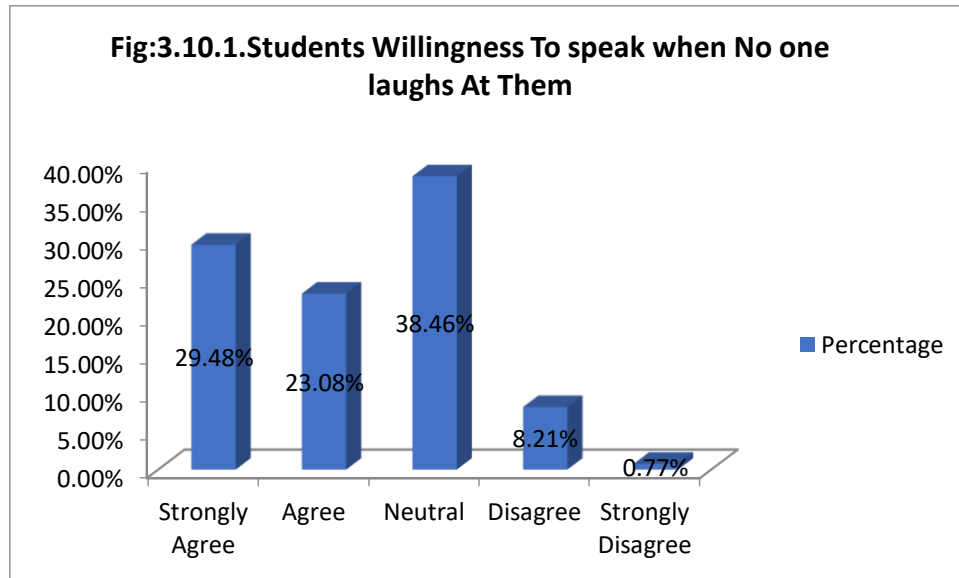
3.10.2. I like to speak even if I make mistakes occasionally (Table 3.10: Personality)

The cylindrical bar graph clearly states that 48.72% students liked to speak even when making mistakes, another 20% students agreed to the statement. A total of 15.38% participants remained neutral. Whereas, 12.82% disagreed to the statement and 3.08% of the participants strongly disagreed with the statement and said that they did not like to speak when they made mistakes (Fig. 3.10.2).

Fig:3.10.2. Speaking English Dispite Making Mistake
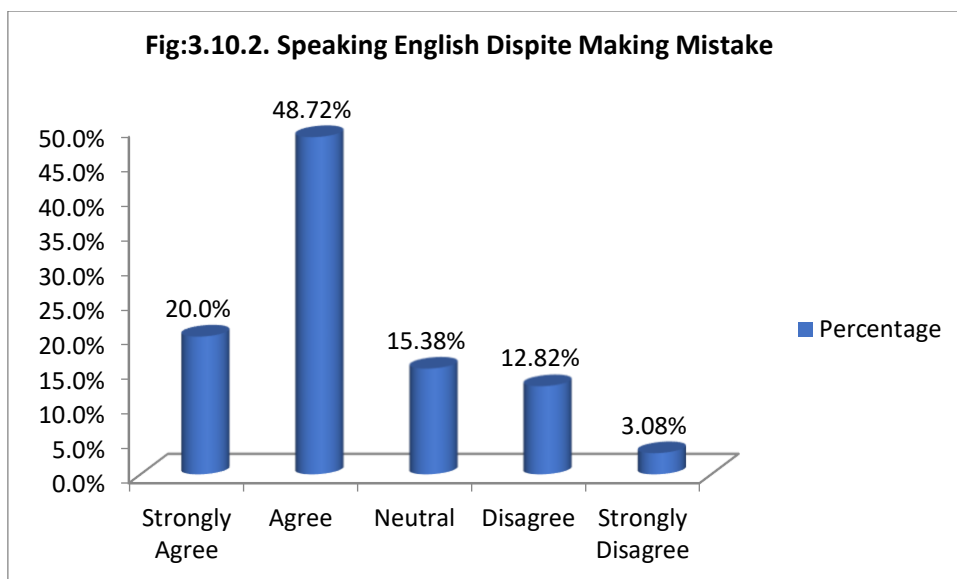
3.10.3. I feel confident when I speak English (Table 3.10: Personality)

In the survey, it was found that 35.90% of the informants felt confident while speaking in English, whereas 38.46% informants were undecided to the statement and 17.95% informants felt completely confident in speaking English. However, 5.13% of the participants were not confident to the given statement, in addition, 2.56% informants did not feel confident at all in speaking English. This shows that the learners are more willing to communicate in situations where they find themselves more confident (Fig. 3.10.3).

Fig:3.10.3.Feeling Confident While Speaking English
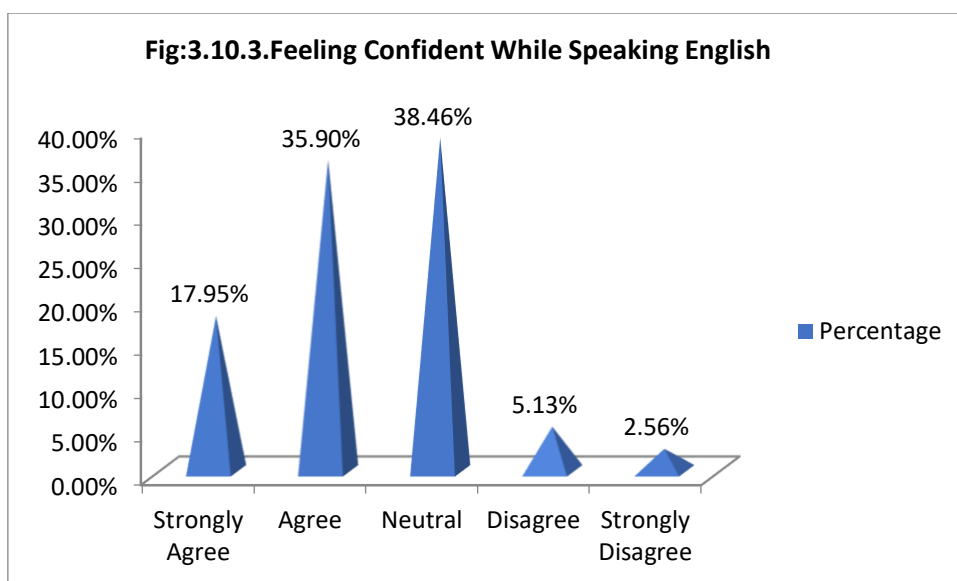
3.10.4. I am nervous and anxious when I have to participate in class (Table 3.10: Personality)

Switching to the nervousness and anxiety point, 5.64% participants strongly agreed that they felt nervous when they had to participate in the class. Whereas, 12.82% participants only agreed to the given statement. Another, 17.94% participants remained neutral, while 46.16% participants strongly disagreed to the given statement and 17.44% participants disagreed that they felt nervous and anxious when they had to participate in the classroom (Fig. 3.10.4).

Fig:3.10.4.Nervous and Anxious while Participating in the classroom
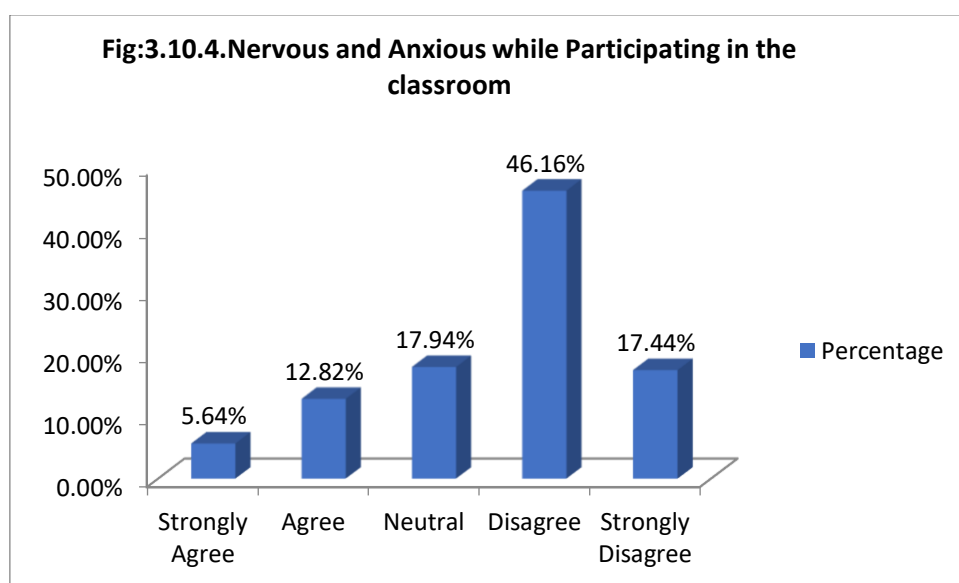
Table 3.12: Personality

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
I am more willing to speak when I know nobody will laugh at me	115	29.48	90	23.08	150	38.46	32	8.21	3	0.77
I like to speak even if I make mistakes occasionally	78	20	190	48.72	60	15.38	50	12.82	12	3.08
I feel confident	70	17.95	140	35.9	150	38.46	20	5.13	10	2.56

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when I speak English										
I am nervous and anxious when I have to participate in class	22	5.64	50	12.82	70	17.94	180	46.16	68	17.44
I am afraid to express myself in class.	22	5.64	50	12.82	110	28.2	170	43.59	38	9.74

3.10.5. I am afraid of express myself in class (Table 3.10: Personality):

The last item aimed to discover whether students feared to express themselves in English. However, the greatest part of the students was 43.59% of the participants disagreed on the given statement, while 28.20% of the participants were neutral to the statement and 12.82% students agreed to the given statement. While, 5.64% of the participants strongly agreed and 9.74% strongly disagreed to the given statement (Fig. 3.10.5).

Fig:3.10.5. Afraid To Express Oneself in The Class
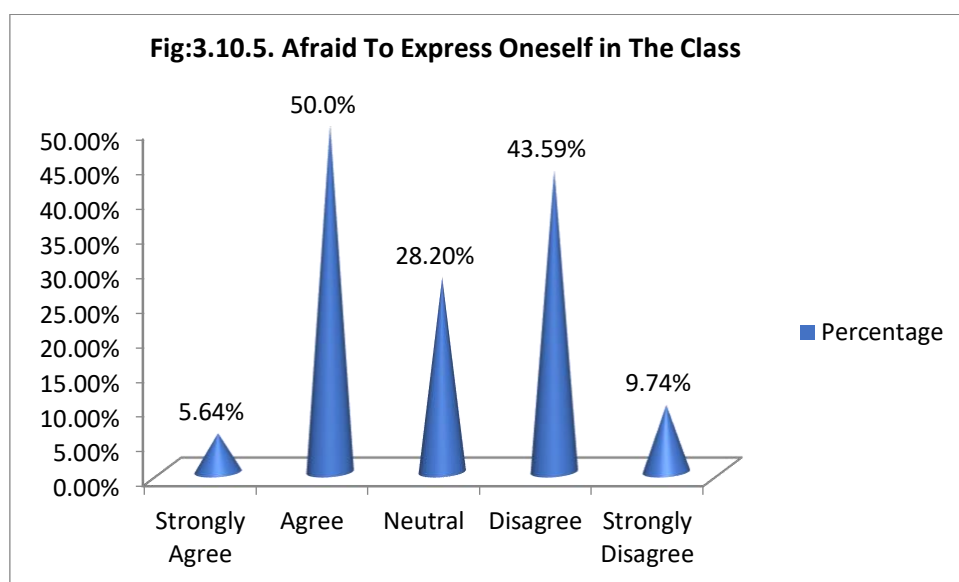
Rubric six: Teacher's Effect

This part is devoted to investigate the actual effect of the teacher on their communicative abilities. When it came to the teacher, results seemed to shift towards the positive end of the scale.

3.11.1. I am not willing to speak when the teacher criticizes me (Table 3.11: Teacher's Effect)

At first, 29.49% of the respondents answered that they did not mind if the teacher criticizes them, 28.20% of the student remained neutral, 15.39% students agreed on the statement, and 19.23% respondents strongly disagreed on the statement, while 7.69% respondents said that they completely agree to the given statement (Fig. 3.11.1).

Fig:3.11.1.Not Willing To Speak When Criticised By The Teacher
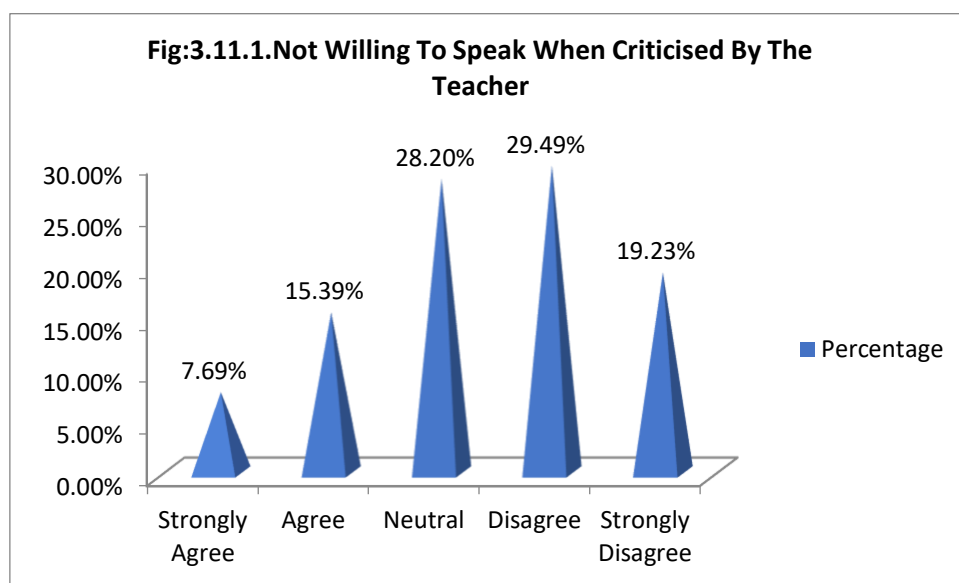
3.11.2. A good relationship with the teacher encourages me to speak (Table 3.11: Teacher's Effect)

The largest part of students that makes 69.23%, said that a good relationship with their teacher encouraged them to speak, while, 20% of the students only agreed with the given statement, and 10.77% of them remained undecided/ neutral. However, no student went for disagreed and strongly disagreed choices (Fig. 3.11.2).

Fig:3.11.2.Speaking Well When Encouraged by The Teacher

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
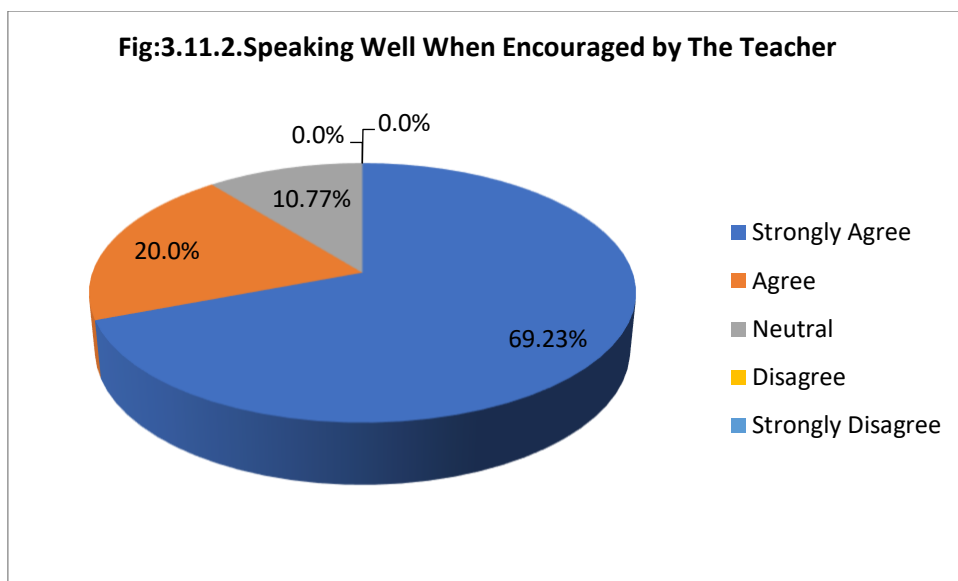
Table 3.11: Teacher's Effect

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
I am not willing to speak when the teacher criticizes me	30	7.69	60	15.39	110	28.2	115	29.49	75	19.23
A good relationship with the teacher encourages me to speak	270	69.23	78	20	42	10.77	-	-	-	-
I am more willing to speak with an enthusiastic teacher	230	58.97	80	20.51	45	11.54	20	5.13	15	3.85
My willingness to speak depends on the teacher's	110	28.2	210	53.85	35	8.97	30	7.69	5	1.29

method of teaching										

3.11.4. I am more willing to speak with an enthusiastic Teacher (Table 3.11: Teacher's Effect)

The following graph shows that 58.97% of the students tended to speak freely with an enthusiastic teacher. Besides, 20.51% students completely agreed to the given statement, whilst 11.54% students chose to be neutral with the statement and 5.13% students said that they disagreed with the statement. On the contrary, 3.85% students strongly disagreed with the statement (Fig. 3.11.3).

Fig:3.11.3.Willing To Speak With an Enthusiastic Teacher in Class
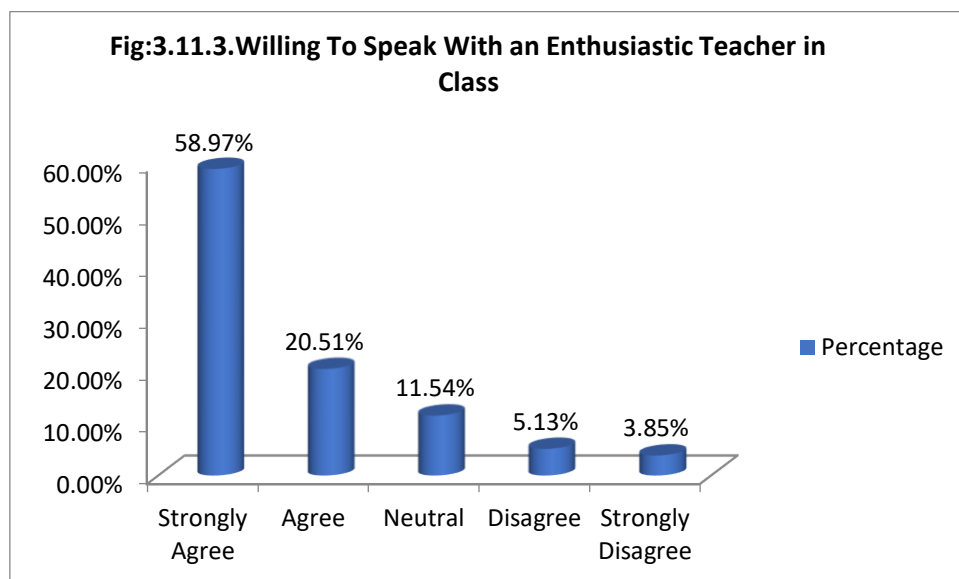
3.11.5. My willingness to speak depends on the teacher's method of teaching Table 3.11: Teacher's Effect)

The graph clearly indicates that 28% students said that their willingness to speak depends on the teacher's method of teaching. While, 53.85% students agreed with the given statement, and 8.97% students remained undecided/neutral. Whereas, 7.69% students disagreed with the statement and 1.29% students strongly disagreed with the given statement (Fig. 3.11.4).

Fig:3.11.4.Willingness To Speak in The Class Depending on The Method of Teaching
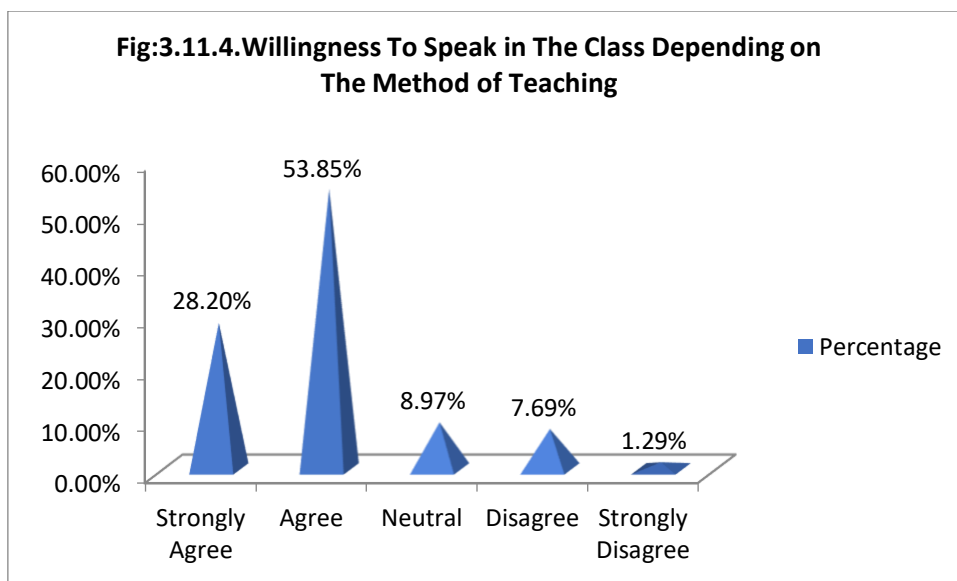
3.12.1. Activities Organized to Enhance Speaking Skill of Students

There are different types of activities that teachers can organize in their classes like oratory contest in which they can organize debate competition. They can also organize role play and make their students to act like different professionals. Similarly, they can engage their students in group discussion by giving them certain issue to discuss with their friends or the teachers can even conduct drama competition for their students. For all these activities the response of the students was as follows-

Table 3.12: Extra-curricular activities organized in the class (N = 390)

Extra-curricular activities	No. of students	Response (%)
Oratory contest	170	43.59
Role play	20	5.13
Group Discussion	78	20
Dramatization	5	1.28
All of above	115	29.49
None	2	0.51

The graph shows that out of 390 students, 170 (43.59%) said that oratory contest is the main activities organized by their teacher in the class. Whereas, 20 (5.13%) of them said that role play is often organized in their class. Seventy eight (20%) of the students replied that their teacher often involves them in group discussion. However, only 05 (1.28%) students voted for dramatization as it needs lots of preparation. A total of 115 (29.49%) students replied that their teacher organizes all the above-mentioned activities in the class. While, only 02 (0.51%)

respondents mentioned that none of these activities were organized in their class by the teacher which proved that these teachers did not show any interest in teaching speaking skills to the students (Fig. 3.12.1).

Fig:3.12.1.Extra-Curricular Activities Organised in The Classroom

Activity	Percentage
None	0.51%
All of above	29.49%
Dramatization	1.28%
Group Discussion	20.0%
Role play	5.13%
Oratory contest	43.59%
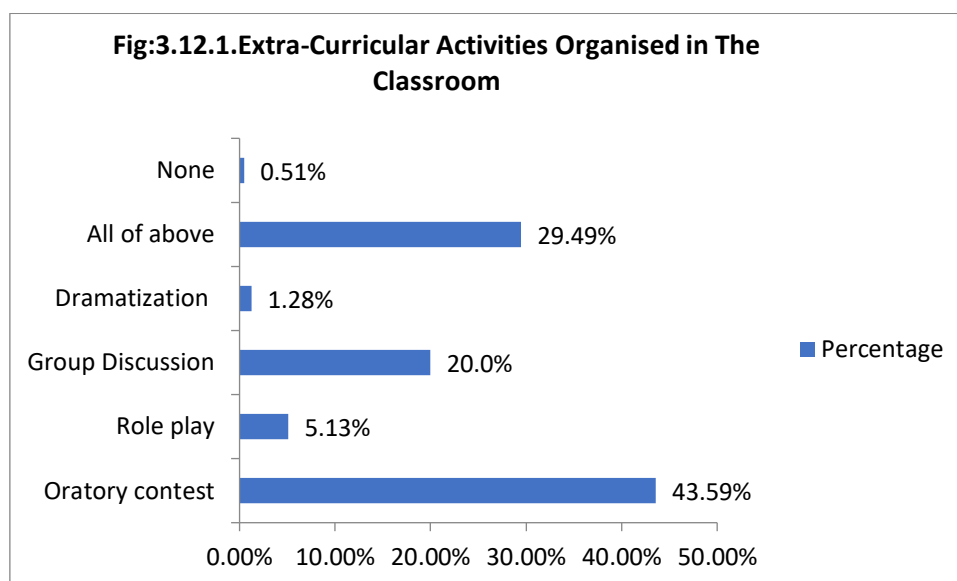
3.14. ANALYSIS OF OPEN-ENDED QUESTIONS

In the question no.I the students were asked what do their teacher do when they make noises in the class and their responses are as under:

Table 3.13: Techniques Applied by Teachers to Control Noise in the Class

N=390

Responses of the students	No. of Students	Response (%)
The teachers scold them.	117	30
The students are given punishment.	50	12.82
The teachers just tell them to be quiet.	203	52.05
They ask questions from the book	20	5.13

Out of 390 students, 117 (30%) said that they are scolded by their teachers when they make noise in the class. Whereas, 50 (12.82%) students said that they are even given punishment by their teacher for making noise. However, 203 (52.05%) students responded that their teacher just tells them to be quiet. Twenty (5.13%) students responded that their teacher try to distract their attention by asking questions from the books (Fig. 3.13.1).

Fig:3.13.1.Techinques Applied by Teachers to Control Noise in The Class
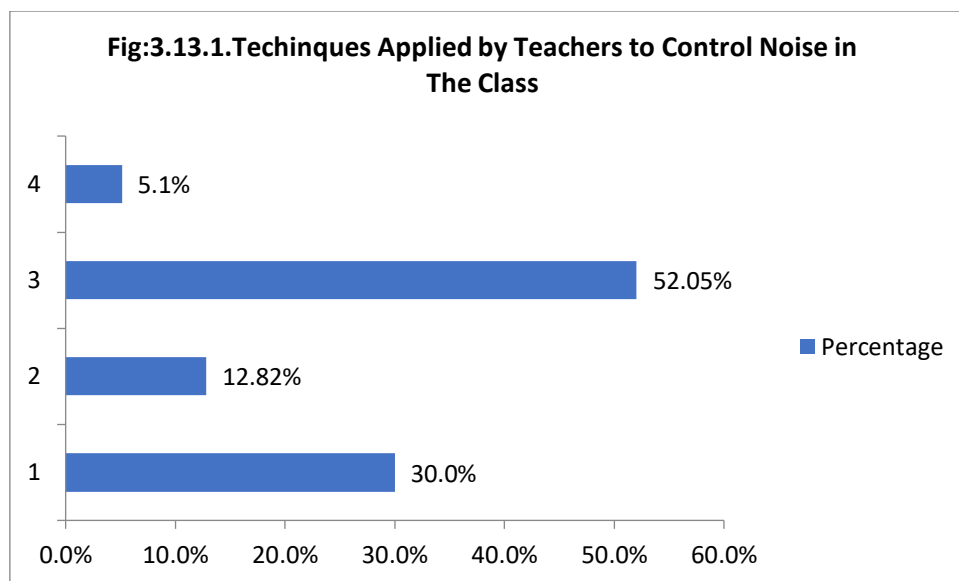
In question no. II the students were asked how their teacher motivate them and their response are as follows:

N=390

Responses of the students	No. of Students	Response (%)
Encourage them with positive speech	45	11.54
Ask question on the related topic	117	30
Introduces famous personalities	39	10
Share own experiences with students	50	12.82
Talk on some other topic	35	8.97
Tell stories	80	20.52
Show inspirational videos	-	-
Make students share their knowledge	24	6.15

From a total of 390 respondents, 45 (11.54%) said that their teachers motivate them with their positive speech before starting the lesson. They also told them about the importance of education and gave them inspiration. Likewise, 117 (30%) students said that their teacher asked questions on the related topic so that their attention can be drawn towards the lesson. Similarly, 39 (10%) students responded that their teacher introduced them to famous personalities on topics related to the lesson to motivate them. A total of 50 (12.82%) students mentioned that teachers shared their own experiences on the topic with the students. Besides, 35 (8.97%) students revealed that their teachers talked on topics not related to the lesson. Whereas, 80 (20.52%) students said that their teacher told them inspirational stories to

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encourage them. None of the students said that they are shown inspirational video before starting the lessons. While, 24 (6.15%) students responded that their teachers allowed them to share their knowledge on the lesson explained. Thus, from the above data it is clear that the teachers applied various techniques to inspire their students before teaching the lesson (Fig. 3.13.2).

Fig:3.13.2.Students Motivated By Their Teacher to Speak
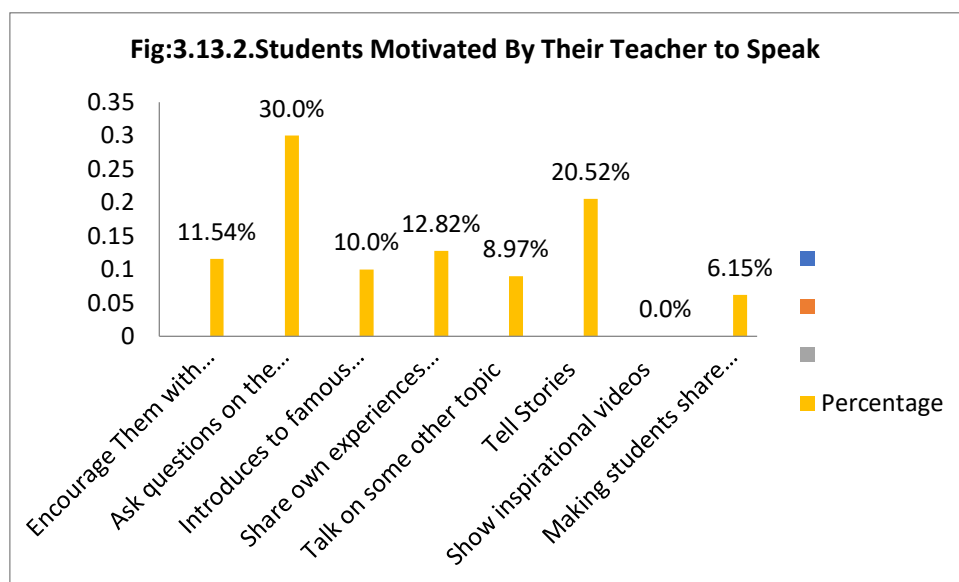
3.15. TEACHERS' INTERVIEW QUESTIONS

The interview was addressed to teachers who are English teachers. It compromised 8 questions which are as follows:

Item One: How can teachers make learners willing to communicate in the classroom?

The overall answers rely on the fact that the teacher may use several strategies which depend on classroom needs and learners' style, arguing that he/she may motivate learners by being more encouraging, positive and by creating a supportive atmosphere inside the classroom. This means that the more effective verbal behaviors a teacher uses while interacting with students, the more willing students will be to talk in class.

Item Two: Do learners' personality type influence their liking to speak English? If yes, how?

All teachers ensured that personality has a fundamental influence on the learner, arguing that learners' psyche depends on his level of extroversion or introversion where each type of

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personality is contingent on a special learning style. Besides, the readiness to learn the language together with the perception of its benefits are most likely to give impetus also, moreover, the level of motivations and capacities, mainly vocabulary and language proficiency, is significant to enhance or hinder communication.

Item Three: How does learners' language proficiency affect one's liking to speak English in the classroom?

Two teachers supposed that first language proficiency functions as barriers to students inside classrooms claiming that learners with higher language proficiency are more communicative inside the classroom than those with lower language proficiency. Conversely, the other teachers believed that this aspect is not an obstacle to communicate, especially that a considerable number of students are willing to speak though they are not among the proficient learners.

Item Four: How willing are the learners to communicate when they are prepared for the classroom?

One of the interviewees used the expression "More than ever" to answer this question; two others went with the same opinion as well. Per contra, the fourth teacher said that students should not necessarily know the topic of discussion prior to the session, claiming that they should take part in all discussions and be adapted to all situations, adding that they are supposed to show their competencies and release what they really possess.

Item Five: What is the role of classroom atmosphere in making learners willing to communicate in the classroom?

All teachers believe that classroom atmosphere is like the real atmosphere and is considered so vital to learners and learning process, and that it is what allows learning to happen in spite of learners' different personalities.

Item Six: In what situations do learners feel most willing to communicate? In pairs, in small groups, or with the teacher in the whole class?

One of the interviewees declared that learners who tend to communicate effectively do not appear to have any problem in all situations. However, those shy and reluctant students show better results in group-work. It can be said that they are inspired by the others with whom they share out the activity. The others assumed that each of the situations has particular outputs for

the reason that, each individual has a preferable task that motivates him most. In addition, each task has its utility and can provide a better learning environment.

Item Seven: What kinds of tasks do you find useful in making students willing to communicate in the classroom?

The major tasks provided by interviewees were: the Pedagogical monologues and dialogues, expressing opinion and agreement/disagreement, listening and speaking tasks, discussions and role plays, and debates as well.

Item Eight: What topic characteristics do you describe as contributing to learners' liking to speak English in the classroom?

The topic of any discussion is central for either attracting learners' view or making them apathetic to take part in the discussion. Some teachers believe that any topic can be effective and it is the role of teacher to sparkle his students to engage in it. However, others claimed that the more entertaining topic is, the more students are interested.

3.16. PARENTS' INTERVIEW ANALYSIS

Item 1: Do you give adequate time with your child?

Less than 50 % of the parents expressed that they devote their time for at least one hour.

Item 2: Do you interact with your child in English?

Sixty percent (60%) of the parents claimed that we interact with our child in English for at least half of an hour.

Item 3: Do you tell stories to your child in English and ask question?

Thirty percent (30%) of the parents revealed that they tell stories at home to their children in English and ask questions. Further, our children ask questions in English.

Item 4: Are you satisfied with speaking performance of your children in English?

To this question, 80% of the parents replied positively.

3.17. SUMMARY OF FINDING

Based on Analysis and interpretation of data, following findings have been drawn:

1. The findings of this study teaching speaking skills were good in private schools than government aided schools.

2. Speaking skills were very good of the students because it helps the students` pronunciation, vocabulary, speech and sound.

3. It was found that some of the classes had good teaching speaking skill. However, some of the schools had just average speaking which were the results of poor concentration of the teachers in the classroom

4. While asking about the teaching motivation, it was found that some of the classes were facilitated with good motivation for teaching, while some had just average motivation which included classroom activities.

5. Similarly, the classes had good speaking skill which gave the class a pleasant look but the other had just the average speaking which are the complete lack of interests of both teachers and the students.

6. In the case of speaking skill of the students in the classroom it was seen that they were good.

7. The students were excellent regarding activities such as role play, discussion, group work, pair work and the rest were also good except some government schools.

8. As personality of the teachers in the classroom counts on their teaching, it was found that almost all the private school students' activities were good, but government school students were not found to be so conscious about their speaking skill.

9. In case of movements of the teachers while teaching, it was seen that maximum of them did good movement in the class approaching each of the students. However, expected results were not found in some of the government schools.

10. Talking about competence of the students over their subject matter, many of them had good knowledge about their subjects.

11. In case of using gestures and the facial expression while teaching, it was found that half of the teachers were good in doing so whereas other half were not found using the expressions properly.

12. Similarly, only some of the teachers had excellent audible voice and many other had good clear voice whereas rest of them didn't have clear voice.

13. The survey results show that majority of the students had good interest in the learning of speaking English and so was their attention in the class.

14. The students used L1 in the class whereas it was found that private school students used L1 very less.

15. It was seen that the average interaction among the teachers and the students took place in the speaking class despite their low interest in learning speaking.

16. While talking about student talking time it was good with overall and teacher talking time was just average with the same ratio which is a good symptom of teaching speaking.

17. Even discussion was good in the class but role play was not found in good practice in the maximum schools. However, pair or group work was found in good use in some of the private schools. On the other hand, it was just average in practice in the government aided schools.

18. While talking about the teaching speaking of the student's orderly rows was found good practice in most of the schools. However, arranging the students in the circles and horseshoes were found average in use with the classes overall. Use of separate table was also found poor in practice. It shows that teachers do not focus in the communicative competence of students while teaching speaking.

19. Motivating the students before starting the lesson helps them to learn even efficiently and it was found that the teachers motivated their students in the class.

20. Maximum teachers used speaking skill English classes, however, some were not found doing so.

21. Use of jokes and songs for motivating the students was found in maximum classes as reported by the sample population

3.18. CONCLUSION

On the basis of the findings of the study, it may be concluded that, in majority of the classrooms abilities of students speaking skill were found to be good. Regarding the students'

participation in speaking activities, private schools were found to have good practice of engaging students into pair work and group work than in government aided school. In Mokokchung district, Nagaland, teaching speaking skill in English, was found to be in good practice as data show that the teachers had the practice of teaching speaking skills to their students. Most of the teachers were found to use cassette player while assessing utility of students speaking skills. They were found to have the practice of conducting interaction classes and extra-curricular activities to enhance their students speaking skill especially in private schools, but these practices were found to be in relatively poor shape in public schools.

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CHAPTER IV

TEACHING OF READING SKILLS

Reading is a receptive action which is one of the four basic skills of communicating in a language. It is reciprocally associated with writing. Writing and reading are parallel to speaking and listening. However, writing and reading are the tangible skills of communication whereas speaking and listening are the intangible skills of communication.

4.1. NECESSITY OF READING

Improving the reading skill is necessary for so many reasons.

Firstly, reading is the first step towards literacy in any language. It gives validity to the written form of language and brings it into action.

Secondly, reading is the first step of education. One may learn a lot of things through real-life experience and by listening to the people around you but reading will provide you with an experience which cannot be gained in real life. In fact, reading will equip one with a sign discerning system. This sign discerning system will eventually equip the individual with a sign making skill termed as 'writing'. Education without a written form of language cannot be stable. So, reading is undoubtedly the first step towards education.

Thirdly, reading provides readers with a scheme for writing. Reading provides one with many sources of knowledge, information, feelings, ideas, content, style and language from which one can enjoy a lot of benefits. Reading and writing frame and complete one another.

Lastly, a good reading skill helps one in many cases like tests and examinations. If one reads a text efficiently, half of the job will be done. Improving ones reading skill will make one think and act faster in examinations and also in real life situations.

4.2. MEANING OF READING

"Reading" is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear).

Reading is a *receptive* skill – through it we *receive* information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves) (English Club).

Reading is a symbolic behavior where in the visual symbol is employed to represent the authority symbol reading to higher order mental activity. In other words, it is essentially decoding of written symbols on a page and attaching meanings to them.

Some consider it to be creative, closely allied to thinking, while others consider it as a tool for learning all the subject matter. Reading is not a general ability, but it is a complex activity with many specific abilities, and many factors have been listed to be conducive to the growth of reading ability. Factors such as physical and mental health, sight, hearing, intelligence, home and background experiences, desire to read, interest in reading, purpose of reading, reading skills, *etc*. contribute to the development of reading ability.

4.3. DEFINITION OF READING

Reading is a complex activity which involves comprehension and interpretation of ideas symbolized in written text and hence, it is a kind of decoding process. Reading can be defined in many ways. It is the amalgamation of visual and non–visual experience or behavior or reading is decoding print or deciphering print or reading is understanding, interpreting or making sense of given text *etc*. There can't be 'the' definition of reading as reading is a complex process and demand much concentration on the part of teacher and learner both. It is an umbrella term and contains in itself numbers of other skills, so it is difficult to provide one single comprehensive definition for the term reading. As considering the different aspect many researchers, psycholinguistics and structuralists provide vivid definition for the term reading.

Some linguists such as Gough (1972) and Carroll (1964) regarded reading as a passive decoding process (bottom-up): graphemes are perceived as forming words, words as forming sentences, and sentences as forming paragraphs and so on.

Another definition of reading is mentioned by Clapham (2009:11) where reading is viewed as: the ability to make sense of written or printed symbols. The reader uses the symbols to guide the recovery of the information from his or her memory and subsequently uses this information to construct a plausible interpretation of the writer's message.

It is quite obvious and logical that any chapter on reading starts with the definition of the term reading. Reading is defined as 'the action or skill of reading' (*Concise Oxford English Dictionary,* 2008:1196). It is also defined as 'the skill or activity of getting information from

books' (*Cambridge International Dictionary of English*, 1995: 1178-1179). The Encyclopedia of Language and Linguistic 1994- states that reading is 'the ability to comprehend the thoughts and feelings of others through the medium of written text'. However, all the definition mentioned above are limited in nature and fail to express comprehensive meaning of the term reading as they concentrate only on any single aspect of the process. So, it becomes necessary here to provide more comprehensive definition for the term.

In the beginning period of 1950 structuralists believed that to read means to just find out information from the printed page. According to Bloomfield & Fries, reading is an activity that identifies the language signs and the first priority of the learners when they read is to learn how to spell and pronounce these language symbols. This notion of structural linguistics is limited in nature and not acceptable by the next generation.

In 1960, psycholinguistics also provided their views on reading. For them reading is an interaction between language structure and human thinking. Then, Goodman (1988) defines reading as a receptive language process as well as psychological process which begins with decoding linguistic surface of information and ends with reader's own construction of the information. So according to this definition reading is an active process and the reader is not just a recipient like empty vessel who brought nothing to the text but an active constructor of meaning. So now the notion 'text as an object' is changed into 'text as a process'.

However, with the coming years of 1970, considerable interest has been paid to understand the process, nature and characteristics of reading. After Numbers of research, reading is now considered as a complex process as it involves the process of identification, decoding, analyzing and interpretation. Again, several researchers try to throw light upon the difficult nature of reading.

In 1975, Goodman (1970) defines reading as a complex process by which a reader reconstructs, to some degree, a message encoded by a writer in graphic language.

Johnston (1983) states that reading is a complex behavior which involves conscious and unconscious use of various stages, including problem solving strategies, to build a model of meaning which the writer is assumed to have intended.

However, Just and Carpenter (1987) considered reading as a mixture of cognitive skills and psychological process that together produce an understanding of text.

Goodman (1995) documented that reading is a receptive process of written communication. According to him reading begins with the message encoded by the writer and ends with decoding by the reader. On the other hand, Grabe (1991) states that reading is not merely receptive process of picking up information from the page in verbatim manner, but it is a selective process which is characterized as an active process of comprehending. Even Tinker (1975) supports this view when he suggested that :

Reading involves reconstruction of printed or written symbols which serves as stimuli for that call of meaning built up through past experience, and reconstruction of new meaning through manipulation of concept already possessed by the reader. Such an organization leads to modified behavior or else leads to new behavior which takes its place, either in personal or in social development.

Reading is an act of responding to printed symbols (Chapman *et al.*, 2018). By providing his view on reading Maleki & Heerman (1992) notes that when reading an academic text, the reader recreates the meaning of the text together with the author. In other words, reader negotiates the meaning with the author by applying his prior knowledge of it.

Baker & Brown (1984) emphases the role of reader's background knowledge in the process of reading by stating that reading involves meta-cognition as well as cognition. Skill readers do not just decode the reading materials by using cognitive and meta-cognitive reading strategies. While reading actually they are aware of their strategies and have the ability to regulate this hidden process.

For Silberstein (1994:12) reader is a problem-solving individual who used number of skills and strategies to comprehend the text. He says that reading is a complex information process skill in which reader interacts with the text in order to create and recreate meaningful discourse

Zarie (2010) provides comprehensive definition for the term reading. According to him reading is a process involving the activation of relevant knowledge and the related language skills to accomplish an exchange of information form one person to another. It is an interactive process in which the reader brings his personal knowledge or schema to the text in front of him. The goal is to engage in thoughts, facts, viewpoints, beliefs, and tendencies that the writer has used in order to get his meaning across.

Deboer & Dallmann (1967: 8-9) are of the view that printed pages and reading have the capacity to shape reader's attitude. Gibson (1965) also characterizes reading behavior in

terms of receiving communication, making discriminative responses to graphic symbols, decoding graphic symbol to speech and obtaining meaning from the printed page.

Betts (1934) has defined reading as a thinking process. No doubt thinking is an important aspect of reading process but not the whole of it. According to Goodman (1975), "the purpose of reading is the reconstruction of meaning". Meaning is not in print, but it is the meaning that the author begins with, when he writes. Somehow the reader strives to reconstruct this meaning as he reads. Reading is here taken to include all those processes necessary to arrive at the reconstruction of author's meaning. Jenkinson (1973) adds a new dimension to this definition when he writes about reading. Reading has been defined as the act of responding to printed symbols so that meaning is created. It has long since been recognized, however, that getting meaning from the printed page is too limited as a definition of reading. Bringing to the printed page indicates more accurately the reciprocal process between the printed symbols and the mind of the reader. Constructing meaning is also a form of thinking, problem solving or reasoning which involves analyzing and discriminating, judging, evaluating and synthesizing. All these mental processes are found in the past experience, so that in the context of reading, the material must be scrutinized in the light of the reader's own experience. Any definition of the reading process therefore, must include interpretation and evaluation of meanings as well as construction of meaning.

All the above definitions explain what reading is, but in different ways. In spite of those differences some critical words used in them like, 'complex process', 'complex behavior', 'complex skill', 'meaning', 'sense', 'understanding' have a lot of significance. So, this leads to a consensus that 'reading' is a complex process by which a reader makes meaning out of a written or printed text.

4.4. NATURE OF READING

Reading is a complex process predominantly involving physical and mental activity, accomplished simultaneously at a very quick rate. It is basically an act of recognizing the words in a given text, understanding their meaning in the context and thereby comprehending ideas presented in sentences. The physical activity here concerns the visual skills and the mental work deals with the innumerable calculation and processing that occur in the brain of a reader.

Efficiency in reading differs from one individual to another. How fast one can read and understand the material being read depends on many variables: our visual skills, perceptual skills, vocabulary, purpose for reading, intelligence, past experiences, familiarity with the material and many other things (Adams, 1977).

Visual, perceptual skills like rapid word and phrase recognition are enabled by quick eye movement. Good vocabulary helps a reader in better understanding of a text. Familiarity with the material further enhances the reading efficiency of the reader. Thus, reading becomes a complex process and good readers always have an edge over mediocre readers in getting maximums out of a given text.

In other words, reading entails the three fundamental tasks like sight, sound and sense. A reader recognizes words first, and then realizes their sounds in the mind which could be skipped by practiced readers and then understands the ideas in the text using the context. This explanation by itself gives a clear idea of the mental operations that occur in reader's mind. An understanding of those operations triggered by the perceptual and cognitive process throws much light on reading and further leads to improvement of reading among the targeted students.

Reading is the process of constructing meaning from written text. It is a difficult task as it demands synthesis and co-ordination of a number of interrelated sources of information.

While reading, a reader has to do discrimination of letters and identification of words. To become a skill reader, one has to do practice in reading over a long period of time. It is a lifelong endeavor. It is also possible that there may be more than one interpretation of the same text, as interpretation of the text is dependent upon the background knowledge, purpose of reading and in the context in which reading occurs.

It is generally believed that in reading pronunciation of a word gives access to their meaning; and furthermore, meaning of words add together to form the meaning of sentences and the meaning of sentences add together to form a meaning of paragraph and so on. However, this view on reading is not now fully acceptable because in addition to recognition of words, a reader has to apply his background knowledge to understand information presented in a written text. A text does not contain meaning in itself. It is an actually a source of partial information that compels the reader to use their prior knowledge to understand the intended

meaning. In short, reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning.

4.5. FIVE GENERALIZATIONS ON NATURE OF READING

4.5.1 Reading is constructive:

No text is completely self-explanatory. In order to analyze, interpret or evaluate a text, a reader has to use his own prior knowledge regarding the subject. A reader uses such kind of knowledge to fill up the gaps in the message and by this way a reader "constructs" own meaning of the text. However, meaning constructed by readers from the same text is different among the different readers as their social, cultural, economic and educational experiments are different in nature. Sometimes it happens that people are not able to understand the text or sometimes they misunderstand or rather misinterpret the text. Such variation of interpretation happens when people have different conception regarding the topic that the authors have. So, when a reader reads he doesn't only identify words and getting meaning out of it, but in reality, he is constructing a new meaning of the text.

4.5.2 Reading must be fluent:

In order to gain fluency in reading, a reader must develop the ability to identify individual word. There is a regular connection between the spelling of word and its pronunciation as English is an alphabetical language. Every reader has to "break the code" that relates spelling to sound and meaning.

This ability of identifying words, pronunciation and meaning is called decoding. Decoding is not just letter by letter analysis but it involves using letter sound correspondences to recognize words in print. The reader uses spelling sound, meaning and context clues in the process of identifying words. The process of decoding involves following three phases.

        a) Beginning readers learn letter sound relationship and spelling patterns. They use this knowledge when they encounter a word in print that they don't

recognize. They "sound out" the unknown word, arriving at an approximate pronunciation.

b) They match the approximation with words in their speaking vocabularies.

c) Then they check to see if the word they think might make sense in the context. For instance; the "color" might sound out as "collar" or "color" so readers use context clues to see which word makes sense and then make a final identification.

Research and experiences tell that unless students acquire the ability to identify words independently and rapidly, they will not be able to read fluently and not be able to read with understanding. Because English uses letters to represent the sound in spoken words, written language is a sort of code. Beginning reader must learn to break that code (hence the term "decoding") by matching letters with sounds they represent. Without this ability, new readers must memorize thousands of words by sight in order to read even fairly simple adult texts, are a very inefficient approach. In addition, they have limited strategies for identifying words not already in their sight vocabularies. However, this process of decoding must be happened in an automatic and unconscious way so that reader can spare his attention for interpretation of the text. Furthermore, this process must be happened quickly and accurately so that reader can synthesize this process with the process of constructing the meaning of the text. Again, the question arises why fluency is important in reading? Comprehension is the goal of reading and fluency is required for comprehension (NICHD, 2000). Comprehension suffers when poor readers focus on "getting the words off the page" and therefore, are not able to give much attention to meaning of what they are reading. In contrast, fluent readers are able to focus on meaning because, for them decoding is automatic and effortless.

Fluency is part of the process of reading comprehension because fluent reading involves interpretation: grouping words into phrases and using word knowledge and punctuation to determine pacing, pauses, intonation and expression. Even when words are read accurately, a flat word by word reading does not sound like speech and therefore, does not convey the writer's entire message. In speech, we group words into phrases, pause and slow down to make an important point and emphasize key words. Most text provide clues to phrasing, emphasis and tone, punctuation, bold print, descriptive word and signal words or phrases

(like finally, however). Fluent reader notice and use those clues and therefore, becomes able to read in a manner that preserves the meaning that writer intended to convey.

4.5.3 Reading is strategic

All the text cannot be read by the same way. How to read a text depends upon the nature of text, purpose of reading and readers familiarity with the text. A skilled reader knows this fact and when he reads the text, he applies his own knowledge relating to the demands of the task and also changes his strategies of reading according to the different purpose of readings. He knows that reading for enjoyment does not require detailed understanding while reading for a test may. Even skilled reader knows that what to do if he encounters any difficulty or problems. There are number of options available: keeping the problem "on hold" in the hope that it will be clarified later in the text; re-reading parts of the text; looking ahead or seeking help from outside sources.

4.5.4 Reading must be motivational

Motivation plays an important role in the acquisition of reading skills. It takes several years to get mastery over reading skills. So, it becomes necessary for the teacher that he sustains the interest of learner in the pursuit of getting mastery over reading skills. To make this process more enjoyable, one way is to provide motivation to the students because if the students lose their interest or become impatient the whole process of speaking becomes painful and tiresome. Numbers of research done on motivation and IRA (International Reading Association) reports acknowledges the important role of motivation in reading development (Malloy *et al.*, 2013).

Tips for motivation:

a) Students are more motivated to read when the reading tasks and activities are related to their lives (Guthrie *et al*, 2007; Hulleman *et al*, 2010; Purcell-Gates *et al*, 2007).

b) Students are more motivated to read when they have access to a wide range of reading material (Allington & McGill-Franzen, 1996; Guthrie *et al*, 2007; Kim, 2004; Neuman & Celano, 2001).

c) Students are more motivated to read when they have ample opportunities to engage in sustained reading (Allington & Mcgill-Franzen 1996; Taylor, Frye & Maruyama, 1990).

d) Studies indicate that motivation increases when students have opportunities to make choice about what they learn and when they believe that they have some autonomy or control over their own learning (Jang *et al.*, 2010; Skinner & Belmont, 1993).

e) Students are more motivated when they have opportunities to socially interact with others about the text they are reading (Gambrell *et al,* 1996; Logan *et al*., 2011; Guthrie *et al*, 2007).

f) A number of researchers documented that success with challenging reading tasks provide students with evidence of accomplishment, resulting in increased feelings of competence and increased motivation (Schunk & Rice, 1989; Schunk & Zimmerman, 1997). This means that students are more motivated to read when they have opportunities to be successful with challenging text.

g) Students feel more motivation when they understand the value and importance of reading. Furthermore, the motivation is increased when they get constructive and supportive feedback by the teacher (

h) Cameron & Pierce 1994), Deci, 1971, Wang & Holcombe, 2010).

4.5.5. Reading is a lifelong pursuit.

To become a skill reader, one has to do continuous practice. None can master this skill unless doing hard work. Reading is not like musical instrument, is not something that is mastered once and for all at certain age. In reading, there always exist the chances of improvement. The process begins with persons' earliest exposure to text and a literate culture and continues throughout life. It takes long time to get mastery over this skill because

in reading mastering the parts does not become an end in itself, and there should be proper balance between practice of the parts and practice of the whole.

4.6 . CHARACTERISTICS OF READING

4.6.1. Reading is a sensory Process: Reading requires the use of the senses especially vision. It reacts visually to the graphic symbols.

4.6.2.   Reading is a perceptual Process

Reading occurs when meaning is brought to graphic stimuli; it is progressive apprehension of the meaning and ideas represented by sequence of words. It includes awareness of the words, meaning and relating the word to its context.

4.6.3.   Reading is a response

Reading is a system of response made of some graphic stimuli. These include the vocal and sub vocal muscular responses made at the sight of the word, the eye movement during reading, physical adaptation to the reading act such as postural changes. The critical and evaluative responses to what is being read, the emotional involvement of the reader, and meaningful reactions to the words.

4.6.4.   Reading is a learned Process

Reading is a response that must be learned by the child with motivation and reinforcement.

4.6.5.   Reading is communication

Reading is an active process of communication from writer to reader occurs only if the reader can take meaning, to the printed page. Without the reader, communication via the printed page is not possible.

4.6.6.   Reading as a symbolic behavior

Man communicates through symbols. A symbol may be a physical act, such as a smile, a nodding of the hand or an upraised discussion. Traffic lights and high way signs are also

symbols. Spoken language is a complex set of symbols consisting of various combinations of speech sound. Any representation perceptible to the sense may serve as symbol.

In reading one employs visual symbols to represent auditory symbols. The basic task in reading is therefore, to establish the mind of the reader in automatic connection between specific signals and the sounds they represent. The process of reading involves a hierarchy of skills ranging from auditory and visual discrimination to such higher order mental activities as organizing ideas, making generalization and drawing inferences. According to Long, Winograd & Bridget (1989), there is a well-established correlation between prior knowledge and reading comprehension.

4.7. READING AS A PROCESS

Reading is a complex process which demands co-ordination of multiple skills. The process of reading is very much influenced by the reader's brain, emotions and beliefs; the knowledge and information, sometimes even lack of information and knowledge and even by strategies for processing text, moods, fears and joy-all of them.

4.7.1   Reading as a socio-psycholinguistic system

Reading is a process of orchestrating many skills into effective strategies for processing text. It is neither strictly linear process nor a nonlinear one. Reading is both psycholinguistic and sociolinguistic process. The psycholinguistic process of reading refers how the mind processes the text while the sociolinguistic process of reading refers how social factors affects the reader's choice of strategies, how much one can comprehend and so on and so forth. Even word identification itself can be affected by these factors because reading is more a 'brain-to-text process' than 'text-to-brain'. Here are stages of reading as a socio-psycholinguistic process.

a) Reader's repertoire of strategies for orchestrating skills in the search for meaning.

b) Reader's background knowledge, belief, moods, emotions.

c) Purpose of reading.

d) Various social and linguistic contexts.

e) The orthographic system includes the visual look of word or identification of word. When one thinks that 'cat' is the real word instead 'cta' he/she uses the part of orthography.

4.7.2 The phonological system

The phonological process of reading involves the sound of language which is known as phonemes. How to pronounce the words correctly is very much depends upon one's knowledge of phonemes or phonetics, *e.g.* How to pronounce the word 'cat'?

4.7.3 The morphological system

The morphological process involves the smallest meaningful units of language, refers as morpheme. One might depend on part of morphology to know the difference between 'cat' & 'cats.

4.7.4 The semantic process

The semantic process involves the meaning of the words. When one reads the passage, to understand this passage one has to depend on the part of semantic system.

4.7.5 The syntactic system

It involves the order and arrangement of words in phrases and sentences. For example, one has to use knowledge of syntactic system to identify the difference between "The cat is on the mat" and the mat is on the cat. So, the reading skill is a combination of all the mentioned system above. If readers cannot get mastery over all these processes, or any of the system is weak, then the reading cannot be fluent and automatic which leads towards to be a poor reader

4.8. PURPOSE OF READING

Reading serves different purposes and people read for a variety of reasons. They read for pleasure, to get specific information, or to understand the meaning of a text as a whole. Many people read to gather information from written texts. Students are taught to read to improve their language and to develop the understanding of the meaning of texts. Furthermore, seeking pleasure from a text makes readers read more, which leads them towards a better understanding and enrichment of vocabulary, and it ultimately helps them to develop the overall skills in reading. Harmer (2002:200) divides the reasons for reading into two broad categories: "instrumental" and "pleasurable". In other words, readers read because they have an instrumental purpose in mind to achieve some clear aim, but sometimes they read for pleasure. According to Grabe & Stoller (2002), the purpose of reading can be: to read for general information, to learn from texts, to search for simple information, and to integrate information and critique texts. Reading can be for academic purposes or non-academic purposes. In the academic context where students are bound to read texts because of the syllabus and for passing examinations, reading a given text effectively and meaningfully and understanding it are crucial for a student to answer any kind of questions set in the examinations. However, in the non-academic life, students/readers get the opportunity to choose from a vast range of written sources according to their interests and the time available for them to spend in reading. The purpose of non-academic reading is reading for pleasure (Grellet, 2010). Still, Taylor (2011) stresses that reading for pleasure benefits educational achievement and academic progress.

McDonough & Shaw (2003:99) state that "teachers should provide students with a purpose for reading by supplying materials that stimulate interest and do not have an over familiar content". This is because teachers' goals when teaching reading classes and their perceptions about their students' purposes of reading affect their material selections. Sometimes, these goals and perceptions of teachers contradict students' purposes of reading, and this can be one of the factors that impact directly on the quality of teaching and learning of reading comprehension. In addition, different students usually have different purposes of reading; and this issue can be more influential in the overcrowded classes in universities. Still, teachers need to make their students aware of a clear purpose of reading materials.

4.9. TYPES OF READING

The main ways or types of reading are as follows:

1. Loud Reading

2. Silent Reading

3. Intensive Reading

4. Extensive Reading

 5. Supplementary Reading

4.9.1. **Loud reading**

This is also known as oral or aloud reading. Loud reading should be introduced after the students have been given some training in two months on the points concerning pronunciation, intonation, stress, pitch and other aspects of spoken English. According to W.M. Ryburn (1948), "There is very little real reading done in English. Part of difficulty is that English is a foreign language, but the chief difficulty is found in the fact that pupils are not taught to read aloud properly in their mother tongue." Following exercises will help students

i. Exercise with pace and pause, we should read aloud from a newspaper or a book, just before we run out of breath, say aloud, 'I pause and I breathe'. Take time to inhale, and let our breath drop low, as if into your stomach. Then continue reading on the out breath. Every time we need to breathe, say the words, 'I pause and I breathe'. Continue the exercise until you feel comfortable using the phrase, and are breathing deeply and regularly. Using a tape recorder can help to monitor this. Then continue reading aloud, but this time says the phrase, 'I pause and I breathe' silently in your mind.

ii. **Correcting pitch range**

a) Practice changing up and down within the space of a few words. Take the statement 'I can do that', and say it in four different ways.

I can do that

I can do that

I can do that

I can do that

b) Practice using pitch to reflect the emotional content of your speech. Practice saying each of the following statements twice in succession: first, as flatly as you can; then as emotionally as you can, using pitch to express emotion. Congratulations! A new job! Please don't kick the cat. I won't go. Never. Don't ever ask me again. That's an interesting thought.

iii. **Articulation – turning voice into speech**

What turns voice into speech is the action of the speech organs of the head. These are:

a) The tongue – both the tip and the back of the tongue are used to produce different sounds.

b) The lips

c) The soft palate – this is movable; it lies at the back of the roof of the mouth.

d) The hard palate – this is immovable; it lies in front of the soft palate of the top of the mouth.

e) The dental ridge- this is just behind the upper front teeth.

f) The jaw: Exercise with vowels to improve the quality of your vowels, practice speaking loudly a vowel sequence; Hoot, hook, hawk, hot, heard, hut, hard, heel, hid, head, hand, Hoe, how, ahoy, hay, high, hair, here, hire, hour, shower.

Objectives of loud reading

i. To enable the students to read with correct pronunciation, articulation, intonation, stress, pitch, pause, pace and rhythm.

ii. To enable the students to read with expressions.

iii. To enable the students to understand the meaning of spoken words, phrases and sentences.

iv. In the words of Ryburn, "To test the pupils' knowledge of English words and phrases and whether they know how to pronounce them, how to phrase words, how to articulate clearly. That is, reading aloud is a test as well as a practice." (Ryburn, 1948).

v. The main objective of loud reading is to develop in the students a desire for silent reading.

Process

1. The teacher reads a sample passage with correct pronunciation, intonation, stress, rhythm and pauses if the pupils require repetition of model reading, the teacher should do so. But they should not be accustomed to it. The aim of this sample or model reading is to train the auditory nerves of the students. In the opinion of West (1953), "Until the pupil can read, the teacher is the sole source of the language. He is like the mother bird putting gobbets of English in the open beaks of his pupil".

2. Students should read loudly. Here, the teacher should correct the pronunciation and he should correct the students wherever necessary, but it should not be done in between but after the pupil finishes the reading. While reading plays, pupils should be assigned roles and they should read their respective roles. The standard of reading aloud can be raised with the raising of the level of the students. Poetry recitation can be done. Speed in reading along with accuracy should be emphasized at senior level whereas at junior level only accuracy is demanded.

Precautions

The following precautions should be exercised while carrying out the act of loud reading:

1. The students should be asked to maintain accuracy and not speed. Speed will come with practice, but accuracy once lost will be difficult to regain.

2. The passage for reading should be within the comprehension power of the students.

3. Reading aloud should be done on individual basis so that their individual pronunciation and other aspects of reading are checked. Group reading does no good as teacher is unable to point out errors.

4. The posture of the students should be right. The relationship between head and neck is most important for a balanced posture.

Advantages of loud reading

Loud reading has the following advantages:

1. Model teaching by the teacher helps the students to know the correct pronunciation and method of reading.

2. It develops the skill of speech and giving lectures.

3. It helps in eradicating the mistakes related to pronunciation of the students.

4. It trains the sensory organs–eyes, ears and mouth because in loud reading, they work in coordination.

5. It makes students learn by imitation which is a natural method of learning things by the children.

Disadvantage of loud reading

The disadvantage of loud reading can be the following:

1. Some scholars, including E. W. Manzel, are of the opinion that loud reading is not a source of pleasure.

2. If a student becomes habitual to loud reading, he cannot become an extensive reader.

3. Loud reading does not help in penetrating the meaning. A.W. Frisby says, "The danger of too much reading aloud is that it may lead to the short circulating of the meaning, whereby the written word does not convey meaning but becomes merely a symbol for the collection of sounds and is translated straight in sound."

4. In public places like library and reading –rooms only silent reading is allowed.

Some scholars like P. Gurrey have not recommended loud reading. But the advantages of loud reading are stronger. So, we cannot dispense with loud reading in early stages.

4.9.2. Silent Reading

Silent reading is considered to be the best kind of reading as the mind is fully engaged in this act. The children should be initiated into reading silently as soon as they have mastered some degree of fluency of reading aloud. Morrison has said, "Loud reading by students should be followed by silent reading" (E-content, Rasheed, H, Ed.). Mehta has said, "We all read faster than we speak and children must be initiated into the silent reading habit as early as possible" (E-content, Rasheed, H, Ed.).

Objectives of silent reading

The objectives of silent reading are: 1. To enable the students to read silently without making any kind of sound but not moving even their lips, so that others are not disturbed. 2. To enable the students to teach them to read speedily, easily and fluently. 3. To enable the students to not only read but also to comprehend or understand things, ideas or meanings side by side. 4. To expand the reading vocabulary of the students. 5. One of the most important objectives of silent reading is to develop in the students the way to enjoy and recreate themselves. According to Ryburn, "The aims of silent reading are pleasure and profit; to be able to read for interest and to get information." (Ryburn, 19480).

Process

In the initial stages of introducing silent reading when the vocabulary of the students has not developed much, the teacher can give the summary or gist of the paragraph or text to them, so that the students are able to understand and interest is developed in them. In the words of Ryburn, "He should test what the students have gained from what they have read by questions on the subject matter. Another good way of teaching is to get pupils to give the substance of the paragraph they have read." (Ryburn,1948).

The length and difficulty of the given passage should be according to the level of the students.

To say that reading is a silent and personal activity does not imply that it only lends to individual work. On the contrary, it is particularly interesting to encourage comparisons

between several interpretations of a text which will lead to discussion and properly a need to refer back to the text to check. Here, is some possible step:

a) Silent reading followed by an activity which each student does on his own.

b) The students now work in pairs; each one is trying to justify his answer. The group should try to agree on one answer or interpretation.
c) The groups exchange partners and students compare their result.

d) A general discussion involving the whole class may follow.

Precautions

The following precautions should be exercised while carrying out the act of silent reading:

1. The silent reading should be started only when the children know really well about the basic structure of English sentences.

2. The children can be triggered in silent reading only after having got the ability of pronouncing words.

Advantages of silent reading

Silent reading has the following advantages:

1. Silent reading is a quick way of reading through a passage. Silent reading saves time and energy.

 2. The students find it an interesting way of reading.

3. According to Mehta, "It acts as a deterrent against the tendency so common amongst beginners to translate what they read in English into their mother tongue" (E-content, Rasheed, H, Ed.).

4. Silent reading is of great value in the practical life even after the school life. It helps in higher classes as the students have to comprehend the vast resources of textbooks for comprehension and examination purposes.

5. According to Ryburn," It enables attention and energy to be concentrated on meaning and so it saves a division of attention resulting in a greater assimilation of information." Ryburn, 1948).

Disadvantage of silent reading

The disadvantage of silent reading can be the following:

1. Silent reading does not suit beginners.

2. It hardly introduces the students with pronunciation. Though the students pronounce in their minds, but the mistakes of the students cannot be corrected by the teacher.

3. It is difficult to find out if the students are really reading or are just looking at the text with the thoughts wandering.

We need to improve our visual perception skills and ability to identify words and phrases. Eye reading makes reading fast, efficient and result oriented. Silent reading is an end in itself as it makes possible for us to read wide and intensive. Its benefits are numerous and should not be discouraged looking at its disadvantages.

4.9.2.   INTENSIVE READING:

Intensive reading is a detailed study of the prescribed text in order to train the students is an important aspect of language teaching, *i.e.* reading. According to Jesperson, "To keep them occupied with the text repeatedly in such a way that they do not lose sight in the meaning, so that they may become so familiar with it at last that they know it almost or entirely by heart, without having been directly required to commit it to memory" (Jesperson, 2018). The teacher has to carefully plan teaching of intensive reading as it plays an important role, not only in examination but also in practical life as well. Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

Objectives of intensive reading

The objectives of intensive reading are:

1. The aim is to make a detailed study of words, phrases, word order and expressions, thus entirely dealing with the sentence structure.

2. The aim is to enable the students to comprehend the text, its sense and meaning.

3. The aim is to enable the students to improve and command over English and increase comprehension of the texts that they come across with expanding vocabulary.

4. It encourages the students to gather information from the text.

Process

The process of intensive reading is very important and needs careful planning by the teacher. According to Dave Singh, teachers follow their own method: for after all, a teacher is the principal method. Much depends on his personality, expression, initiatives, drive, devices *etc*. However, still there are broad steps in a lesson which no intelligent teacher can afford to miss without detriment to his efficiency of teaching.

The steps of teaching intensive reading are as under:

1) Selection of the topic is one of the most important steps in beginning to teach intensive reading.

2) The second step is introduction to the topic. Any of the two methods can be used – first, to introduce the topic to the students in an interesting description so as to arouse their interest; or secondly, to test the previous knowledge of the student by asking them question on the topic or a related subject.

3) After this, the teacher presents the text to the student in his own manner, so that the students can have acquaintance with the passage.

4) Now the teacher gives a model reading. Model reading by the teacher is an essential part of intensive reading and must not be ignored. Morris, states that "For a considerable part of a course, it is strongly advisable for the teacher to give a model reading of the fresh text, exploiting its dramatic possibilities" (Morris, 1995).

5) The next step is reading aloud by the students. They should be invited to read aloud one by one, preferably starting from the bright students and going down to the weak students. The teacher should correct their mistakes in pronunciation, stress, pitch *etc*. The purpose of this exercise is to overcome their mistakes and hesitation in reading and speaking.

6) The teacher should explain new words, phrases, sentence patterns, grammatical points as well as special reference of the text to the students. The teacher should explain the synonyms also, these synonyms can be in the mother tongue or English, as the teacher finds appropriate. Similarly, sentence patterns can be explained by giving parallel examples and other structure in the mother tongue and English. The words and phrases should also be analyzed on the basis of parts of speech, tense, degree of adjective, use of gerund *etc*. Other features of sentences such as active/ passive voice, direct/indirect narration *etc*. should also be explained.

7) Having fully explained the text and its various features, the teacher now tries to test comprehension level of the students.

Intensive reading can be more interesting by encouraging the students to ask questions to their classmates on the passage read by them. This will encourage students to search out questions from the passage. For this, they will be very keen to go through every line of the passage.

Advantages of intensive reading

Intensive reading has the following advantages:

1. It improves the power of expression.

2. The students develop the skill of questioning and answering.

3. The students become interested in looking into details of the text they come across as they find newer meanings being attributed to the otherwise ordinary looking passages.

Disadvantage of intensive reading

The disadvantage of intensive reading can be the following:

1. Its process is long and cumbersome.

2. It seldom imparts joy and pleasure.

3. The students are interested in this method only from the point of view of examinations.

4. This method does not teach grammar properly. According to Ballard (2007) "During the last fifteen years of English composition both written and oral have steadily improved in schools and this improvement has taken place concomitantly with a declining attention to grammar." Grammar as we know as the most important aspect of language, and without learning it properly a language cannot be mastered.

Today, most of the students just want to pass the examination, the students often read the summaries and mug up the details without having interacted with the original texts even once.

We can say that intensive reading is an important aspect of learning a language, but it should come after the students have gone through extensive reading. Only then it can be made beneficial and joyful.

4.9.4 Extensive Reading:

Extensive reading has been strongly recommended by Indian Education Commission (1964-66). This type of reading is also known as rapid reading or independent reading. The teacher plays the role of the supervisor while the students carry it out independently extensive reading to read silently and quickly in order to understand the subject matter and derive the meaning as a whole without the help of the teacher and expand passive vocabulary. According to Thompson and Wyatt, "The main purpose of extensive reading is the cultivation of taste for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction."

Extensive reading should be undertaken only when the students have mastered at least a vocabulary of about 500 words, implying it should be started in the middle classes and not prior to it, and the students should have developed the ability to recognize words at sight. Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding.

Objectives of Extensive Reading

The objectives of extensive reading are:

1. To develop the habit of self-study in the students.

2. To develop the taste for reading in the students.

3. To enable the students to understand the meaning of the given passage as early as possible.

4. To increase the passive vocabulary of the students.

5. To develop the power of concentration.

6. To read for pleasure and recreation.

Procedure

According to Thompson and Wyatt, "The exact procedure to be adopted will depend upon the nature of the subject matter to be read and the skill in reading already acquired by the class."

1. The teacher should give a brief introduction of the topic to create interest among the students.

2. The difficult words should be explained beforehand.

3. Students should be asked to read the text silently with reasonable speed.

4. Comprehension questions should be asked after the students have finished silent reading. However, the question should never concern the fine details of the text. They should only test the comprehension level on a wider scale.

5. When the students have finished reading all units, the students can be asked to narrate the gist in their own words.

Advantages of Extensive Reading

Extensive reading has the following advantages:

1. It helps widen the vocabulary of the students.

2. It keeps the whole class active and busy.

3. It prepares the students for intensive reading so students are encouraged for library reading.

4. It inculcates the habit of self-study in the students.

The advantages of extensive reading are many but unfortunately, the situation is different in Nagaland schools where much thought is not paid to this aspect. The lesson plans should suitably contain provisions for extensive reading.

4.9.5 Supplementary Reading:

Supplementary reading quite resembles intensive reading. It is carried out under the direct control and general supervision of the teacher. Extensive reading is the most important aspect of supplementary reading; as such it is also called subsidiary reading. The chief purpose of supplementary reading is to supplement intensive reading of a detailed prose lesson. It is generally introduced in the middle stage with one to three supplementary readers. The method of teaching is just like the extensive reading. It may be carried out twice or thrice in a week as the teacher or school administration deems fit. Supplementary readers are recommended in the middle and high classes where prose text forms the basic course

4.10. APPROACHES TO READING

There are three important approaches that attempt to explain the reading process. There is a distinction between two approaches: bottom-up and top-down approaches. While the bottom-up process is text-driven/ word-driven, the top-down approach uses the meaning brought by the reader, *i.e.* it is reader-driven/knowledge driven. Johnson (2001) suggests that both models are important. A combination of these two approaches is known as the interactive approach. Which approach might be appropriate depends on the type and size of the text, the capability of the class, as well as students' needs, the purpose of reading and the time allotted?

4.10.1   Bottom-up approach

As mentioned by Hudson (2007), the bottom-up approach was proposed by Gough (1972). It assumes that a reader construct meaning from letters, words, phrases, clauses, and sentences by processing the text into phonemic units that represent lexical meaning, and then the reader builds up meaning in a direct manner. The reading task is supposed to be understood by examining it in a series of stages which proceed in a fixed order: from sensory input to comprehension and appropriate response. There is an assumption that the process of gaining information is rapid and efficient and occurs in a passive manner.

This approach limits the reading process to the recognition and decoding of letters, words and then sentences. It also ignores the contribution of the reader's background knowledge to reading comprehension. Consequently, students will lack the motivation to read as the process of reading in this way is monotonous. Because it disregards the importance of what the reader brings to the text, Johnson (2001) indicates that the bottom-up approach cannot alone account for comprehension. According to this approach, the information in memory has little effect on how the processing happens. Alderson (2005:17) criticizes the bottom-up approach because it considers that "readers are passive decoders of sequential graphic-phonemic-syntactic semantic systems." This means that the reader is entirely dependent on the contextual meaning, and s/he does not need any background knowledge since it is text-driven.

Although underestimating the role of previous knowledge is seen by this study as the most prominent drawback of the bottom-down approach, it might be argued that this approach can be effective in the pre-reading and while reading activities of the reading class especially with beginners and low-level readers. Some teachers find it effective to highlight the new key words in a text and decode them morphologically and phonologically.

4.10.2   Top-down approach

Unlike the bottom-down approach where the students' background knowledge is not considered, the top-down approach highlights the importance of the students' prior knowledge and expectations in helping them to construct meaning from a reading text (Alderson, 2005)**. As mentioned by Hudson (2007)**, this approach to the reading process was proposed by Goodman (1975). It assumes that a reader approaches a text with conceptualizations above the textual level already in operation and then works out the text

itself, omitting chunks of the text which seem to be irrelevant to the reader's purpose. Some of the reading skills that the top-down approach emphasizes are prediction, summarizing and anticipation from texts (Ahmadi *et al*. 2013). Readers apply background knowledge to the text to create intelligible meaning, which enables them to predict the writer's argument and then use this framework to interpret difficult parts of the text. Expectations of the reader play a crucial role in this process. Readers bring their personal experiences and views with them, and those aspects largely affect the way they interpret a text.

This approach is recommended by many researchers because it is directly related to the readers' schemata, personal knowledge and experiences. However, although schemata play an important part in comprehension from an early stage, there are cautions from the risk of inaccurate comprehension through applying schemata to texts without much regard for what the texts actually say (Johnson, 2001). Taking into account the current situation that most of the students lack the necessary information to promote their background knowledge and schemata, it may be inferred that it could be ineffective for secondary students in Nagaland.

4.10.3   Interactive approach

Many experts such as Ahmadi *et al.* (2013) argue that neither of the above-mentioned approaches (namely, 'top-down' and 'bottom-up' approaches) stands alone for effective reading. According to Harmer (2002), there should be an interaction between bottom-up processing and top-down processing; that is, through bottom-up processing, the reader focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole, while through top-down processing, the reader gets a general view of the reading passage by absorbing the overall picture which allows the reader to have appropriate expectations of what is being read based on their background knowledge. As a result, a proper combination of these two approaches known as the interactive approach has emerged. This approach strikes a balance between the differing processes of bottom-up and top-down approaches. In other words, an interactive process requires the use of background knowledge, expectations, and context. At the same time, it also includes notions of rapid and accurate feature recognition for letters, words and lexical forms, and the concept of processing them automatically. This is stated by Ahmadi *et al*. (2013:239) who point out that the interactive reading approach refers to the reader that "takes into account the critical contributions of both lower-level processing skill (word recognition)

and higher-level comprehension and reasoning skills (text interpretation)." Thus, reading comprehension is the result of meaning construction between the reader and the text. There are some perspectives which recognize the models that adopt the interactive approach as mentioned by Hudson (2007). The major emphasis is on the process rather than the product of reading, and the focus is on the interaction of the writer's intentions and the reader's interpretations. Language is thought to have two aspects: a surface structure which exists in print or speech and a deep structure which is the meaning obtained by the reader.

4.11. STAGES OF READING

There are three stages of reading process.

i.   Pre-reading stage which is also known as before reading stage.

ii.   While reading stage which is known as during reading stage

iii.   Post- reading stage which is also known as after reading stage.

4.11.1.   Pre –reading stage.

The pre-reading stage is much important for any reader as it establishes the purpose of reading for any text. This stage also activates background knowledge of the reader by recalling information that he /she already knew about the topic. It also motivates the reader to read the text. It also promotes readers' engagement and interest by providing means to preview and anticipate the text. It draws student's attention to the new vocabulary.

4.11.2. While reading stage.

The main task during this stage is to understand the written text. In this stage a reader tries to understand author's intention by using his/her prior knowledge, or by understanding the text structure. In this stage reader also survey general information as well as note down any specific information which will be necessary for understanding of the text. Here, reader also examines grammatical structure; analyze relationship between main idea and subordinate idea.

4.11.3. Post- reading Stage.

In this stage a reader reviews the content and evaluates authors' view point, clarifies his own questions and doubts.

4.12. THEORIES OF READING

4.12.1. Schema Theory of Reading

The notion of schema is based on the view that "every act of comprehension involves one's knowledge of the world as well." Anderson *et al.* in Carrel & Eisterhold, 1983:73) Anderson & Pearson (1984) define schema as "an abstract knowledge structure" (p.259)." Schema theory puts emphasis on the role of prior knowledge plays in the process of construction of meaning. So, it is believed that reader interprets the text through the interactive process of "combining textual information with the information a reader brings to a text" (Widdowson, 1979). This view is again supported by Ausubel who in his book entitled as 'educational psychology (1968) says… "If I had to reduce all educational psychology to just one principle, I would say this: The most important single factor influencing learning is what the learner already knows." Ascertain this and teach him accordingly (Ausubel, 1968). This prior or previous knowledge acquired by the reader is called schemata. According to Rumelhart (1980:34) Schematic constitute our knowledge about situations *e.g.* receiving guests or gaining of football match *etc*. Schemata helps the reader to recognize information and also helps to store this information in to memory which will be further used in interpreting the text, as schema theory claims that any text either spoken or written does not itself carry meaning (Carrel & Eisterhold, 1983: 553-573). A text only provides clues and direction to readers for the construction of meaning. Anderson also supports this view when he states that "comprehension of a message entails drawing information from both the message and the internal schema until sets are reconciles as a single schema or message (Anderson *et al.* 1984). Again reader has to remember that this schematic knowledge is culture specific, so if the reader does not possess this prior knowledge in great deal, it becomes obvious for them to face difficulties in interpreting the text. Carrel (1988:245) points out that "some students' apparent reading problems may be the result of insufficient background knowledge." And to solve this problem teachers have to put their students in

the kind of environment which enables them to gain reach experience to build up their background knowledge.

4.12.2 Cognitive Theory of Reading

Cognitive skills are regarded as basic elements of any kind of learning. In simple words, it means something which process and categorizes what someone see, hear, taste, touch and smell. It is that kind of mental activity which is in deniable for acquiring knowledge such as reasoning, perception, intuition *etc*. Reading also requires cognitive ability from reader as it includes interpretation, analyzing and evaluation. In order to get meaning from the printed word one has to require to pay attention, memorize the detail and to connect the information *etc*. The cognitive elements of reading include language comprehension, decoding, background knowledge, linguistic knowledge, phonological and phonemic awareness, semantic and syntax.

- **Language Comprehension**: It is a pre requisite of any kind of communication whether spoken or written. When one attempts to comprehend, one has to keep in mind the language used by the author whether it is written in formal or in informal language, whether comprehension is explicit or inexplicit. In former, the information is directly stated while in later, a reader has to decode the message, pull out the inner meaning. It is read between the lines.

- **Decoding**: It denotes how a reader converts word into speech or sound. While reading a text, when a reader encounters difficult or unfamiliar word, they use latter sound relationship or orthographic knowledge to understand the word which requires breaking of the word in separate part like prefix and suffix.

- **Background knowledge**: The word background knowledge is synonym of prior knowledge. Now it is established fact that one requires sound background knowledge to comprehend the text. It basically means what is already known and possessed by the reader. It is built on readers own experience, feelings, emotions and achievements.

It is used in comparing new information with the old one and plays important part in analyzing and interpreting new information.

- **Linguistic knowledge**: It describes the rule by which language is bound. It is all about the structure of language which includes phonetics and phonemic awareness, morphology, semantic and syntax. It is necessary to acquire knowledge about all these elements as language comprises sounds which are combined to create word which leads to sentence and finally to paragraph.

- **Phonological and phonemic awareness:** The word phonology refers to the speech sound while phonological awareness stands for person's knowledge about to recognize variety of sound unit. By using phonological awareness one can understand how sound function in words.

- **Semantic and syntax:** semantic is meaning in language. It may be a word, phrase or sentence. It helps reader to understand the context of the text while syntax is grammatical composition of language. It describes how words come together to form a sentence. It improves readers decoding capability. It also helps in understanding structure of the word, sentence, paragraph *etc*. It is syntax which differentiates one language from another. The syntax system makes it easier for reader to predict the meaning of unfamiliar word.

4.12.3 Metacognitive Theory of Reading

The term metacognition was labeled by American psychologist John Flavell in 1976 and later on joined by Ann Brown (1978). Generally, he used the term for higher level cognition. The term metacognition literally means cognition about cognition and thinking about thinking. As for Flavell, it is knowledge about cognition and control of cognition. Flavell

(1976), in his article defines the term metacognition like this: In any kind of cognitive transaction with the human or non-human environment, a variety of information processing activities may go on. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in service of some concrete goal or objective. By providing more comprehensive definition of metacognition, Hacker *et al,* (1998) stated that metacognition is the knowledge of one's own cognitive and affective processes and states as well as the ability to consciously and deliberately monitor and regulate that processes and states. Bielher & Snowman (1993) define the term in relation to cognition. According to them, the term cognition is used to describe the ways in which information is processed *i.e.* the ways it is attended to, recognized, encoded, stored in memory for various lengths of time, retrieved from storage and used for one purpose or another. Metacognition refers to our knowledge about these operations and how they might best be used to achieve a learning goal**.** However, for Leahey & Harris (1997), metacognition is knowledge, awareness and monitoring of one's own cognition (p221).

According to Flavell there are two components of metacognition.

1) Knowledge about cognition

2) Regulation about cognition.

He also suggested that metacognitive knowledge includes knowledge about self, task and strategies. While the latter involved the strategies used for making cognitive process, *for e.g.*, making planning, evaluation of task.

Flavell (1976) also describes three types of metas in his article which are gradually acquire by children in the context of information storage and retrieval. These were, 1) the child learns to identify situation which is intentional, conscious storage of certain information may be useful at some time in future. 2) The child learns to keep current information which may be related to active problem solving and have it ready to retrieve as needed. 3). The child learns how to make deliberate systematic searches for information which may be helpful in problem solving, which is not at present needed or required.

4.12.4   Metacognition and Reading Comprehension Theory of Reading

As being complex and multifaceted skill, reading demands number of sub skills and strategies on the part of reader in order to do interaction with written text. To construct a meaning is the main goal of the reader. However, this process of meaning construction further gets influenced by purpose and background of the reader, context and feature of the text *etc*. So, to grasp the written text a reader has to use metacognitive theory *i.e.* knowledge about self or cognition. It is required because as Kintsch, (1998) stated that reading comprehension is both the process and product of the ideas represented in the text linked to the readers' prior knowledge and experience and the mental representation in memory of the text.

After Flavell's and Brown's work number of laboratories had done research on metacognitive knowledge and control and the result of the research stated that when the students have knowledge and control of their cognitive process, their ability to learn is increased. It is very useful in gaining the ability of reading, writing, mathematics or any activity which involves thinking. In 1990 National Research Council report concludes that metacognition plays very significant role in learning and it is very much useful in transfer of learning that means students can easily apply their learning of one context to another context, if they are aware of their own strategies and resources and above all their own conscious knowledge of being learner. Another noteworthy fact regarding metacognition is that it could be deliberately and consciously fostered and by doing so one can ensure the success in learning. Again, the result of the research makes it sure that metacognitive awareness and control enhance learning. It is necessary to mention Baker's point here who stated that the relationship between metacognition and learning is not unidirectional, rather, reciprocal caution is most likely; that is improvements in metacognition contribute to improvement in learning, which in turn contribute to further improvement in metacognition.

Again, the research report of Myers & Paris (1978) stated that an age difference plays an important role so far as metacognitive knowledge and reading comprehension is concerned. The report documented that younger student "were not sensitive to task dimensions (p688) and they consider reading as just decoding process rather than comprehending process." Furthermore, they even do not use any special strategies for different material and purpose.

This age difference in use of metacognitive strategies is also supported by reports of Clay (1973), Kuhn (2000), Lomax & Megee (1987), Weinert & Schneider (1999).

Garner (1981) also did research on metacognition and reading comprehension. He studied the difference between good and poor reader. The result of the study shows that poor readers had a less knowledge than good reader and moreover, they are not even aware or conscious that they had not fully grasped and understood the text. This view is also supported by the studies done by Garner & Kraus, 1981-1982; Garner & Reis, 1981.

Van Kraayenoord & Schneider (1999) also did research on German student in grades 3 and 4. They found the positive correlation between metacognition with decoding and comprehension. Baker and Brown (1984) conducted research to find out the relationship between metacognitive ability and reading proficiency. They wanted to prove that how students' metacognitive ability affects their reading proficiency. And the score of tests indicates that the students having higher metacognitive ability have higher reading proficiency than the others. In 1984, Short and Ryan conducted research by using comparative methods. He compared students who use metacognitive strategies with the one who do not use it and after the comparison he found that the students who used metacognitive strategies are more successful than the other. So, from the above discussion it can be stated that there is an inevitable relationship between metacognition and reading comprehension.

4.13. READING SKILLS

Reading skills are abilities that pertain to a person's capacity to read, comprehend, interpret and decode written language and texts. Exceptional reading skills can be highly beneficial to assimilating and responding to written communications like emails, messages, letters and other written messages. Using reading skills in the workplace can also be important for ensuring effective written communication, which can result in less miscommunication or misunderstanding of expectations.

Reading skills can also encompass several key aspects that work together to develop overall literacy skills, including comprehension, fluency, vocabulary and strategies that help readers interpret and find meaning in texts.

4.13.1. Reading Strategies and Reading Tasks

All researchers agree on the importance of developing reading skills and strategies. To become effective readers, students have to develop their reading comprehension skills (Grabe & Stoller, 2002). However, it is noteworthy that different language specialists list rather different types of reading skills. Harmer (2002) lists a number of skills of reading such as predicting, guessing word meaning, reading for specific information, scanning, skimming, reading for general comprehension, inferring from texts, interpreting texts, surveying text organization, and critically evaluating texts. In addition to this list of reading skills, Madhumathi & Ghosh (2012) mention other reading skills like using mental images, envisaging, asking questions and monitoring comprehension. Alderson (2000) highlights the importance of using different reading skills for different text types; for example, to recognize and use memorized elements when texts are enumerative and to skim and scan while reading orientated texts like newspapers and messages. The skills of decoding and classifying are implemented with instructive texts whereas inferring, guessing and interpreting are used for evaluating literary texts. Below are the main reading skills that are noted by different linguists:

4.13.2. Skimming

Skimming is defined by Nuttall (2005:49) as "glancing rapidly through a text to determine its gist." Skimming helps people save time when they are after specific information. Skimming as a more thorough activity requires an overall view of the text and implies a confident reading competence (Grellet, 2010). McDonough & Shaw (2003) indicate that skimming helps skilled readers to extract general information from a text and scanning helps them to locate specific information in it. Skimming seems to be an important skill for reading comprehension because it facilitates getting a general understanding of the text quickly (Grabe & Stoller, 2002).

4.13.3. Scanning

Scanning is a means of selecting specific information in a text (Patesan *et al*., 2014). It involves looking for specific words/phrases, figures, names or dates of a particular event. According to Nuttall (2005:49), scanning is "glancing rapidly through a text either to search for a specific piece of information (*e.g*., a name, a date) … or to get an initial impression of whether the text is suitable for a given purpose". When a reader is good at scanning, it will be easy for him/her to dismiss any unneeded information, which saves time and effort. Scanning appears to be more teachable and easier to apply than some other reading skills and it can help students to pass their exams but it does not guarantee full understanding of a text.

4.13.4. Browsing

Browsing is a "sort of reading where goals are not well defined, parts of a text may be skipped fairly randomly, and there is a little attempt to integrate the information into a macrostructure" (Urquhart & Weir, 1998:103). Students might use browsing when they are asked to select topics or texts. It can be more effective when the purpose of reading is definite. It is also helpful in extensive reading.

4.13.4. Prediction

According to Ahmadi & Ismail (2012:157), predicting includes "joining the reader's background knowledge, new information from the passage, and the passage's construction to make assumptions" that are related to the writer's message. Nuttall (2005) suggests the importance of prediction lies in activating schemata and thinking along with the writer using one's own experience to resolve difficulties. Prediction occurs when the reader brings his/her own knowledge and experience to the text, which makes it easy and smooth for them to make out the meaning of the text. Johnson (2001) points out that the prediction is part of the top-down process. The previous knowledge or experience of a reader helps them to predict what the writer is going to say next. Grellet (2010) indicates that making use of grammatical, lexical and cultural clues helps readers predict what is to come next.

A successful reader depends largely on prediction and does not have to go through each and every line in the text. Prediction begins with the title of a text and continues throughout the whole process of reading. Sometimes prediction may be wrong, yet it makes the reader think about the topic as prediction is useful even when it is not successful (Nuttall, 2005). Efficient readers always depend on their ability to predict what comes next. They use minimum clues from the text in order to reach the appropriate meaning of the text. Grellet (2010) and Cuperman (2014) suggest that teachers should make their students think about the topic, use key words of the text and ask themselves questions about the various ways the text may develop. When it is applicable, using pictures is one way to help students predict what is coming next (Harmer, 2002). On the other hand, Johnson (2001) suggests that using cloze exercises, in which learners are given a text with some words missing, can help learners develop predictive skills. Prediction is one of the skills that can be rather easily enhanced by teachers and developed by learners, even those in the primary school. It is important for teachers to stop starting a reading class by writing or telling their students the title of the reading text instead of showing them some pictures or giving them some clues to encourage their imagination and let them start predicting.

4.13.5. Inferencing

Inferencing is "to make assumptions and logical deductions from concrete ideas" (Cuperman, 2014:50). When a text does not state something directly, it is the reader's responsibility to infer this information. Thus, inferencing is linked to the process of reconstructing the writer's unstated ideas. Readers can make use of syntactic, logical and cultural clues to discover the meaning of these unknown elements (Grellet, 2010). Accordingly, the purpose of inferencing is to help readers to fill the gaps in information and go beyond the literal meaning of words in a text to create a fully comprehensive image (Hogan *et al*., 2011). In addition, Nuttall (2005) indicates that readers can use their inferencing skills to draw a certain conclusion from facts or points in an argument, *etc*. that a text mentions, but as Snowing and Hulme (2005) point out, it is difficult for less skilled comprehends to make inferences while reading. Teachers can enhance the inferencing skill of students in a reading class by using key or clue words and by raising inferential questions. The importance of inferencing was highlighted by Davis in the 1940s. Hudson (2007) cites Davis's four factors or skills that can help learners in reading comprehension which are:

knowledge of word meaning, drawing inferences from the content, finding answers to questions answered explicitly or in paraphrase in the passage and weaving together ideas in the content, and drawing inferences about the meaning of a word from context.

It should be noted that inferencing is not necessarily of certainty. It is about probabilities. But these possibilities may gradually turn into certainties when the reader meets a word more frequently and understands it more explicitly. According to Nuttall (2005), inferencing affects the interpretation of a text to a large extent, helps the students to read texts more quickly and makes reading more enjoyable because of its problem-solving character which appeals to most people and which challenges students to make use of their intelligence. In order to infer a piece of information of a given text effectively, students should make use of common sense, power of reasoning, knowledge of the world and other cultures.

4.13.6. Previewing

Grabe & Stoller (2002:263) define previewing as "a pre-reading activity that introduces students to key features of a text," which helps students to establish their expectations about what and how information is organized. Previewing is a quick technique for the reader who wants to find out where the required information is likely to be

(Grellet, 2010). It involves using the title of a text, the table of contents, the index, the appendix, the preface of the author or publisher, headings or subtitles of chapters and paragraphs, information in the back cover, abstracts of journal articles, acknowledgement *etc*.

This useful skill saves students time in leading them towards intended and specific information that they look for. For example, instead of spending a long time reading a whole book for locating specific information, the students can check the table of contents or the text on the back cover to decide whether they need that book or not.

4.13.7.   Recognizing Text Organization

To recognize text organization means to be able to identify the internal structure of sentences and textual pattern, which may enable the reader to predict the likely values of sentences; and this in turn, will help them to interpret difficult texts. According to Lo *et al.* (2013:413)**,** text structure "refers to the way the writers organize information in text.**"** Zarrati *et al.* (2014) identify two kinds of information in texts: content information and structural information. While readers use content information to construct a meaningful mental representation of a text, they use structural information to organize the content and thus facilitate the process of making meaning of a text. Thus, knowledge of text structure is important for comprehension (Hudson, 2007; Cain & Oakhill (2011). The identification of how the text is organized and how the ideas hang together makes it easier to interpret difficult sentences (Nuttall, 2005). A reading text will probably be like a puzzle to the readers who are unable to recognize how it is organized and how the ideas in a text are structured.

Mobalegh and Saljooghian (2012) suggest that cohesion is one of the aspects that show how well-organized a passage is. They identify five kinds of cohesive ties: reference, substitution, ellipsis, conjunction, and lexical cohesion. Reference means interpreting something in a text by referring to something else; substitution is replacing an item by another; ellipsis is omitting an item which is not key in a text; conjunctions are devices that express certain meanings; and lexical cohesion is related to selecting vocabulary. The consistency of thinking and knowledge of text structure and organization are helpful in facilitating reading comprehension.

4.13.8. Shared Assumptions:

For any communication to take place, it is essential for the reader and the writer to have certain things in common (Nuttall, 2005). Sharing the code is the minimum requirement as it is not logical to read a text in a language that one does not know. Vocabulary is also an important area to be shared between the writer and the reader. Shared assumptions include some other intangible things like attitudes, beliefs, values, culture and customs, which may contribute significantly to a better understanding of a text if they are common or identical.

It is obvious that the shared assumptions between the writer and the reader affect the development of the reading skills; that is, the more assumptions the writer and the reader share, the more effective the reading is.

Here are few reading strategies tasks and activities are mentioned for the reference.

1) Scan the following advertisement and answer the questions below.

<div style="border:1px solid black; padding:1em;">

<center>Tricold</center>

<center>Cough Syrup</center>

Colour: Yellow   Mkg. Lic. No. G835

Dose: Adults & Children over   12 Batches No. 4356

Years   Mfg Date: May 07

One teaspoon twice a day   Exp. Date: August 08

</div>

Questions:

1. What is the name of Syrup?

2. Which company manufactures it?

3. What is the manufacturing date and expiry date?

4. How many times a day should the syrup be taken?

5. What is the color of the syrup?

6. By whom is the product manufactured and marketed?

4.14. D DATA ANALYSIS GOT FROM QUESTIONNAIRES

The questionnaire was used to investigate students' attitudes and perceptions concerning their English reading comprehension performance, use of reading skills and the strategies that their teachers implement in reading classes.

Research Participants

Participants are those individuals from the sample who responded to the survey (Andres, 2012). A total of 390 students of 75 schools were asked to participate in the questionnaire. Therefore, 390 questionnaires were distributed and all questionnaires were returned back.

Demographic Data

The first part of the questionnaire concerns the demographic data of the participants such as gender, age group, and academic level of study as shown in the tables below.

Table 4.1: The respondents' gender

Gender	Number of students	%
Male	210	53.85
Female	180	46.15

As depicted in the above table, the percentage of female participants for the survey was 46.15% which was slightly lower than the male respondents which were at 53.85% (Fig. 4.1).

Fig:4.1. Gender of The Respondents
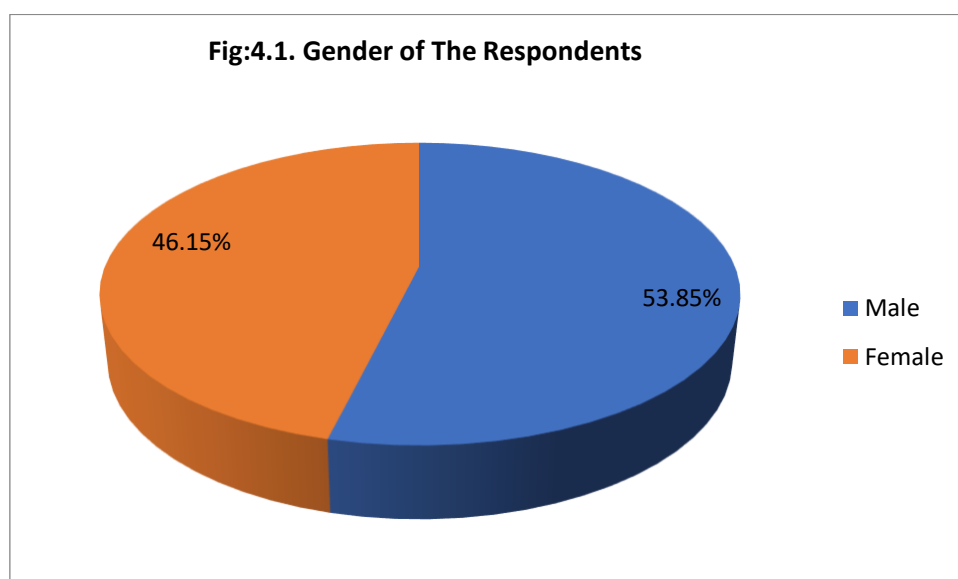
Table 4.2: The respondents' age

Age Group	Number of students	%
Age 15-17	300	76.92
Age 18-19	90	23.08

The pie chart clearly indicates that the largest number of participants figured in the age group between 15-17 years with a percentage of 76.92%. The percentage of participants between 18-19 years age group were at 23.08% (Fig.4.2).

Fig: 4.2. Age of the Respondents
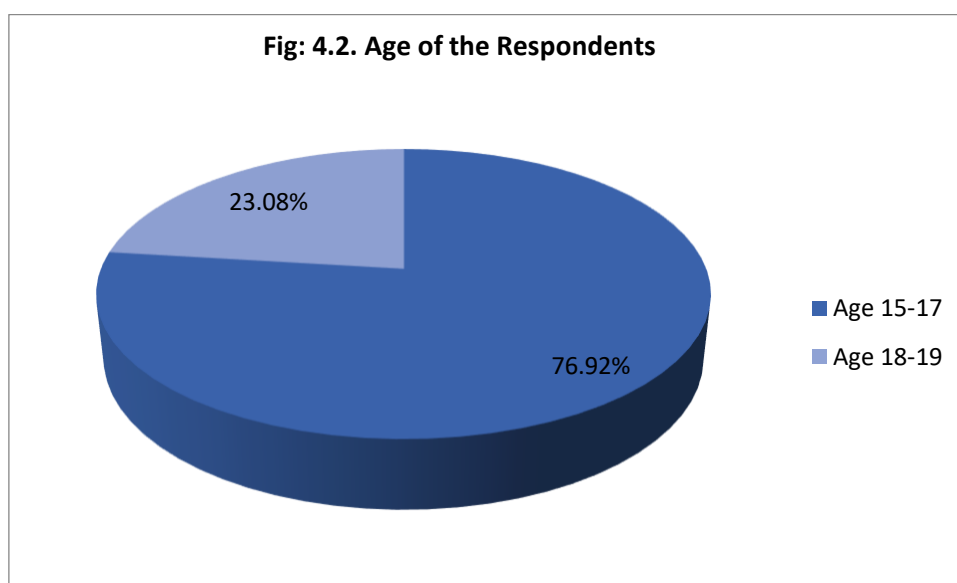
Dimension One: Reading Attitude (Students' Attitudes towards English Reading comprehension)

4.3.1. I find English reading comprehension simple (Table 4.3: Reading Attitudes).

The bar graph indicates that majority of the participants found reading comprehension simple. Out of 370 students, 200 (51.28%) strongly agreed with the given statement, and 70 students (17.95%) agreed that English reading comprehension is simple. Only, 80 students (20.52%) disagreed and other 10 students (2.56%) strongly disagreed to the statement. Thirty students (7.69%) were found neutral to the given statement (Fig. 4.3.1).

Fig: 4.3.1.Finding Reading Comprehension Simple
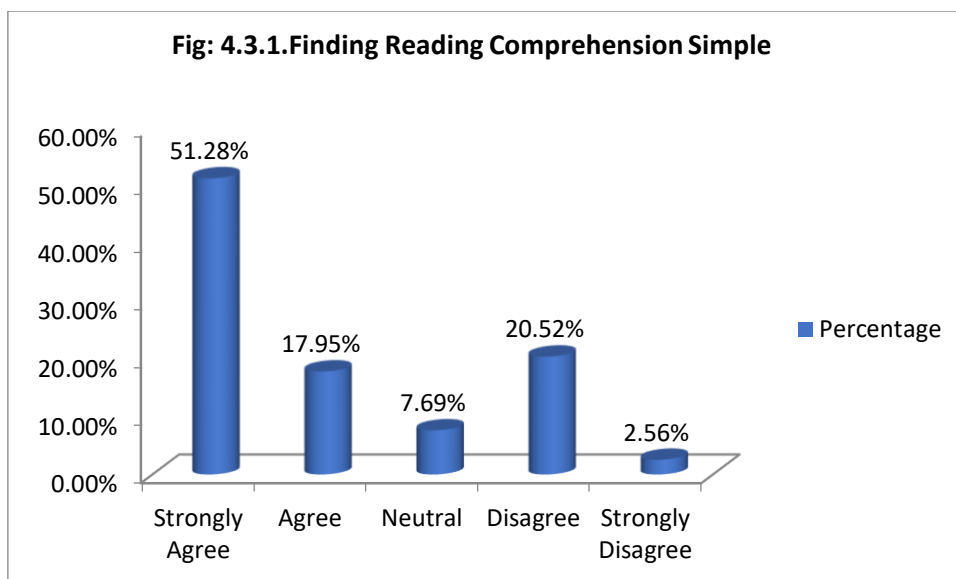
4.3.2. I read additional materials (stories, magazines *etc*. written in English) out of Class. (Table 4.3: Reading Attitudes).

As illustrated in the cone graph, most students read additional materials in English on their own *i.e*. 46.15% of the students strongly agreed that they read additional reading materials. While, 20.51% of them agreed to the given statement. Whereas, 12.82% students disagreed to the statement and 5.13% students strongly disagreed to the given statement, while 7.69% students were neutral (Fig.4.3.2).

Fig: 4.3.2. Reading Additional Materials in English other Than the Course Book
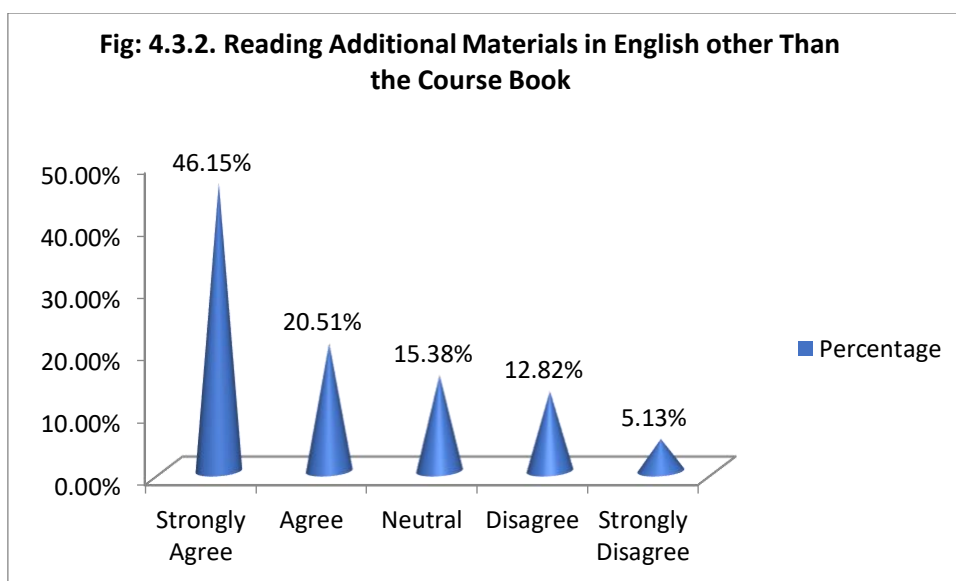
Table 4.3: Reading Attitudes

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
I find English comprehension reading simple	200	51.28	70	17.95	30	7.69	80	20.52	10	2.56
I read additional materials (stories, magazines *etc*. written in English) out of class.	180	46.15	80	20.51	60	15.38	50	12.82	20	5.13
I use English to refer to English dictionaries.	-	-	390	100	-	-	-	-	-	-

*Source***:** Field Survey

4.3.3. I use English to English dictionaries (Table 4.3: Reading Attitudes).

The pie chart clearly reveals that all the 390 students *i.e*. 100% of them admitted that they used English- to refer to English dictionaries Fig.4.3.3).

Fig: 4.3.3. Using English to Refer to English Dictionaries
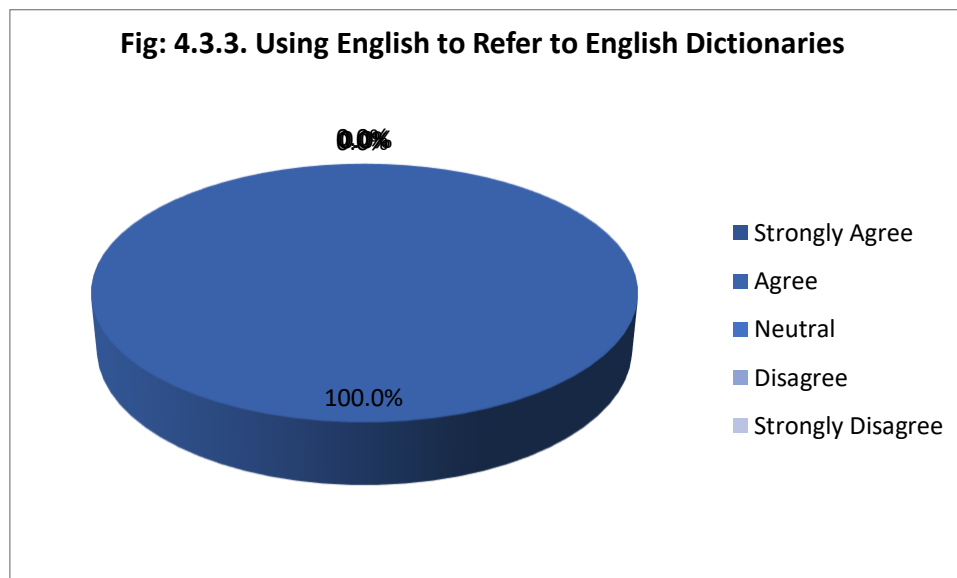
Dimension Two: Reading Strategies (Students' reading abilities and strategy use)

4.4.1. **Before starting reading, I try to guess what the text will be about** (Table 4.4: Reading Strategies)

The following graph illustrated that 5.13% students tried to guess what the text will be about. Whereas, 7.69% students agreed to the given statement, another 12.82% students remained neutral to the statement. And, 51.28% students disagreed to the given statement. Above all, 23.08% students strongly disagreed with the given statement (4.4.1).

Fig:4.4.1.Gussing what the Text will Be About
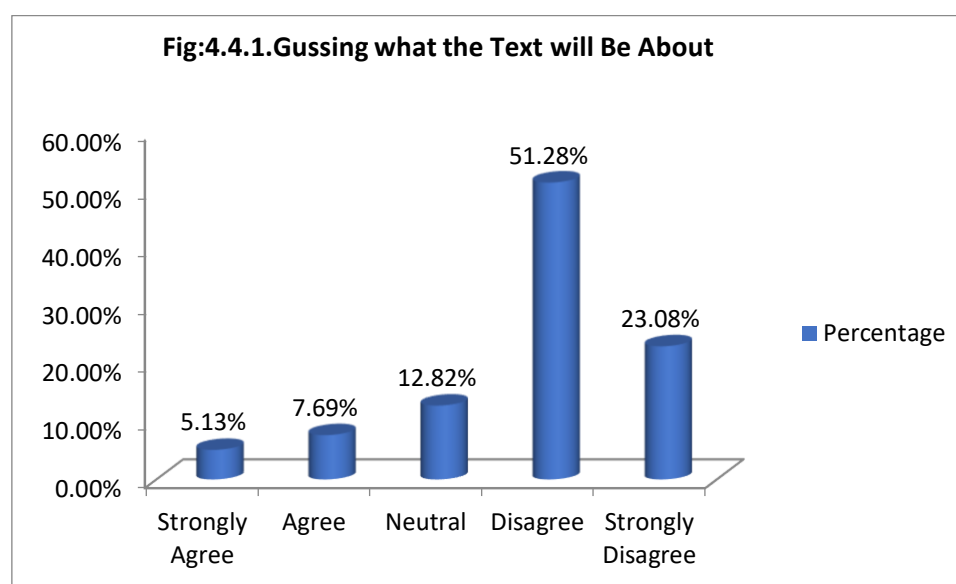
4.4.2 I can read a large text quickly to get an overall idea about it (Table 4.4: Reading Strategies)

The cone graph clearly states that 41.03% students strongly disagreed with the statement. Only 5.13% students strongly agreed with the statement while, 12.82% students only agreed and 25.64% students were totally neutral towards the statement of reading a large text quickly to get an overall idea about the text. On the other hand, 15.38% students disagreed with the statement (Fig, 4.4.2).

Fig:4.4.2. Reading a Large Text to Get The Whole Idea Quickly
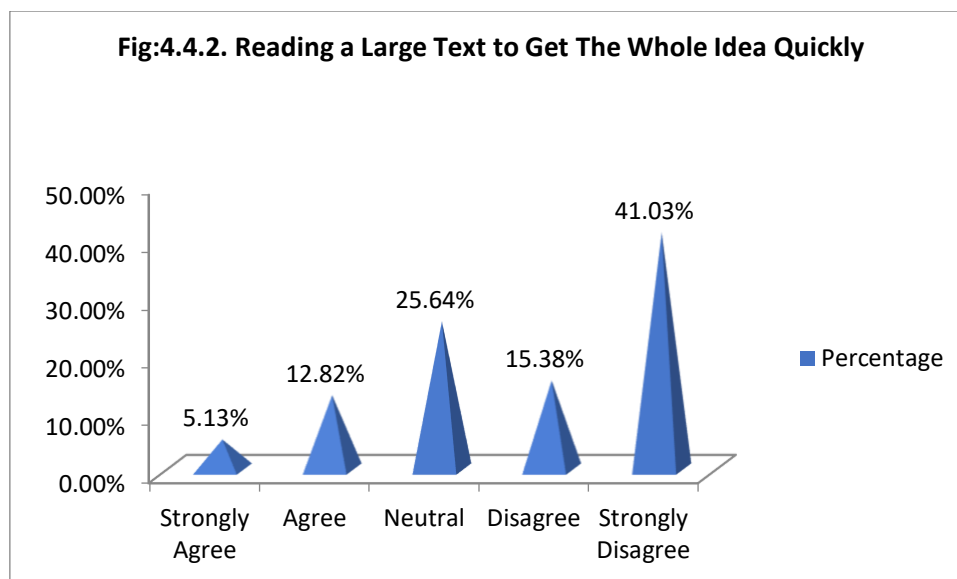
4.4.3 While I am reading, I can find out the main topic or idea of a text (Table 4.4: Reading Strategies)

Among the 390 students, 200 (51.28%) agreed that they can figure out the main topic or idea of a text while reading, whereas, 25 students (6.41%) respondents strongly agreed to the statement. Besides, 75 students (19.24%) respondents remained neutral to the statement and another 60 students that is 15.38% disagreed with the statement. On the other hand, 30 students *i.e*. 7.69% respondents strongly disagreed with the statement (Fig.4.4.3).

Fig: 4.4.3.Finding The Main Idea of the Text Quickly

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Table 4.4 Reading Strategies

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
Before starting reading, I try to guess what the text will be about	20	5.13	30	7.69	50	12.82	200	51.28	90	23.08
I can read a large text quickly to get an overall idea about it.	20	5.13	50	12.82	100	25.64	60	15.38	160	41.03
While I am reading, I can find out the main topic idea of a text.	25	6.41	200	51.28	75	19.24	60	15.38	30	7.69
I can distinguish the main ideas from supporting details.	30	7.69	40	10.26	10	2.56	30	7.69	280	71.79
I can find out specific information from the text quickly	40	10.26	160	41.03	20	5.13	120	30.76	50	12.82
I can analyse long sentences and phrases while reading.	10	2.56	60	15.38	20	5.13	290	74.36	10	2.56

I can give a title while reading a passage.	20	5.13	190	48.72	30	7.69	110	28.21	40	10.26
After I finish reading, I can summarise the read text.	30	7.69	110	28.21	20	5.13	200	51.28	30	7.69

Source: Field Survey

4.4.4. I can distinguish the main ideas from supporting details of the lesson taught (Table 4.4: Reading Strategies)

In the observation, it was found that 280 students (71.70% } strongly disagreed to the statement that they could not distinguish the main ideas from supporting details of the lesson taught and 30 students *i.e*. 7.69% strongly agreed with the statement. Whereas, 40 students (10.26%) agreed to the statement, while 10 students *i.e.* 2.56% students remained neutral to the statement. Besides, 30 students (7.69%) disagreed with the given statement (Fig.4.4.4).

Fig:4.4.4.Distinguishing The Main Idea From The Supporting Details
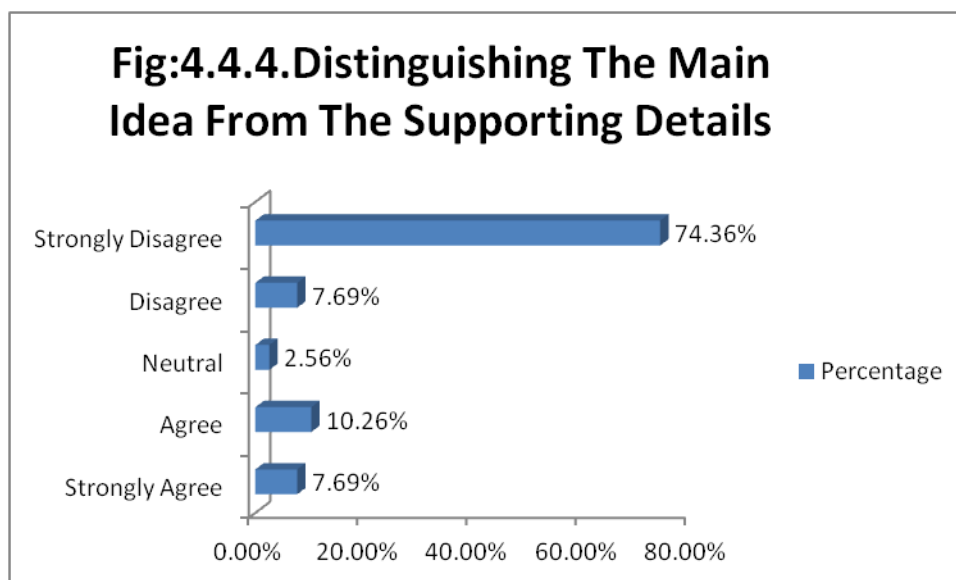
4.4.5 I can find out specific information from the text quickly (Table 4.4: Reading Strategies)

The following graph depicts those 40 students (10.26%) who were able to find out specific information from the text. On the other hand, 160 students *i.e.* 41.03% informants strongly agreed with the statement. But, 20 students (5.13%) remained neutral towards the statement. Another 120 students *i.e.* 30.76% informants disagreed with the given statement and 50 students (12.82%) strongly disagreed to the given statement (Fig.4.4.5).

Fig:4.4.5.Finding Specific Information From The Text Quickly
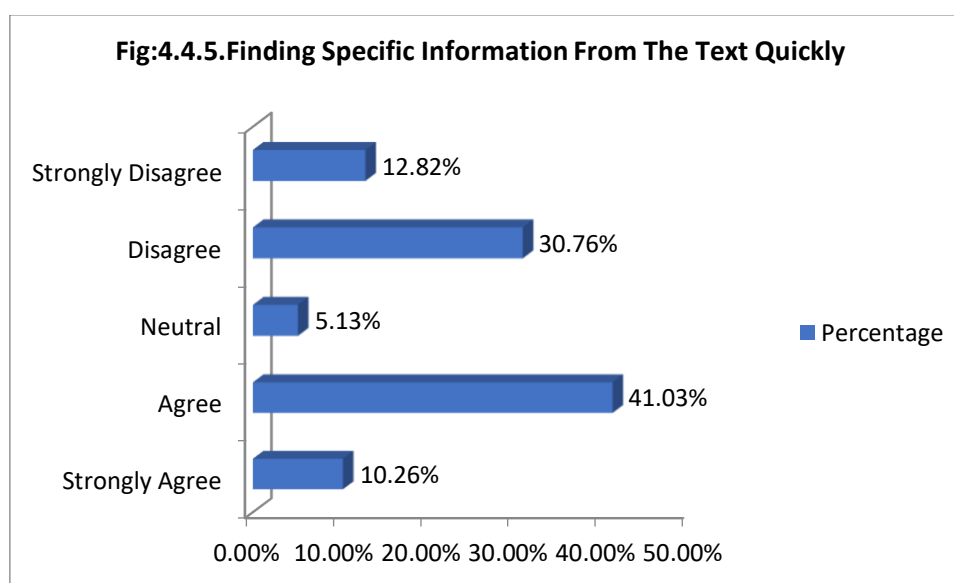
4.4.6: I can analyze long sentences and phrases while reading (Table 4.4: Reading Strategies)

As illustrated in the bar graph below, 290 students *i.e.* 74.36% participants disagreed to the statement that, "I can analyze long sentences and phrases while reading". On the other hand, 60 students (15.38%) participants agreed with the given statement. Whereas, 20 students. (5.13%) were neutral towards the statement. Ten students *i.e.* 2.56% strongly agreed to the statement and another 10 students (2.56%) strongly disagreed to the given statement (Fig.4.4.6).

Fig: 4.4.6. Analysing long Sentences and Phrases While Reading
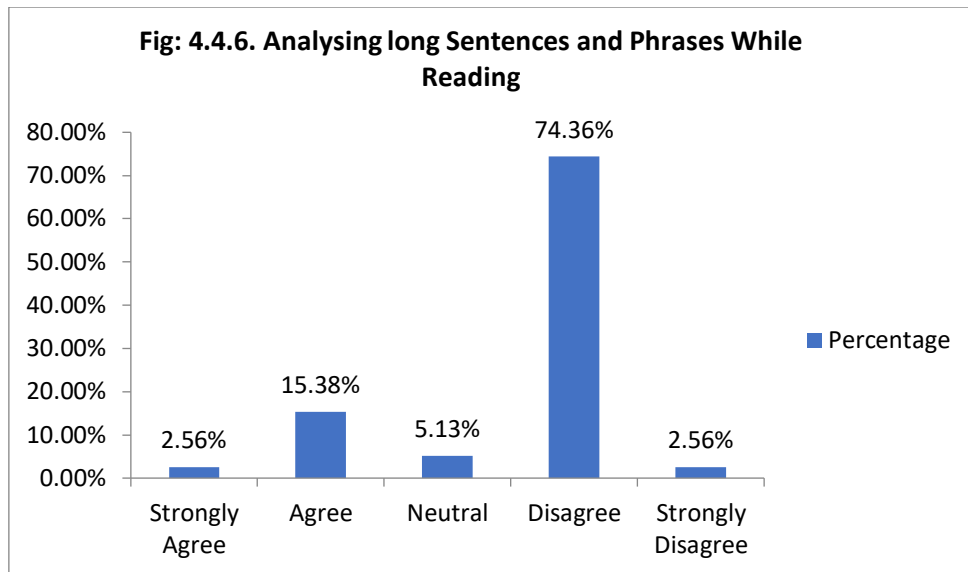
4.4.7: I can give a title while reading a passage (Table 4.4: Reading Strategies)

According to the plotted cone graph, 190 students (48.72%) admitted/ agreed that they could give a title while reading a passage. A total of 110 students *i.e.* 28.21% disagreed to the given statement. Twenty students (5.13%) strongly agreed with the statement. Whereas, 30 students *i.e.*7.69% remained neutral to the statement and 40 students *i.e.* 10.26% strongly disagreed to the given statement (Fig.4.4.7).

Fig:4.4.7.Giving Title To a Reading Text
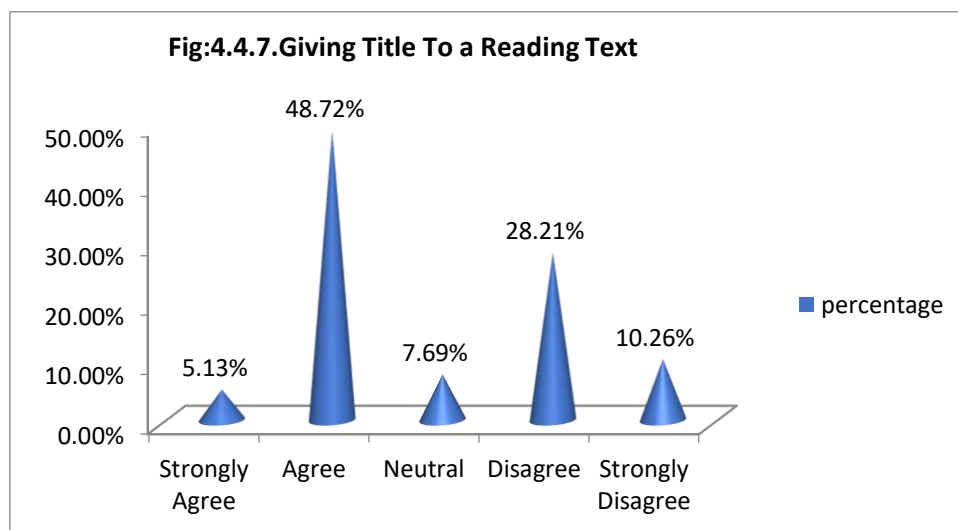
4.4.8: After I finish reading, I can summarize the reading text (Table 4.4: Reading Strategies)

As shown in the pie chart, 200 students (51.28%) disagreed to the statement that, "After I finish reading a text, I can summarize the reading text," while 30 students *i.e.* 7.69% strongly disagreed with the statement. A total of 110 students (28.21%) agreed and 30 students (7.69%) strongly agreed with this statement. On the other hand, 20 students *i.e.* 5.13% were neutral towards the given statement. When a reader understands the text as a whole, s/he can distinguish the main ideas from the supporting details and consequently, s/he can give a summary paraphrasing the important parts of a text. Therefore, to give a suitable summary to a reading, text may mean managing the reading comprehension process in a proper way (Fig.4.4.8).

Fig: 4.4.8.Summarising The Text After Reading
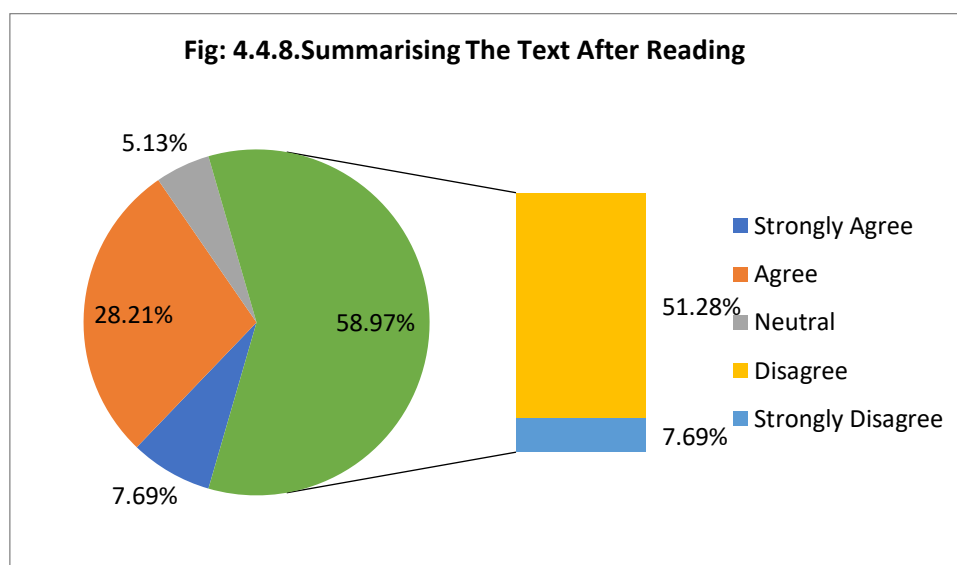
Dimension Three: Students' attitudes to the facilities and resources of the schools.

4.5.1: The library resources and services at the schools are sufficiently available (Table 4.5: Students' attitudes to the facilities and resources of the schools)

According to the bar diagram, 300 participants (76.92%) students disagreed with the statement that "The library resources and services in the schools are sufficiently available." Only 3.85% *i.e.* 15 students strongly agreed with the above statement and 6.41% *i.e.* 25 students agreed that the library is well-resourced. Total of 50 students (12.82%) participants strongly disagreed with the statement. Libraries can have an effect on students' performance. Well-resourced libraries should offer study space, books, journals, computers, electronic resources, workstations, collections and perhaps a place to get a cup of tea/coffee. None of

these services and resources is available in the small library in the schools of Mokokchung district. There are only some, mostly outdated books (Fig. 4.5.1).

Fig:4.5.1.Resources and Services of The Library Are Sufficiently Available

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3.85% 6.41% 0.0%
12.82%
76.92%
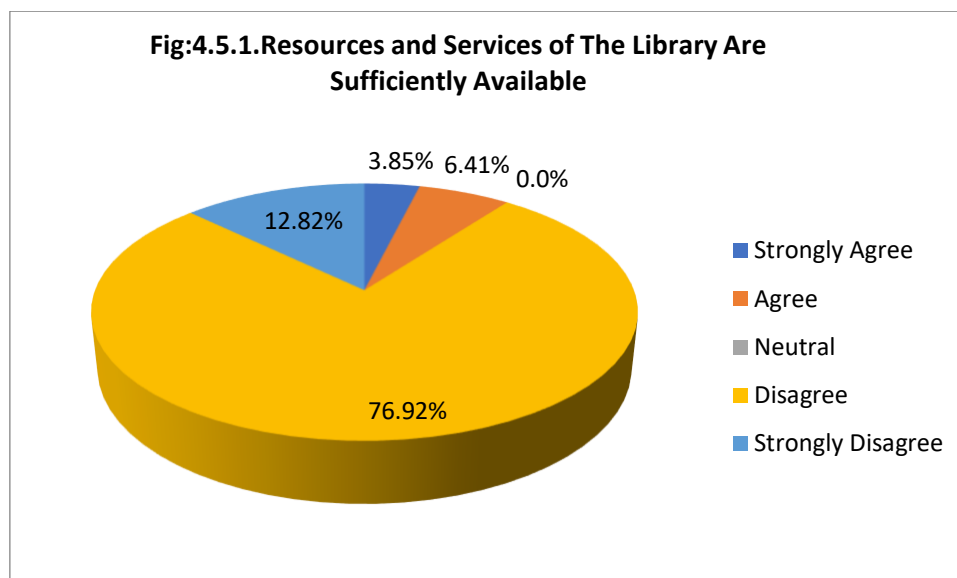
4.5.2 The Internet is always accessible at the schools (Table 4.5: Students' attitudes to the facilities and resources of the schools)

The Internet is one of the effective resources for EFL teachers (Chen, 2008). The Internet can enrich materials and help the students to understand native speakers to improve the foreign language they learn (Wu *et al.*, 2013). According to Abdi (2013), some of the benefits of using the Internet in language teaching and learning are: motivating students and teachers, increasing the participation and interaction of students in the classroom, and allowing a deeper integration with the culture of the target language.

The bar graph plot clearly illustrates that 20 students (5.13%) strongly agreed with the statement, "The Internet is always accessible at the schools." Another, 60 students (15.38%) agreed to the statement, while 10 students (2.56%) were neutral, and 190 students (48.72%) disagreed to the statement. A total number of 110 students (28.21%) strongly disagreed to the given statement (4.5.2).

Fig: 4.5.2.The Internet is Always Accessible at The School
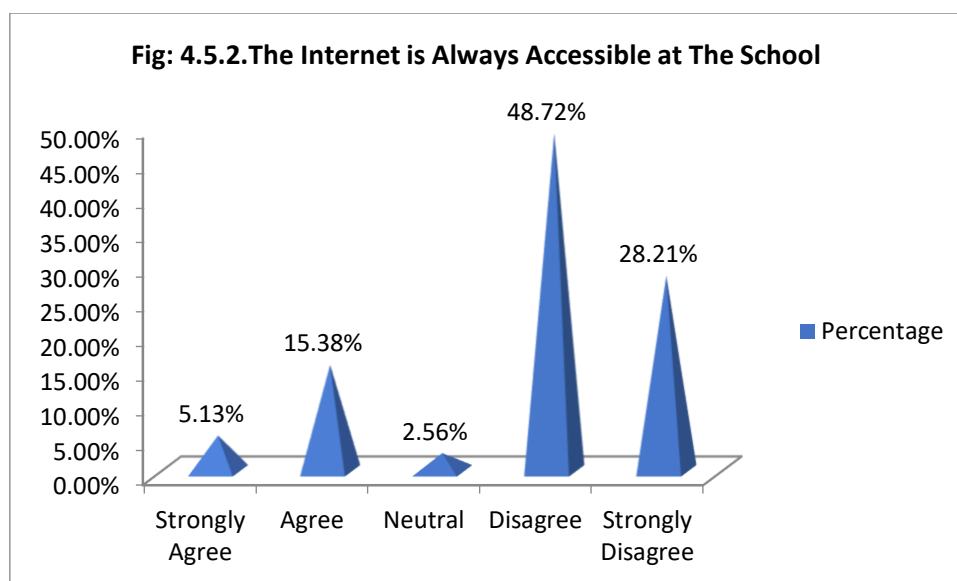
Table 4.5: Students' attitudes to the facilities and resources of the schools

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
The library resources and services at the schools are sufficiently available.	15	3.85	25	6.41	-	-	300	76.92	50	12.82
The Internet is always accessible at the schools.	20	5.13	60	15.38	10	2.56	190	48.72	110	28.21
Classrooms are provided with IT facilities.	5	1.28	15	3.84	10	2.56	250	64.1	110	28.21
There is an acceptable number of students in each classroom.	165	42.31	195	50	-	-	20	5.13	10	2.56

Source: Field Survey

4.5.3 Classrooms are provided with IT facilities (Table 4.5: Students' attitudes to the facilities and resources of the schools)

With the emergence of technology and its fast development, teachers are necessarily required to integrate technology and the use of computers in teaching reading exercise (Park & Kim, 2011). Using computers in learning can make it possible to design and develop learning environments that take the differences among the individuals into account and that could be modified according to the personal needs of the users (Brusilovsky & Peylo, 2003). Compared to printed material, computers are preferred by many people because of the accessibility of the information, the ability to change text to the desired size, ease of organization, the avoidance of paper costs, and environmental benefits by the reduction of paper use (Dundar & Akcayir, 2012). Using computers in teaching English can increase learners' motivation, promote language awareness, stimulate learners' responses to literary texts and aid comprehension (Zainal, 2012). Unfortunately, poor infrastructural facilities in most of the secondary schools in Mokokchung discourage teachers from integrating computers and technology in their teaching methods.

The following bar graph describes the students' responses to the statement, "Classrooms are provided with IT facilities." In this graph majority of the students (250) *i.e.* 64.10% disagreed to the statement and 110 students *i.e.* 28.21% strongly disagreed to the given statement. Only 05 students *i.e.* 1.28% strongly agreed to the given statement. While, 15 students *i.e.* 3.84% agreed with the given statement and 10 students *i.e.* 2.56% were neutral to the statement. It is probable that these students used the computer room in the school sometimes (Fig.4.5.3).

Fig:4.5.3.Classrooms are Provided With IT Facilities
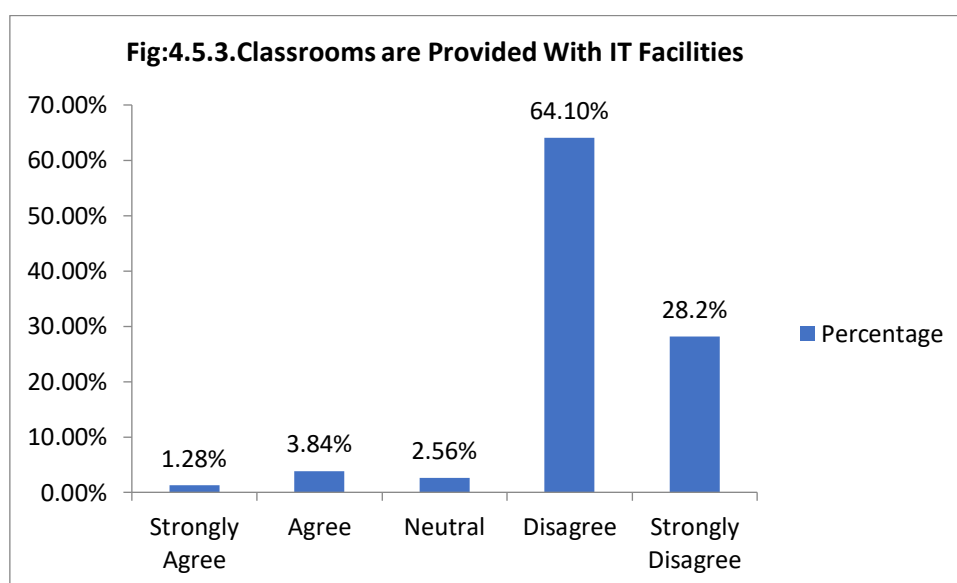
4.5.4: There is an acceptable number of students in each classroom (Table 4.5: Students' attitudes to the facilities and resources of the schools)

The number of students in classrooms can deeply affect the instruction process either in a positive way when the number is acceptable or in a negative way when classes are overcrowded. In fact, overcrowded classes can be an impending and de-motivating factor for both learners and teachers. It may make teachers' attempt to provide a meaningful teaching session challenging. In Secondary schools, there are on average forty students in a class and sometimes the number exceeds sixty.

As depicted in the pie chart, 165 students (42.31%) strongly agreed to the given statement. Similarly, 195 students *i.e.* 50% agreed with the statement that, "There is an acceptable number of students in each classroom." Another 20 students *i.e.* 5.13% disagreed and 10 students *i.e.* 2.56% strongly disagreed with the above statement (Fig.4.5.4).

Fig:4.5.4.Number of Acceptable Students in Each Class

Category	Percentage
Strongly Agree	42.31%
Agree	50.0%
Neutral	0.0%
Disagree	5.13%
Strongly Disagree	2.6%
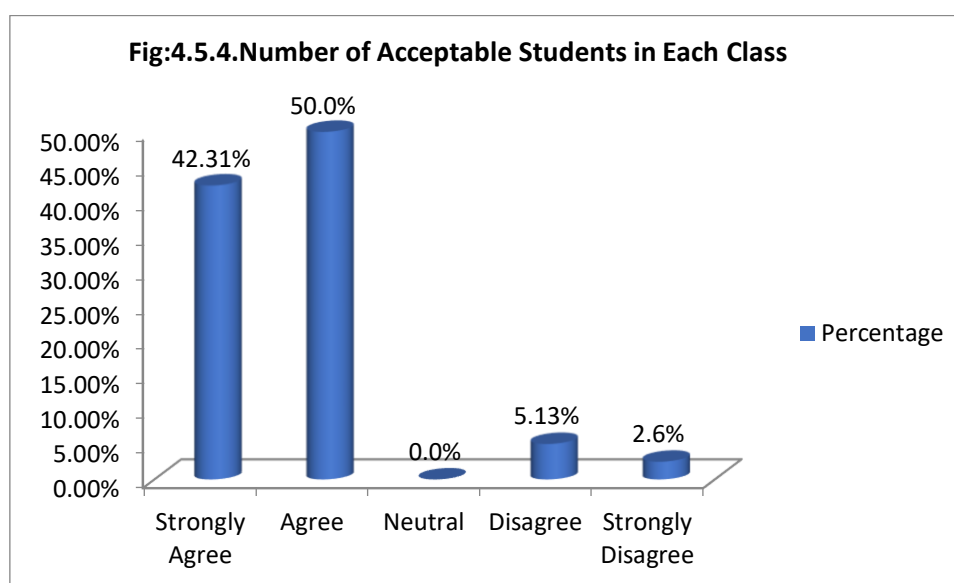
Dimension Four: Teaching Strategies (Students' Attitudes Toward Reading Instruction and Teaching Strategies)

4.6.1. My teacher tries to make reading enjoyable (Table 4.6: Teaching Strategies)

The bar graph shows that among the 390 students, 165 (42.31%) strongly agreed with the view that their teacher tried to make reading enjoyable. Similarly, 195 students *i.e.* 50%

agreed with the above-mentioned view. Whereas, only 20 students (5.13%) disagreed to the given view and 10 students *i.e.* 2.56% strongly disagreed with the given view point. Thus, from the graph it can be deduced that majority of the learners agreed that their teacher makes reading enjoyable by providing a healthy environment (Fig. 4.6.1).

Fig:4.6.1.Making Reading Enjoyable
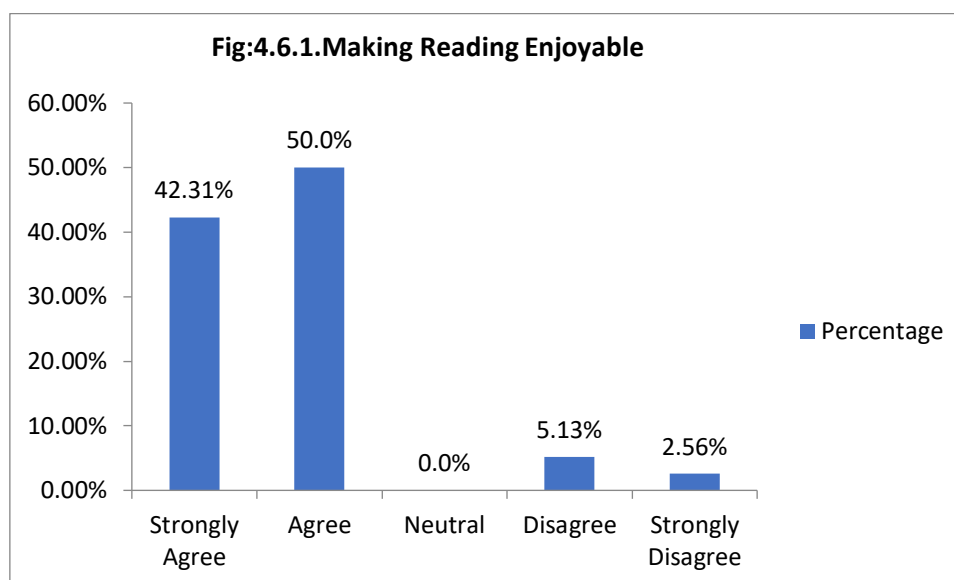
4.6.2 My teacher gives me the chance to select the topics of the reading texts (Table 4.6: Teaching strategies)

It is the teachers' responsibility to decide the syllabus items and select reading texts. Reading materials should be selected to stimulate students' interests through various interesting topics and different types of texts as well as giving students the opportunity to negotiate the selection of texts according to their purposes of reading.

According to the pie chart, most of the students that is (240+50=290) (74.35%) asserted that their teachers do not give them the chance to choose the topics of the reading text. Whereas, 50 students i.e.12.82% strongly disagreed with the given opinion and 240 students (61.54%) disagreed with the statement. On the other hand, 40 students (10.26%) strongly agreed to the given opinion while, 195 students *i.e.* 50% only agreed with the given opinion (Fig. 4.6.2).

Fig:4.6.2.Chance of Selecting The Topic of The Reading Text

Strongly Disagree	12.82%
Disagree	61.54%
Neutral	0.0%
Agree	15.38%
Strongly Agree	10.26%

0.00% 10.00% 20.00% 30.00% 40.00% 50.00% 60.00% 70.00%

■ Percentage
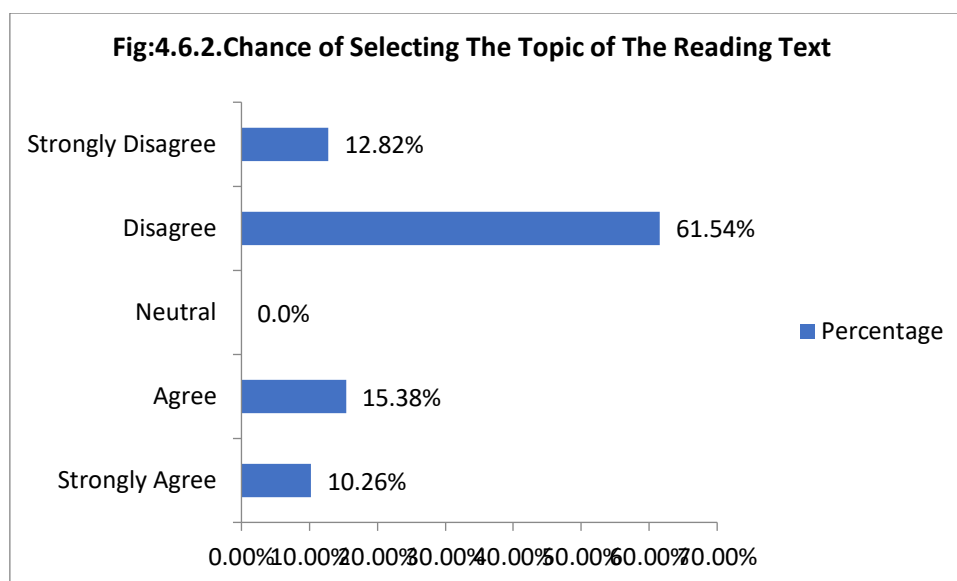
4.6.3 My teacher speaks only in English in class (Table 4.6: Teaching strategies)

The graph below clearly indicates that all the 390 students *i.e.* 100% students strongly agreed that English is the language of instruction in reading classes. Thus, it can be concluded that the teacher spoke only in English in class (Fig.4.6.3).

Fig:4.6.3.Speaking in English in The Classroom

0.0%

100.0%

■ Strongly Agree
■ Agree
■ Neutral
■ Disagree
■ Strongly Disagree
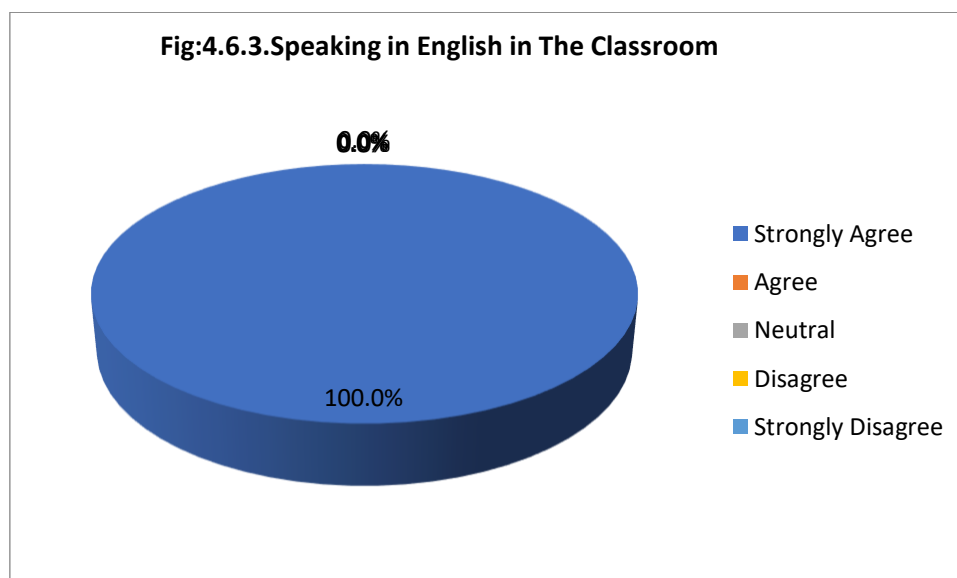
4.6.4 My teacher asks me to use only English in discussing the text in class (Table 4.6: Teaching strategies)

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The pie chart indicates that out of the 390 students, 360 (92.31%) claimed that their teachers ask them to use English while discussing the text in class. A total of 30 students *i.e.* 7.69% were neutral towards the given statement. Thus, discussing the text in English is a good chance for students to practice speaking in English and gain confidence (Fig. 4.6.4).

Fig:4.6.4.Using Only English to Discuss a Text in Classroom

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

0.0%
0.0%0.0%
7.69%
92.31%
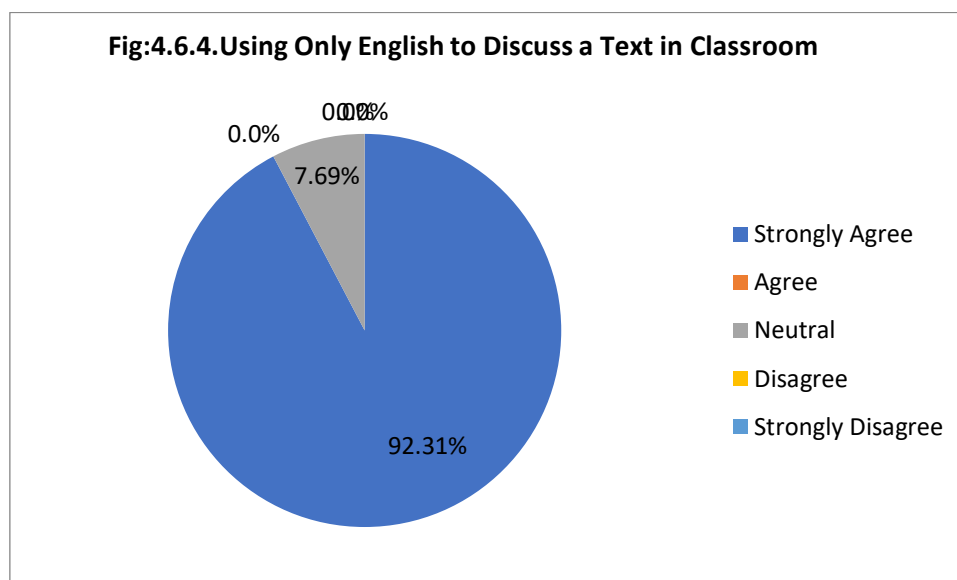
4.6.5. My teacher arranges the class in groups/pairs in order that we find meaning of texts through discussion (Table 4.6: Teaching strategies)

To work effectively, some strategies for teaching reading require dividing the class into groups or pairs. For example, in a cooperative learning strategy, which is learner-centered workout, students have to work in groups so that they build on each other's knowledge and provide feedback on each other's activities (Webb, 2009).

According to the bar graph 15 students *i.e.* 3.87% strongly agreed to the statement, "My teacher arranges the class in group/pairs in order that we find meaning of text through discussion." Another 25 students *i.e.* 6.4% agreed to the statement. Whilst, 300 students *i.e.* 76.92% strongly agreed to the given statement and 50 students *i.e.* 12.82% disagreed with the statement (Fig. 4.6.5).

Fig:4.6.5.Arranging The Class in Pairs to Find Meaning of The Text
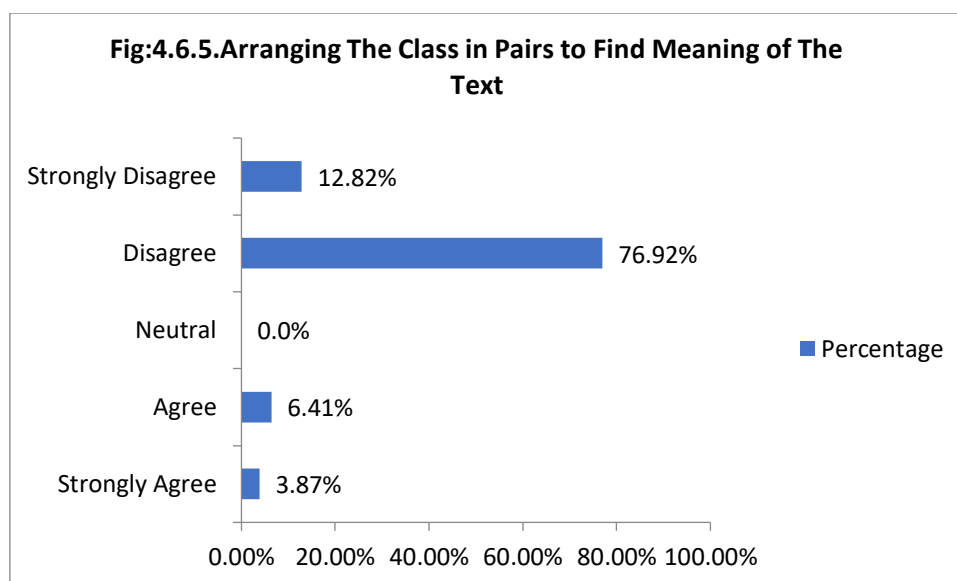
4.6.6: My teacher divides the reading lesson into pre-reading, while-reading and post-reading activities (Table 4.6: Teaching strategies)

To be a well-organized teacher, good planning is important for effective teaching and learning (Ceranic, 2009). In reading classes, enhancing reading with activities for pre-reading, while-reading and post-reading stages are essential (Akyol *et al*., 2014). However, in a traditional reading class, teaching students reading comprehension starts with reading a text by the teacher who may point out the key words in the text and then reading it aloud by students, then answering the questions that follow the text.

As, illustrated in the cone graph 20 students (5.13%) strongly agreed to the statement, "My teacher divides the reading lesson into pre-reading, while-reading and post-reading activities." Whereas, majority of the students *i.e.* 250 of them (74.38 %) disagreed with the statement and 50 students *i.e.* 12.82% strongly disagreed with the given statement. Thus, the graph shows that majority of the learners did not prefer the teacher dividing the lesson into various activities (Fig. 4.6.6).

Fig:4.6.6.Dividing The lesson Into Various Activities
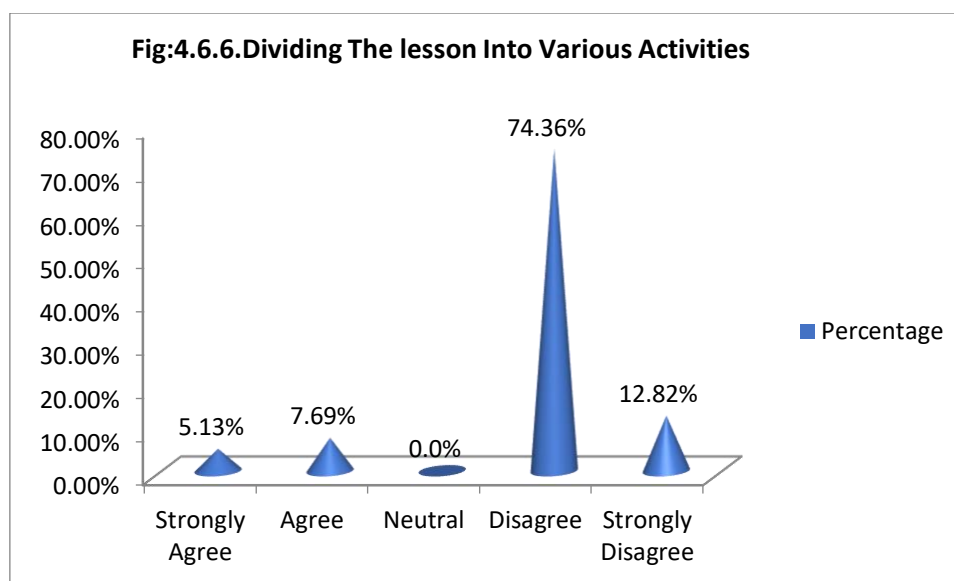
4.6.7. My teacher asks various questions related to a particular text in order to prepare us to read the text (Table 4.6: Teaching strategies)

Starting the reading class with some questions about the topic of a text is a pre-reading activity that helps to engage the students' background knowledge and to make them familiar with the topic and the key words in a text. However, this activity will be beneficial only when the students have pre-knowledge about the topic or the text.

According to the data plot, most of the students said that, "My teacher asks various questions related to a particular text in order to prepare us to read the text" which they were going to read. Out of the 390 students, 70 (27.95%) strongly agreed to the given opinion, while 200 students (51.28%) only agreed to the statement. Only, 01 student (0.26%) was neutral to the given statement. Whereas, 80 students (20.5%) strongly agreed with the given statement and 39 students *i.e.* 10% disagreed with the given statement (Fig. 4.6.7).

Fig:4.6.7.Asking Questions to Make The Learners Read The Text
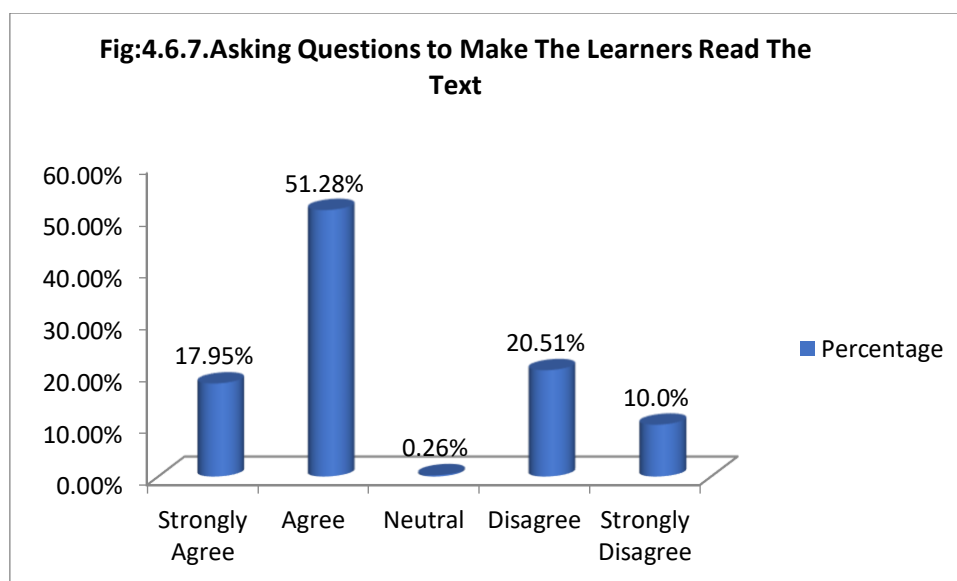
4.6.8 My teacher explains the background of the text before we start reading it (Table 4.6: Teaching strategies)

Familiarizing students with the topic of a reading text is another pre-reading activity that can activate students' relevant existing schemata and engage their background knowledge to make it easy to insert new information into them. The following ring graph, clearly demonstrates that 78 students (20%) strongly agreed to the statement, "My teacher explains the background of the text before we start reading it." However, 260 students (66.67%) agreed to the given statement and 40 students *i.e.* 10.26% strongly agreed with the given statement and 12 students *i.e.* 3.08% disagreed with the statement (Fig. 4.6.8).

Fig: 4.6.8.Explaining The Backgroung of The Text Before Reading

225
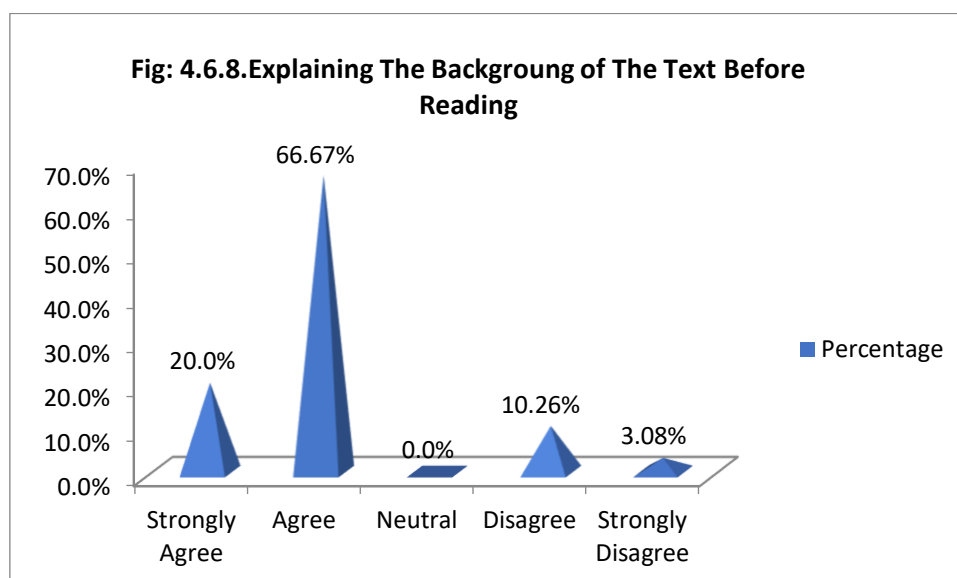
4.6.9. My teacher asks us to read the text one by one aloud in class (Table 4.6: Teaching strategies)

According to the Pyramid graph most of the students stressed that during reading comprehension classes, their teachers asked them to take turns to reading the text aloud in class. As per the graph 78 students *i.e.* 20% strongly agreed with the statement "My teacher asks us to read the text one by one aloud in class." On the other hand, 270 students *i.e.* 69.23% students agreed with the statement. While, 30 students *i.e.* 7.69% strongly agreed with the given statement and 12 students *i.e.* 3.08% agreed with the statement. Thus, reading aloud helps the teachers to analyze the mistakes that students make. It is not the normal way in which people read (Alderson, 2000). Moreover, reading aloud may impede reading comprehension and slow reading speed because readers have to focus on every word (Grabe & Stoller, 2002) Fig.4.6.9).

Fig:4.6.9.Read The Text Loudly in The Class

A bar chart titled "Fig:4.6.9.Read The Text Loudly in The Class" showing percentage values: Strongly Agree 20.0%, Agree 69.2%, Neutral 0.0%, Disagree 7.69%, Strongly Disagree 3.08%.
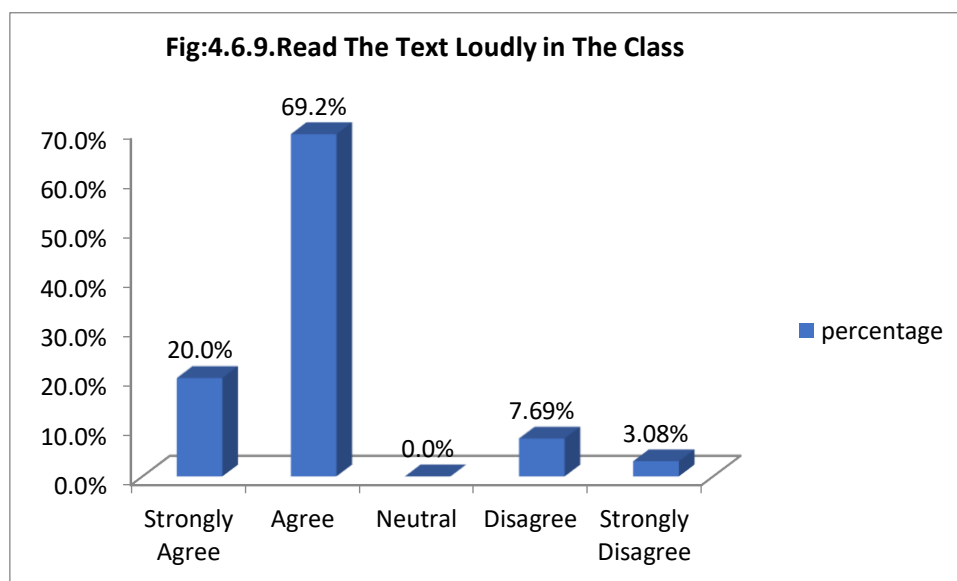
4.6.10. when I come across a new word, my teacher helps me by providing its meaning (Table 4.6: Teaching strategies)

Many teachers of English reading comprehension provide their students with the English meanings of unknown words *i.e.* they provide the definitions, synonyms, antonyms and/or

explanations of the unfamiliar words. This can enrich students' vocabulary but it does not guarantee reading comprehension.

As depicted in the cylindrical bar graph, 290 students *i.e.* 74.35% agreed with the statement that their teacher helped them by providing the meaning of the new words while reading. On the other hand, 70 students *i.e.* 77.95% strongly agreed to the given statement. Whereas, 20 students (5.13%) disagreed with the given statement and 10 students (2.66%) strongly disagreed with the given statement (Fig. 4.6.10).

Fig:4.6.10.Providing Meaning To a New Text
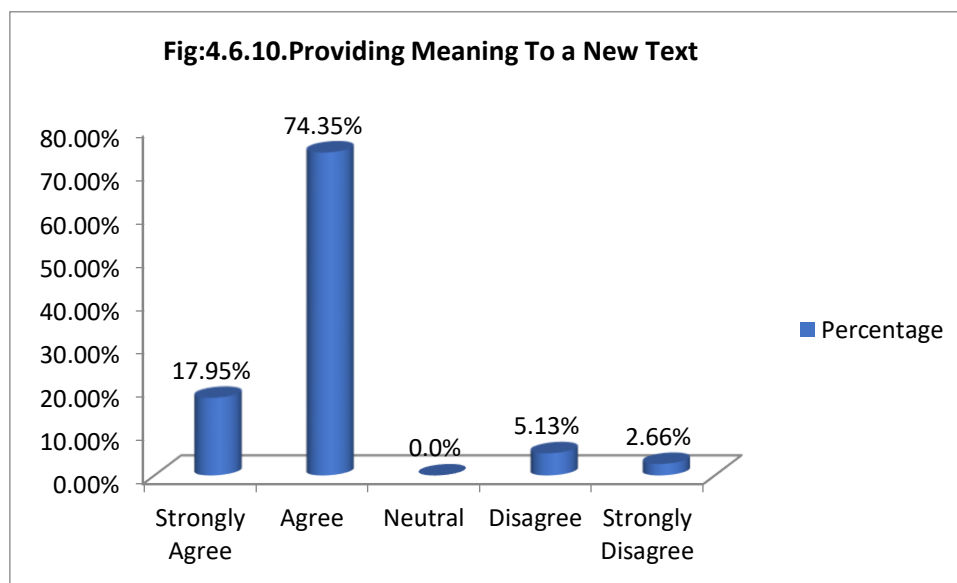
4.6.11. My teacher encourages me to consult an English-dictionary when I come across unfamiliar words while reading (Table 4.6: Teaching strategies)

Among the 390 students, 260, (66.67%) agreed with the statement that "My teacher encourages me to consult an English dictionary for unfamiliar words." Besides, 115 students *i.e.* 29.49% students strongly agreed to the statement. On the other hand, 15 students *i.e.* 3.87% students disagreed with the statement (Fig. 4.6.11).

Fig:4.6.11.Consulting Dictionary For Unfamiliar Words

3.87%
0.0% 0.0%
29.49%
66.67%

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
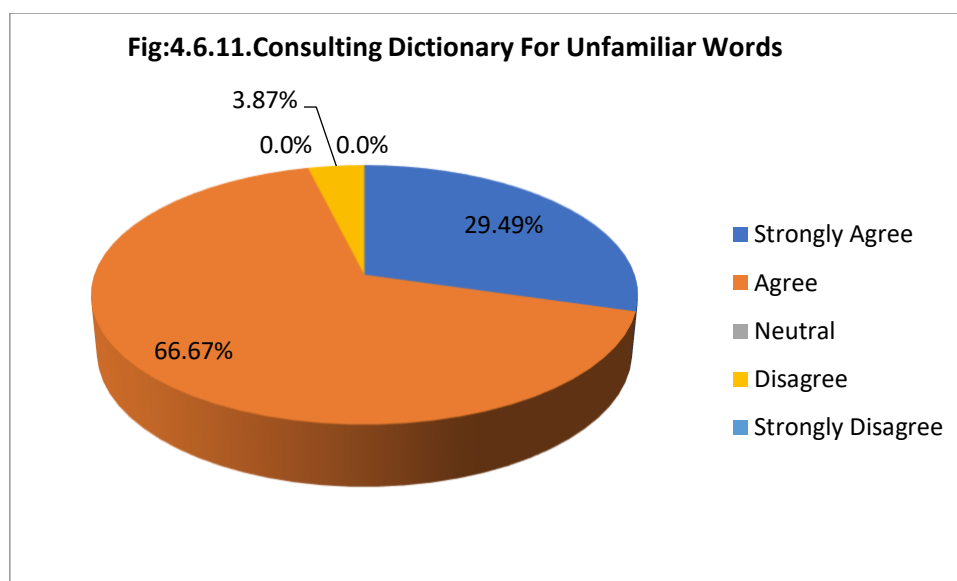
4.6.12. My teacher encourages me to guess the meaning of unfamiliar words by using contextual clues (Table 4.6: Teaching strategies)

When students come across unfamiliar vocabulary, teachers must encourage them to contextualize the targeted words, providing them with their meanings, or telling them to consult a dictionary. Of these three techniques, trying to guess the meaning of the unknown vocabulary from the surrounding context is more preferable for enhancing reading comprehension.

The given bar graph clearly indicates that, 10 students *i.e.* 2.66% strongly agreed and 60 students *i.e.* 15.38% agreed that "My teacher encourages me to guess the meaning of unfamiliar words by using contextual clues." Another, 20 students (5.13%) remained neutral to the given statement. Besides, 280 students (71.79%) disagreed to the statement and 20 students (5.13%) strongly disagreed to the given statement (Fig.4.6.12).

Fig:4.6.12.Guessing The Meaning of Unfamiliar words by using Contextual Clues
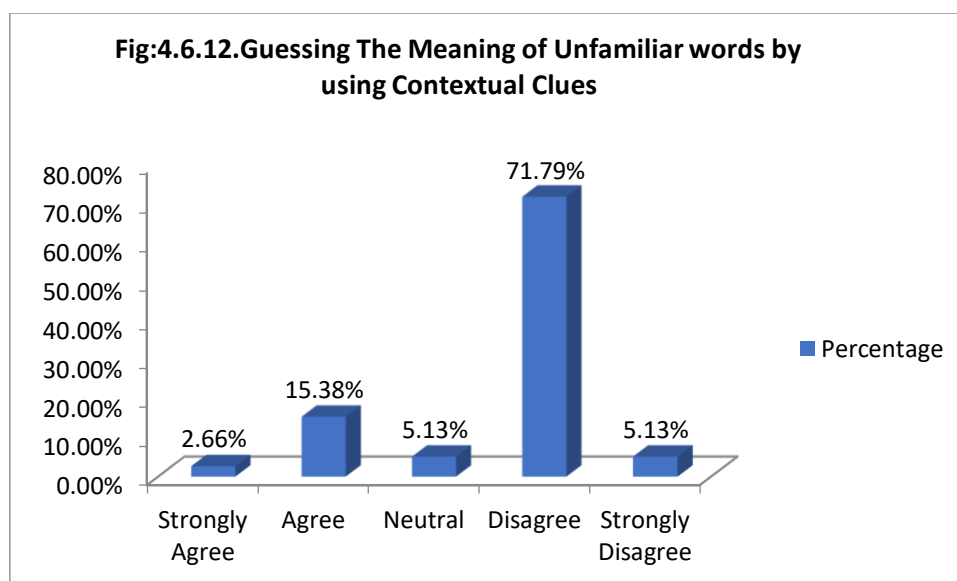
Table 4.6: Teaching strategies

N=390

Information	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
My teacher tries to make reading enjoyable	165	42.31	195	50	-	-	20	5.13	10	2.56
My teacher gives me the chance to select the topics of the reading texts	40	10.26	60	15.38	-	-	240	61.54	50	12.82
My teacher speaks only in English in class	390	100	-	-	-	-	-	-	-	-

My teacher asks me to use only English in discussing the text in class	360	92.31	-	-	30	7.69	-	-	-	-
My teacher arranges the class in groups/pairs in order that we find meaning of texts through discussion	15	3.87	25	6.41	-	-	300	76.92	50	12.82
My teacher divides the reading lesson into pre-reading, while-reading and post-reading activities	20	5.13	30	7.69	-	-	290	74.36	50	12.82

My teacher asks various questions related to a particular text in order to prepare us to read the text	70	17.95	200	51.28	1	0.26	80	20.51	39	10
My teacher explains the background of the text before we start reading it	78	20	260	66.67	-	-	40	10.26	12	3.08
My teacher asks us to read the text one by one aloud in class	78	20	270	69.23	-	-	30	7.69	12	3.08
When I come across a new word, my teacher helps me by providing its meaning	70	17.95	290	74.35	-	-	20	5.13	10	2.66

My teacher encourages me to consult an English-dictionary when I come across unfamiliar words while reading	115	29.49	260	66.67	-	-	15	3.87	-	-
My teacher encourages me to guess the meaning of unfamiliar words by using contextual clues.	10	2.66	60	15.38	20	5.13	280	71.79	20	5.13
My teacher teaches us how to develop inferencing skills	15	3.86	272	69.74	-	-	80	20.5	23	5.9

My teacher teaches us how to skim a text (i.e., to read a text in the shortest possible time to get an overall idea about it	50	12.82	240	61.54	60	15.38	30	7.69	10	2.56
My teacher teaches us how to scan a text (i.e., to read a text quickly, though not carefully, to find out a piece of information).	40	10.26	50	12.82	20	5.13	230	58.97	50	12.82
My teacher emphasizes language learning (i.e. structure, pronunciation etc.) in a reading class.	80	20.5	280	71.79	-	-	15	3.86	15	3.86

My teacher asks us to make questions from the texts.	45	11.54	70	17.95	-	-	145	37.18	130	33.33
My teacher teaches us how to evaluate a text critically	39	10	270	69.23	-	-	40	10.26	41	10.51
My teacher teaches us how to summarize a text	40	10.26	260	66.67	-	-	60	15.38	30	7.69
My teacher makes us take note of text organization.	40	10.26	90	23.08	-	-	260	66.67	-	-
My teacher helps us to link reading with purposeful communicati on n	40	10.26	260	66.67			60	15.38	30	7.69

Statement										
My teacher changes texts according to the purpose of reading in the class	30	7.69	48	12.31			234	60	78	20
My teacher points out my problems regarding reading	80	20.51	200	51.28	15	3.85	75	19.23	20	5.13
My teacher provides me with more reading list to read on my own	-	-	160	41.03	20	5.13	150	38.46	60	15.38

Source: Field Survey

4.6.13. My teacher teaches us how to develop inferencing skills (Table 4.6: Teaching strategies)

Inferencing is a reading skill that is related to making assumptions and logical conclusions from existing ideas (Cuperman, 2014). It affects the interpretation of a text to a large extent, helps the students to read texts more quickly and makes use of their intelligence, making reading more enjoyable (Nuttall, 2005).

Following diagram shows that majority of the participants stressed that their teacher teaches them how to develop inferencing skills to understand the text. Thus, 272 students (69.74%) agreed to the given statement, while 15 students *i.e.* 3.86% strongly agreed to the given

statement. Another 80 students *i.e.* 20.50% disagreed to the given statement and 23 students *i.e.* 5.90% strongly disagreed to the given statement (Fig.4.6.13).

Fig:4.6.13.Developing Inferencing Skill to The Students
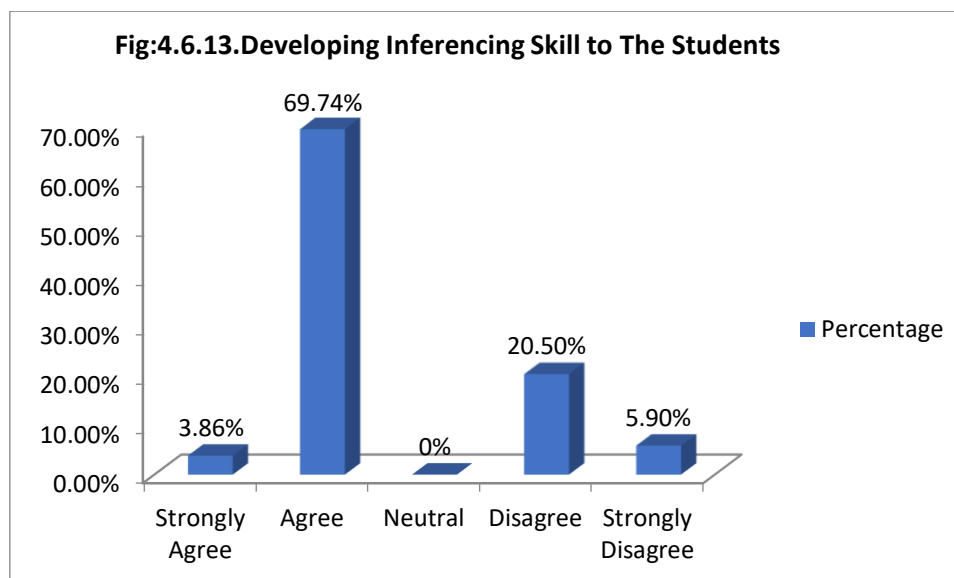
4.6.14. My teacher teaches us how to skim a text (i.e., to read a text in the shortest possible time to get an overall idea about it (Table 4.6: Teaching strategies)

As per the graph, 74.36% students felt that their teachers advised them to use the reading skill of skimming. Further, 50 students *i.e.* 12.82% strongly agreed to the idea of skimming to get an idea about the text and 240 students *i.e.* 61.54% agreed with the statement of reading a text in the shortest possible time to get an overall idea about it. On the other hand, 30 students, *i.e.* 7.69% disagreed, while 60 students *i.e.* 15.38% were neutral to the idea of skimming. Similarly, 10 students, *i.e.* 2.56% strongly disagreed with the statement (Fig.4.6.14).

Fig:4.6.14.Skimming a Text to Get An Over All Idea of The Lesson
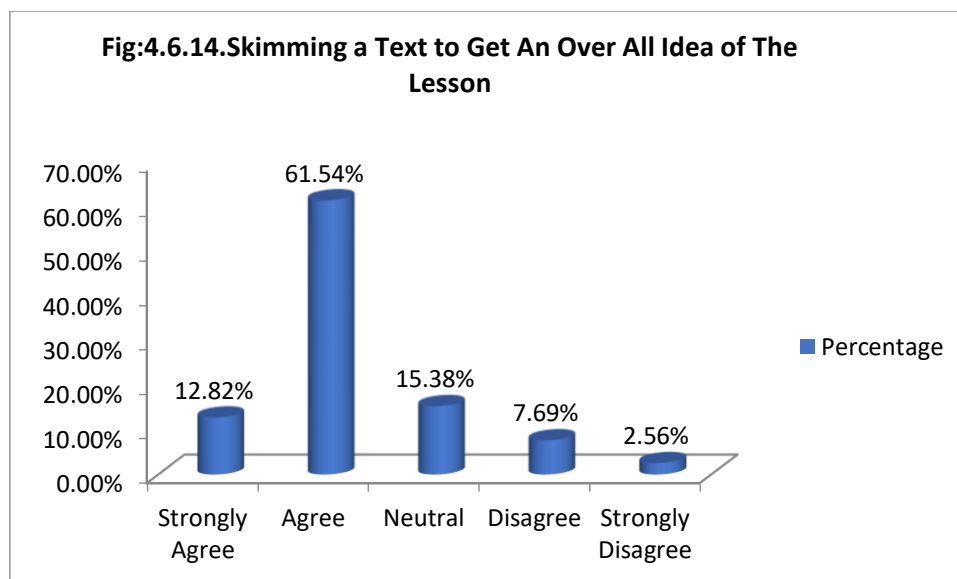
4.6.15. My teacher teaches us how to scan a text (i.e., to read a text quickly, though not carefully, to find out a piece of information) (Table 4.6: Teaching strategies)

As illustrated in the graph, most students stated that their teachers do not advise them how to check a text quickly to look for a specific piece of information. Thus, 50 students *i.e.* 12.82% strongly disagreed and 230 students *i.e.* 58.97% disagreed with the statement, "My teacher teaches us how to scan a text (*i.e.* to read a text quickly, though not carefully, to find out a piece of information)." Around 50 students *i.e.* 12.82% agreed to the given statement. Similarly, 40 students *i.e.* 10.26% strongly agreed with the given statement and 20 students *i.e.* 5.13% were neutral to the given statement (Fig.4.6.15).

Fig:4.6.15.Scanning a Text To get An Overall Idea of The Lesson
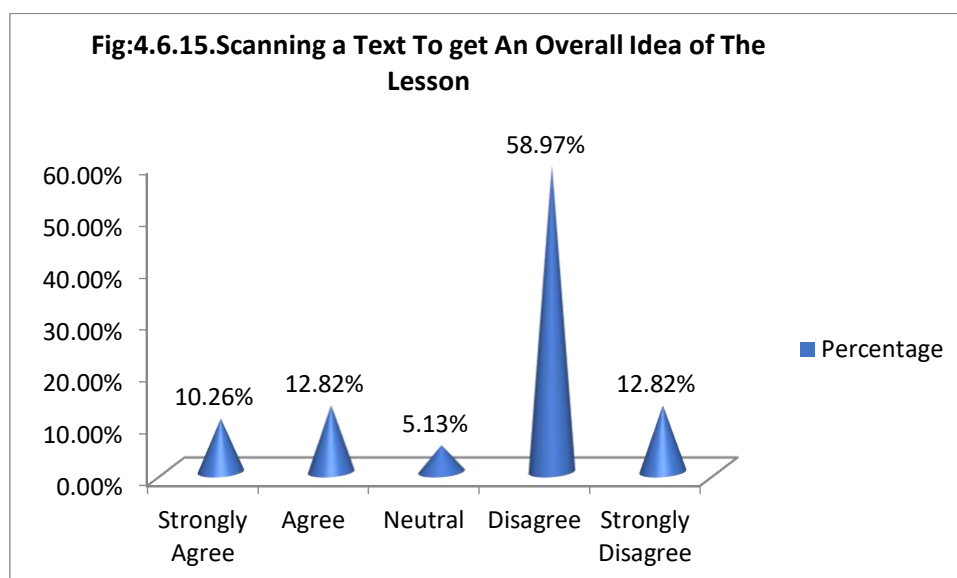
4.6.16. Our teacher emphasizes on language learning (i.e., structure, pronunciation *etc*.) in a reading class (Table 4.6: Teaching strategies)

Teaching grammar and structural rules as well as correcting students' pronunciations of all the words of a text have received emphasis in reading classes at the expense of reading comprehension. When discussing a text, teachers usually stop students and provide corrective feedback immediately when they commit linguistic mistakes, which might discourage them from engaging in class discussions and obstruct their learning process. It acts more as an inhibiting factor rather than a motivating factor.

As illustrated in the graph majority of the students *i.e.* 280 (71.79%) agreed to the statement that "My teacher emphasizes language learning (*i.e.* structure, pronunciation *etc.*) in a reading class." Besides, 80 students *i.e.* 20.50% strongly agreed to the above mentioned statement. On the contrary 15 students *i.e.* 3.86% disagreed to the statement and another 15 students *i.e.* 3.86% strongly disagreed with the given statement (Fig.4.6.16).

Fig:4.6.16.Emphasising On Language Learning
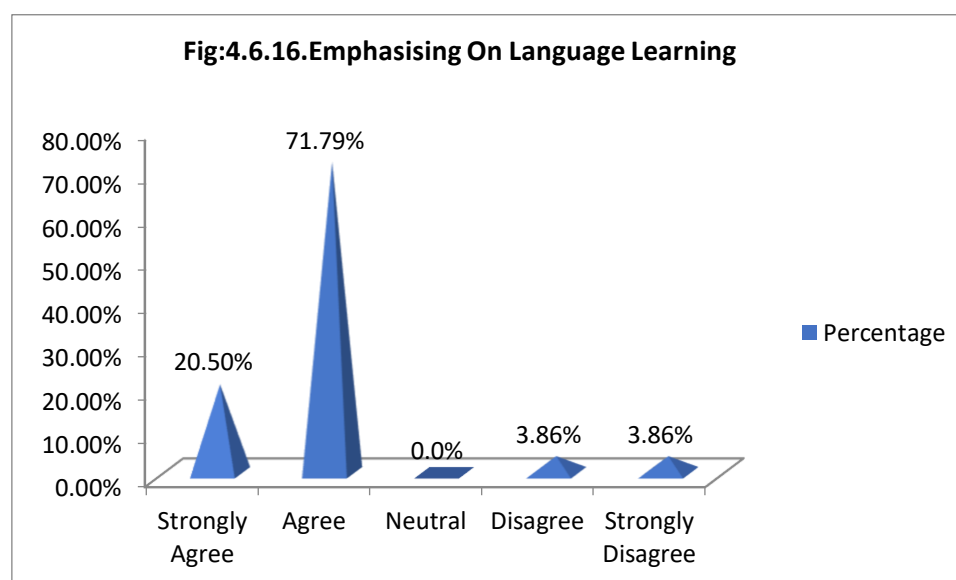
4.6.17. My teacher asks us to make questions from the texts (Table 4.6: Teaching strategies)

Questioning the writer and generating questions from a reading text are reading skills that can help students interact with the text, support setting a purpose for reading and promote active

and responsive readers (Castek, 2013). Among the 390 students, 45 participants (11.54%) strongly agreed with the statement that "My teacher asks us to make questions about texts." Similarly, 70 students (17.95%) agreed with the given statement. On the other hand, 145 students (37.18%) disagreed to the statement and 130 students (33.33%) strongly disagreed with the given statement (Fig.4.6.17).

Fig:4.6.17.Making Questions From The Text
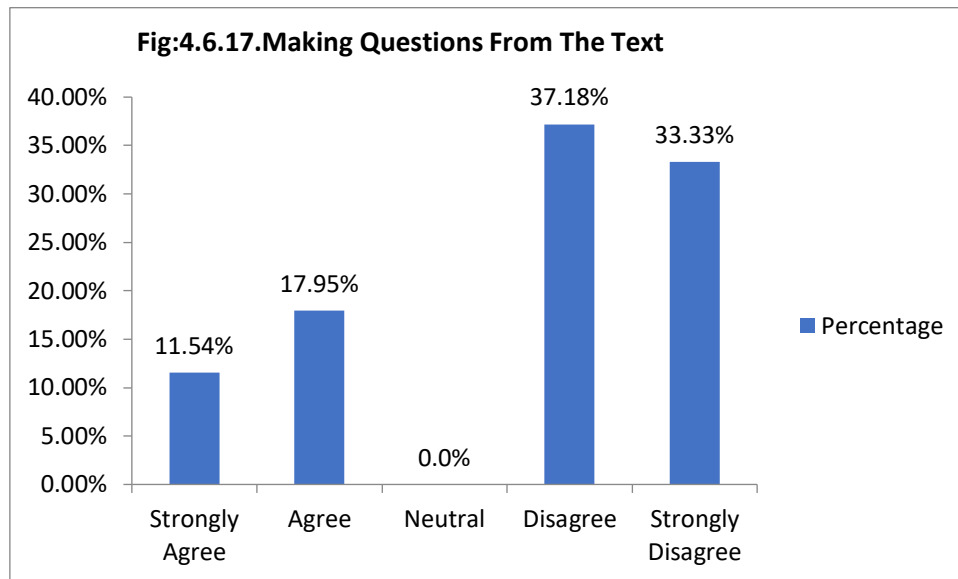
4.6.18. My teacher teaches us how to evaluate a text critically (Table 4.6: Teaching strategies)

Evaluation is a meta-cognitive strategy that is often activated after reading in order to assess the reading experience (Dabarera *et al.*, 2014). With appropriate guidance from their teachers, students' evaluation skills can be very effective in making them aware about the difficulties they encounter in reading comprehension (Akyol *et al.*, 2014).

According to the bar graph, 39 students (10%) strongly agreed with the statement "My teacher teaches us how to evaluate a text critically." On the other hand, a good number of 270 students (69.23%) only agreed to the given view. While, 40 students (10.26%) disagreed to the given view and 41 students (10.51%) strongly disagreed with the given view (Fig. 4.6.18).

Fig:4.6.18.Evaluating a Text Critically

Strongly Disagree 10.51%
Disagree 10.26%
Neutral 0.0%
Agree 69.23%
Strongly Agree 10.0%

■ Percentage

0.0% 20.0% 40.0% 60.0% 80.0%
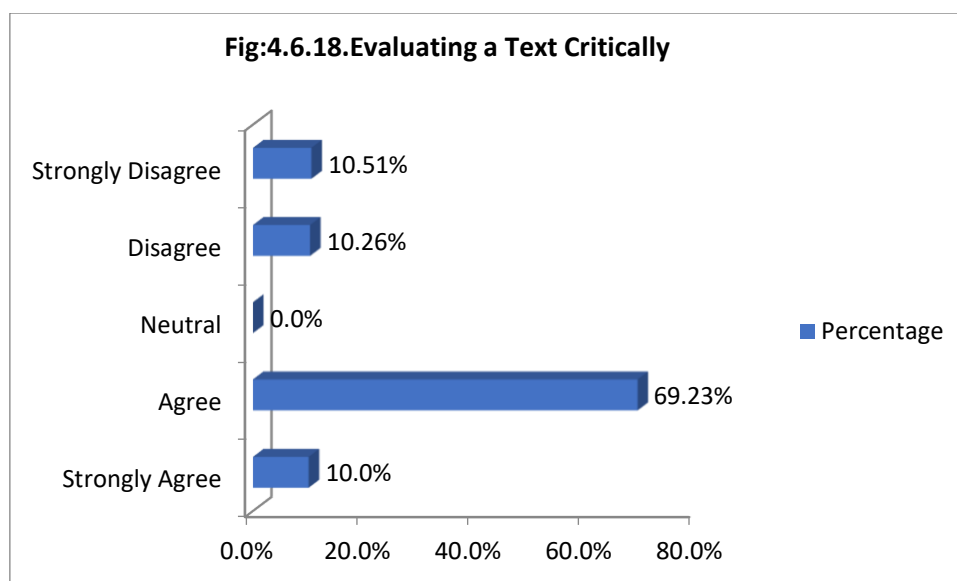
4.6.19. My teacher teaches us how to summarize a text (Table 4.6: Teaching strategies)

Summarizing a text is a post-reading activity that students might be asked to do after finishing reading to increase their comprehension monitoring and evaluation. Good readers are able to identify the key ideas that are included in the text and to paraphrase them in their own words. Checking the summaries written by students offers teachers a good opportunity to evaluate students' reading comprehension and to identify some of their problems in reading and writing. It also helps teachers recognize good readers and low-level readers, which can effectively help in dividing the class into groups with mixed ability

In the following graph 40 students *i.e.* 10.26% strongly agreed to the given opinion that their teachers teach them how to summarize a text. Besides, 260 students *i.e.* 66.67% only agreed to the given opinion. On the other hand, 60 students *i.e.* 15.38% disagreed to the given opinion and 30 students (7.68%) strongly disagreed with the opinion (Fig.4.6.19).

Fig:4.6.19.Learning to Summarize The Important Points
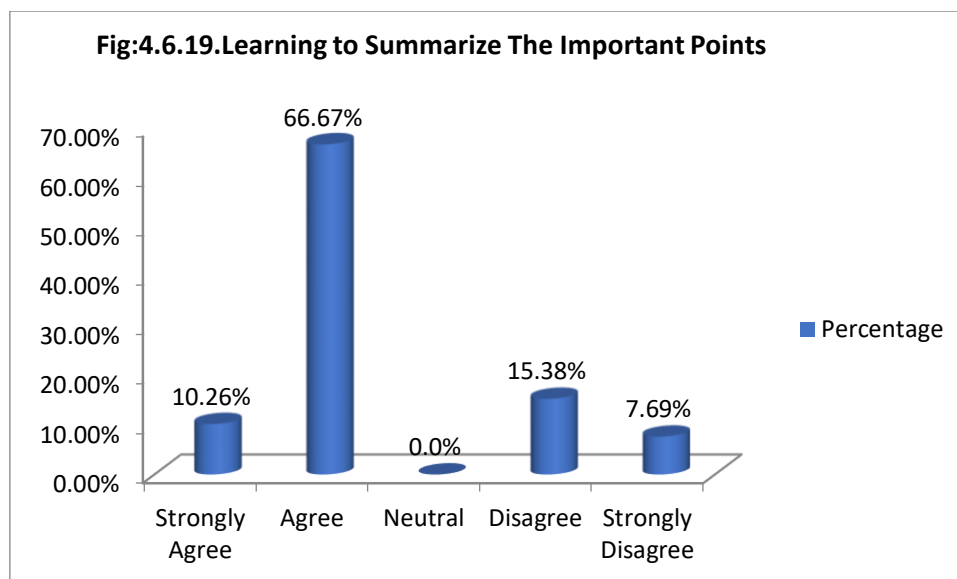
4.6.20. My teacher makes us take note of text organization (Table 4.6: Teaching strategies)

Identifying the internal structure of sentences and textual patterns and how the ideas hang together makes it easier to interpret difficult sentences (Nuttall, 2005). Understanding text organization seems to be too important to be ignored by many teachers. As illustrated in the pie chart 40 participants (10.26%) strongly agreed to the statement that their teacher helps them to take note of the text organization in the class. Another 90 students (23.08%) agreed to the given statement. While, 60 students (66.67%) disagreed with the given statement (Fig.4.6.20).

Fig:4.6.20.Taking Notes of Text Organisation
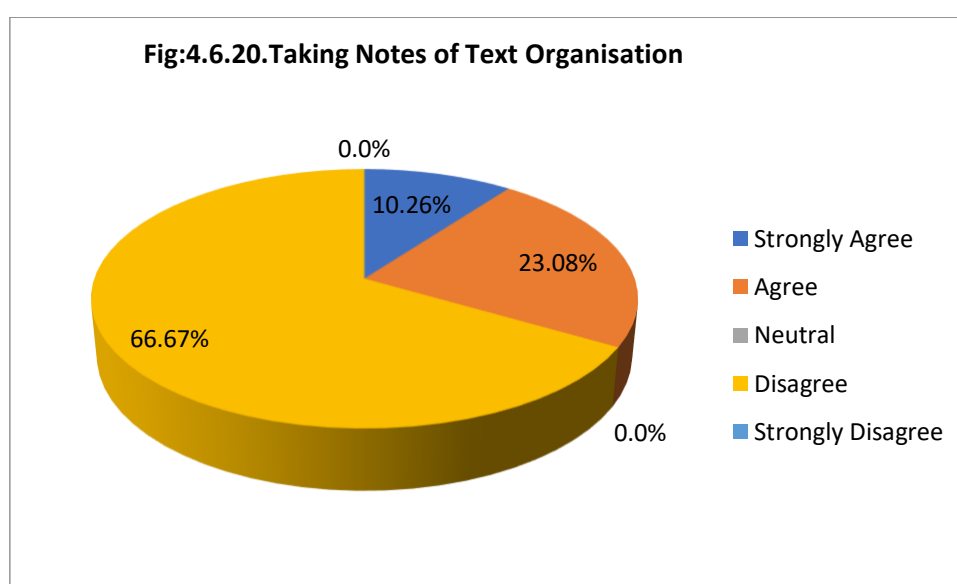
4.6.21. My teacher helps us to link reading with purposeful communication (Table 4.6: Teaching strategies)

Reading comprehension has a cross-sectional nature, it can affect the rest of the learning areas (Gayo *et al.*, 2014) and it can help to enhance communication abilities through developing linguistic competence and enriching vocabulary as well as improving other language skills such as speaking and writing (Patesan *et al.*, 2014). Teaching English reading comprehension according to the communicative approach can make it purposeful and more useful for improving learners' English.

As per the graph 40 students (10.26%) strongly agreed that their teacher helps them to link reading with purposeful communication, while 250 students (66.67%) only agreed to the given opinion. On the other hand, 60 students (15.38%) disagreed to the given opinion and 30 students (7.69%) strongly agreed with the above-mentioned opinion (Fig.4.6.21).

Fig:4.6.21.Linking Reading With Purposeful Communication
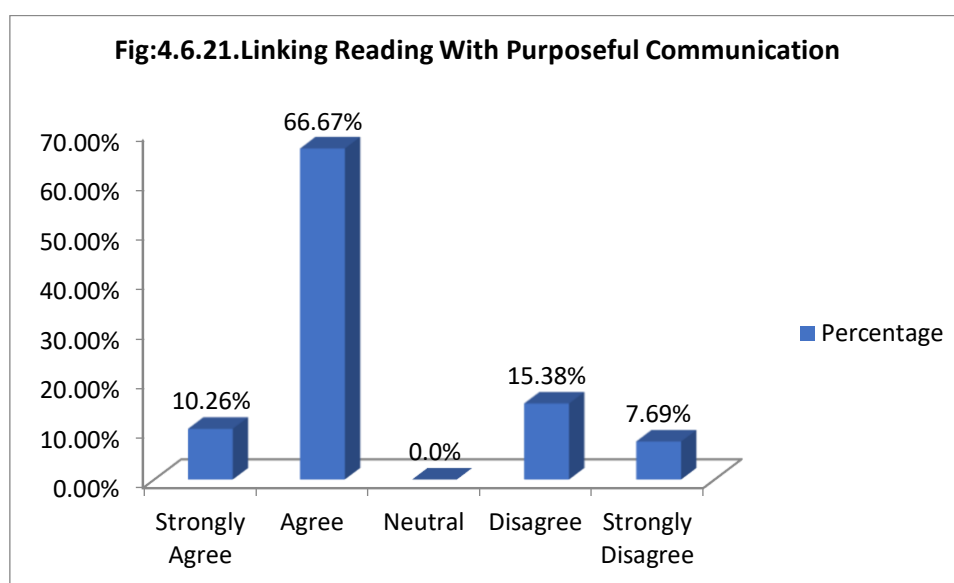
4.6.22. My teacher changes texts according to the purpose of reading in the class (Table 4.6: Teaching strategies)

When teaching reading classes, teachers' goals and perceptions about their students' purposes of reading affect their material selections, sometimes, these goals and perceptions of teachers

contradict with their students' purposes of reading, which can be one of the factors that impact directly on the quality of teaching and learning of reading comprehension.

As illustrated in the graph, 30 students (7.69%) strongly agreed that their teacher changes the text according to the purpose of reading in the class. Besides, 48 students (12.31%) of them agreed to the given statement. On the contrary 234 students (60%) disagreed to the given statement and 78 students (20%) strongly disagreed to the given statement (Fig.4.6.22).

Fig:4.6.22.Changing Text According to The Purpose of Reading
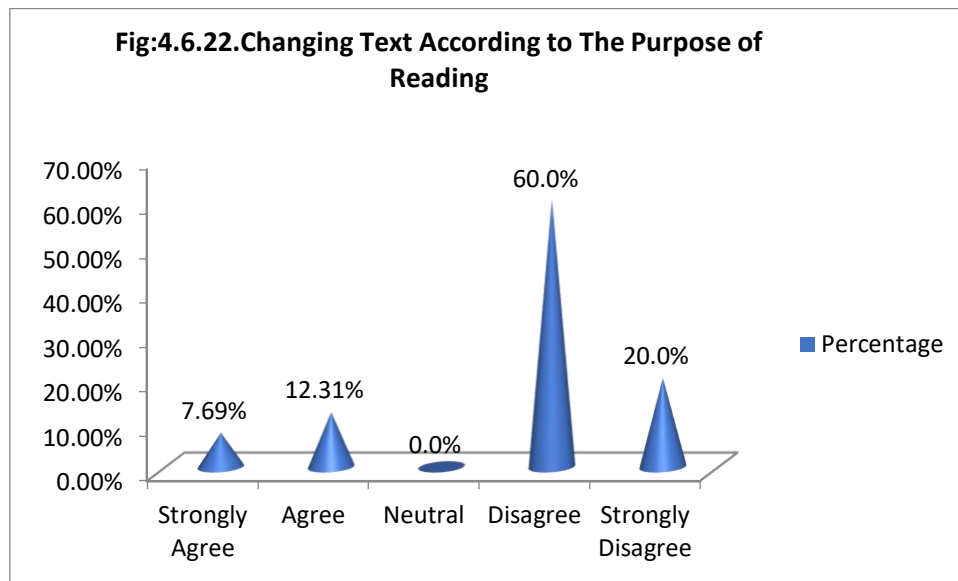
4.6.23. My teacher points out my problems regarding reading (Table 4.6: Teaching strategies)

It is helpful to know what the difficulty is. When students are made aware of the problems that they have in reading comprehension, they may find it easier to deal with these problems and try to avoid them. Among the 390 students, 80 respondents (20.51%) strongly agreed with the opinion that their teacher pointed problems regarding reading, Whereas 200 respondents (51.28%) agreed with opinion. Similarly, 15 respondents (3.85%) remained neutral to the given opinion. Whereas, 75 students (19.23%) disagreed to the given opinion and 20 respondents (5.135 %) strongly disagreed to the given opinion (Fig.4.6.23).

Fig:4.6.23.Pointing Out Weakness While Reading the Text
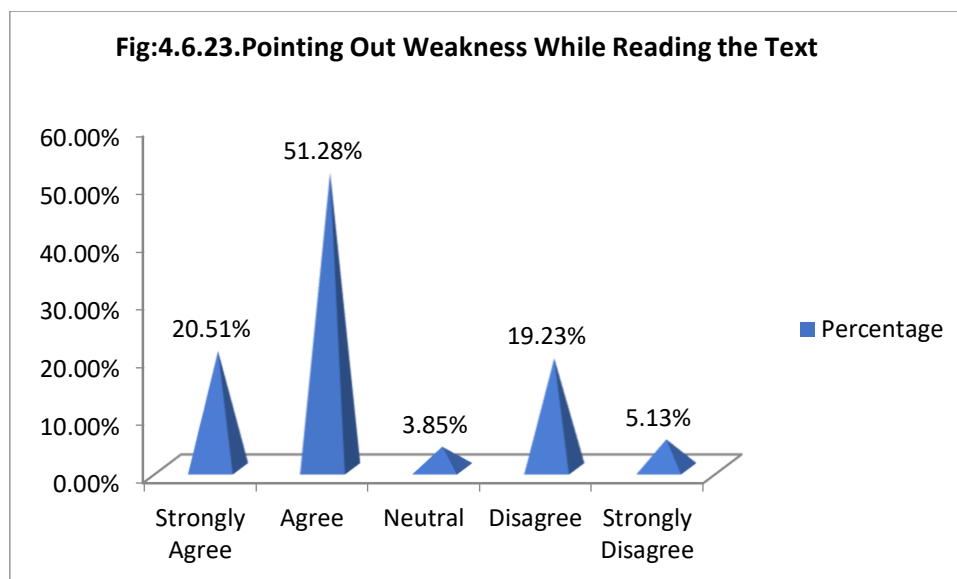
4.6.24. My teacher provides me with more reading list to read on my own (Table 4.6: Teaching strategies)

By providing students with a further reading list for private study, teachers encourage extensive reading, which is the most effective way to improve reading skills and linguistic abilities (Nuttall, 2005). Students' reading on their own is a source for them to practice language, learn more vocabulary and develop their skills; that is, it is a means to be fluent readers. According to the graph 160 participants (41.03%) agreed that their teacher provided them with more reading list to read on their own. Besides, 20 participants (5.13%) remained neutral to the given view. And 150 participants (38.46%) disagreed to the given view, while 60 participants (15.38%) strongly disagreed with the given view (Fig.4.6.24).

Fig:4.6.24.Providing The Learners to Read The Text on Their Own
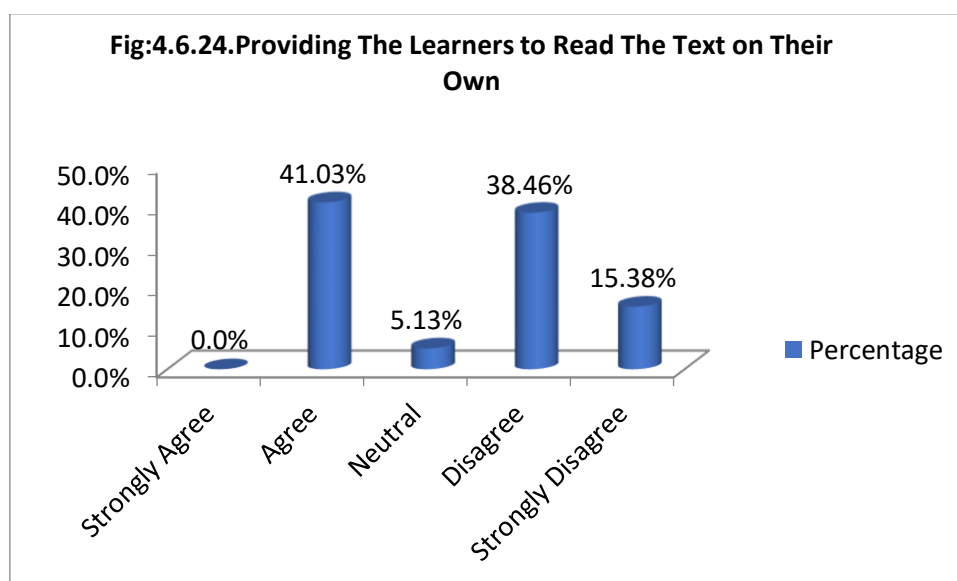
4.15. PARENTS QUESTIONNAIRES

Parental involvement in EFL literacy learning is seen as a multidimensional construct (Ringenberg *et al.*, 2009) and thus, parental involvement in children's EFL literacy learning is a compendium of parent's actions that can be directly or indirectly related to their children's EFL literacy learning. Necsoi *et al.* (2012) confirmed that parents' actions reported in research include the supervision and application of rules at home, parent-children communication, monitoring of a student's activities at home. Bakker & Denessen (2007) have also identified actions such as checking homework, communicating with teachers, participating in a student's school activities, supervising children's behavior outside the school, limiting television watching time, applying disciplinary rules for children and controlling time with friends.

If parents are knowledgeable about literacy skills they can assist the child with phonics, context clues, picture clues, as well as other word recognition techniques. As families establish opportunities for children to engage with language and print through interacting and modeling with their child, early literacy skills, such as, oral language, vocabulary and print awareness and letter knowledge increase

Research has indicated children are more successful in school when their parents are involved. When parents understand how to use effective reading strategies, students increase in their reading ability. With this being said, the next section will discuss methods to increase parent involvement.

Table 4.7: Time Devotion of parents towards children reading at home

N = 200

Information	Never		5 minutes		10 minutes		15 minutes or more	
	No. of parents	%	No. of parents	%	No. of parents	%	No. of parents	%
How much time do you spend reading to your child each day?	25	12.5	60	30	80	40	35	17.5
How much time does your child spend reading to you each day?	40	20.0	36	18	90	45	34	17

Source: Field Survey

The Table 4.7 reveals that majority of the parents spend less than 15 minutes reading to their child each day that is 60 parents (30%) spent 5 minutes reading to their child each day, 80 parents (40%) spent 10 minutes, 35 parents (17.5%) spent 15 minutes or more and 25 parents (12.5%) never spent time reading to their children (Fig.4.7.1).

Fig:4.7.1.Time Spend by parents For Their children on Reading at Home
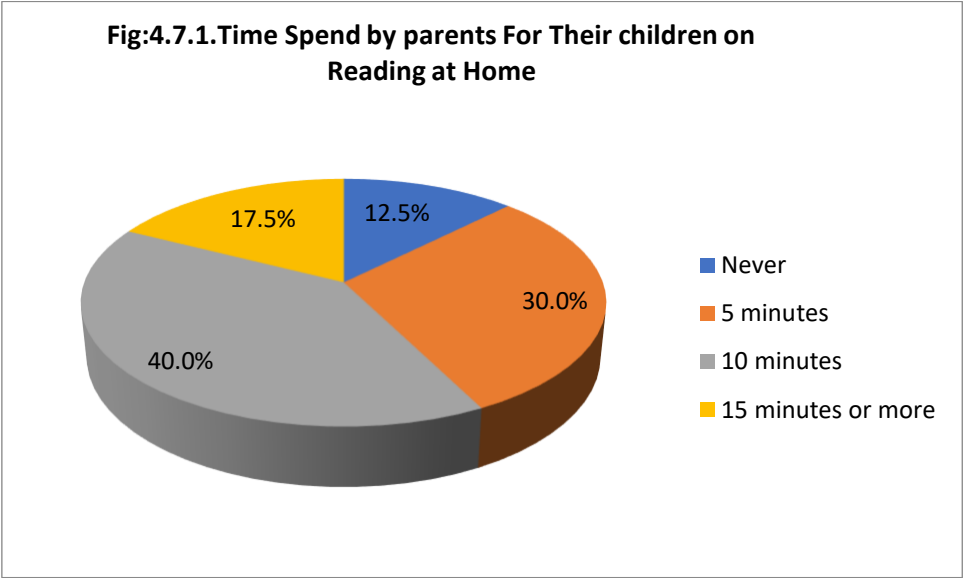
On question: "How much time does your child spend reading to you each day?" the table reflects that most of the children spent less than 15 minutes reading to the parents each day (Fig.4.7.2).

Fig:4.7.2.Time Spend by Children on Reading to Their Parents at Home
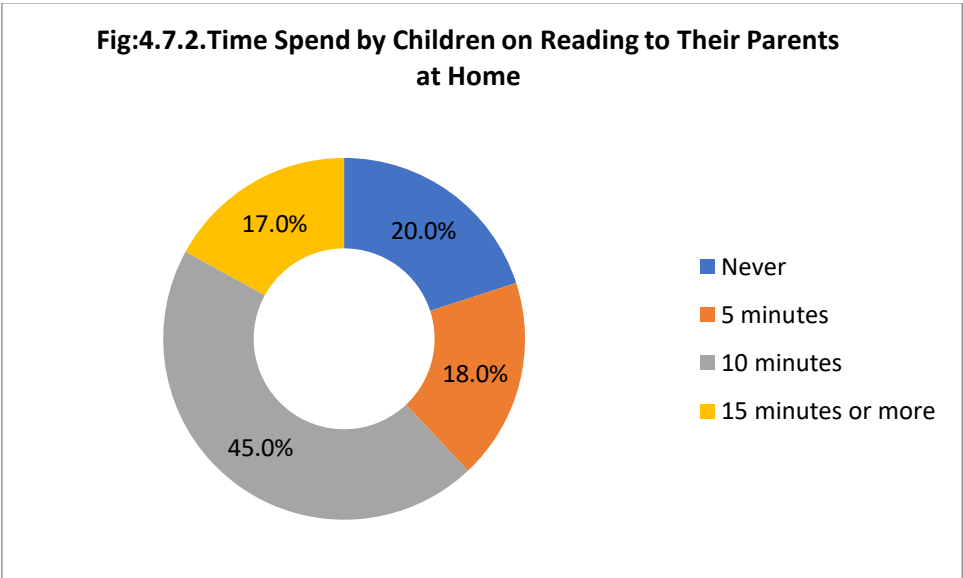
Table 4.8: Parents' Information on own Children's reading Skill

N = 200

Information	Yes		No	
	No. of parents	%	No. of parents	%
Are books available at home for your child?	180	90	20	10
Do you talk to your child about the meaning of a story?	130	65	70	35
When you read do you ask your child questions about the pictures?	70	35	130	65
Does your child ask questions about the pictures?	120	60	80	40
Does your child look at the pictures and tell a story?	60	30	140	70
Do you ask your child what words mean?	170	85	30	15
Does your child ask you what a word means?	180	90	20	10
Do you ask your child what is happening in the story?	50	25	150	75
Are you satisfied with improvement of your child in reading skill?	160	80	40	20

Source: Field Survey

Table 4.8 reveals that most of the parents had vigil on their child in case of reading. Ninety percent (90%) of parents reported that books are available at home for their child, 65% of parents accepted that I talk to my child about the meaning of a story, another 65% of parents do not ask their child questions about the pictures, 60% of parents informed that their child ask questions about the pictures. After assessing their children, the parents (80%) informed that they are highly satisfied with the reading performance of their children's reading skill.

FINDINGS FROM PARENTS' QUESTIONNAIRES

Most of the parents asserted that performance of reading skill has been improving.

Table 4.9: Student Interview Questions

N = 390

Information	Yes		No		Never		A Little		A Lot	
	No. of students	%	No. of students	%	No. of students	%	No. of students	%	No. of students	%
Are books available at home?	300	76.92	90	23.08	-	-	-	-	-	-

How long do you read at home?	-	-	-	-	20.13		60	15.38	300	76.92
Do your parents read to you at home?	370	94.87	20	5.13	-	-	-	-	-	-
How long do your parents read to you at home?					30	7.69	100	25.64	260	66.67
Do your parents talk to about what a story means?	210	53.85	180	46.15	-	-	-	-	-	-
Do your parents ask you questions about the pictures?	260	66.67	130	33.33	-	-	-	-	-	-
Do your parents ask you what words mean?	320	82.05	70	17.95	-	-	-	-	-	-
Do your parents ask you what is happening in the story?	290	74.36	100	25.64	-	-	-	-	-	-

Source: Field Survey

The Table 4.9 reveals that a majority of students agreed that parents are aware of their reading performance.

4.16. FINDINGS FROM STUDENTS' QUESTIONNAIRES

1. The majority of participants found reading comprehension simple (Table 4.3).

2. Most students read additional materials in English on their own.

3. The whole of students admitted that they used English-English dictionaries.

4. Most students did not try to guess what the text will be about before starting reading (Table 4.4)

5. Most of the students stated that they could not skim a large text quickly.

6. The majority of the respondents thought that they could figure out the topic idea of a text while they were reading.

7. Most of the students could not distinguish the main ideas from supporting details in a text.

8. The more than number of the respondents were able to scan a reading text quickly.

9. Most students were not able to analyze long sentences and phrases.

10. The majority of students admitted that they could give a title to a reading passage.

11 Most of the students were unable to summarize a text after reading it.

12 The majority of participants reported that the library resources and services in the schools are not sufficiently available. (Table 4.5).

13 Most of the participants reported that the Internet is not always accessible at the schools).

14 The majority of students reported that classrooms are not provided with IT facilities.

15 Most respondents reported that there is an acceptable number of students in each classroom.

16 The majority of students were satisfied with the environment in which their teachers deliver reading classes. (Table 4.6).

17 Most of the students asserted that their teachers do not give them the chance to choose the topics of the reading text.

18 Whole of students claimed that English is the language of instruction in reading classes.

| 19 | Most of the students claimed that their teachers ask them to use English in discussing the text in class. |

| 20 | According to the responses of the majority of the students, most teachers did not arrange the class in groups or pairs when discussing the meaning of texts. |

4.17. FINDINGS FROM TEACHERS' QUESTIONNAIRES

Themes	Findings
Teachers' responses regarding teaching and learning of English reading comprehension	☐ Reading comprehension is very important; however, it is challenging for many students ☐ Teaching a reading comprehension module is not a choice and is not based on teachers' expertise. ☐ Many students face multiple difficulties when reading English texts. ☐ The source of difficulty that many students experience in reading comprehension is: ☐ Learners' limited vocabulary and mispronunciation of words, ☐ lack of grammatical awareness, ☐ failure to understand the main idea of a text, ☐ rare reading habits.
Teachers' perceptions and attitudes about the learning environment	☐ Schools lack many facilities and basic resources: ☐ limited library resources ☐ limited Internet access, ☐ lack of textbooks which led to inconsistency of syllabi. ☐ limited time devoted to English classes

4.18.CONCLUSION

The results of this study do quite clearly support the benefits of explicit strategy instruction for Nagaland students in general and Mokokchung district secondary level students in particular, and the finding supports research studies that reading strategy instruction has a positive effect on improving students' reading abilities.

However, strategy instruction alone is not sufficient to bring about the best improvements in students' reading abilities. Teachers do need to raise students' awareness of the value of expeditious global reading strategies and should encourage students not to rely on careful reading strategies at the local level. Additionally, teachers should also make it clear that the students' reading abilities will improve more if they engage in regular reading practice. Regular reading will assist students to become strategic readers and to gain more benefits from their academic reading and reading in real life.

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CHAPTER V

TEACHING OF WRITING SKILL

Writing is one of the four skills –LSRW (listening, speaking, reading and writing) in language learning. It is the system of written symbols, representing the sounds, syllables or words of language, with different mechanisms – capitalization, spelling and punctuation, word form and function.

Generally, writing is very important that communication is transmitted more through writing than any other type of media. So, students need effective writing skills to meet their academic needs and workplace requirements.

Students should improve their writing skills, for which teachers have to motivate them to have good writing skills, by providing instruction in writing processes and rules of writing, such as grammar rules and writing practice.

5.1. INTRODUCTION

Now-a-days, students are lacking writing skills as they spend most of their time in using their equipped smart phones, and they depend on electronic devices or gadgets which provide instant or readymade answers/results available in the internet. They use their valuable time in searching what others are doing, instead of learning the language skills.

Naturally students, having good writing skills, are always successful at expressing their ideas and reaching their goals. They should develop the writing skills for their multiple benefits and success in life. The process of writing is to teach students how to write with coherence, an appropriate grammar structure and an acceptable spelling.

5.2. THE IMPORTANCE AND NEED OF WRITING SKILLS

Harmer lays stress on the essentiality of the writing skill saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right." (Harmer,1998).

Janet Emig (1977) described writing as "a unique mode of learning" involving the active participation of both the left and right hemispheres of the brain. Researchers have agreed that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language.

Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. The following are some of the reasons showing the importance of writing skills:

i. To write technical documents, research papers, and put forth the right facts and information.
ii. In searching and obtaining a job.
iii. To make presentations and reports, *etc.*
iv. For improving communication skills.
v. For improving creativity, exploration, and essential for self-understanding.

5.3. REASONS FOR TEACHING WRITING

According to Adas & Bakir (2013), Students do not write very often and most of what they write is classroom-bound. The most important factor in writing exercises is that students need to be personally involved in order to make the learning experience of great value.

Al-Khasawneh (2010) argued that huge number of international contacts, regarding non-native-to-non-native communication and deals are carried out through English in a massive number of settings, including trade, diplomacy, tourism, journalism, science and technology, politics, *etc*. therefore, the existence of competent writers and speakers of English is of a great importance for today's world.

According to Al-Hammadi & Sidek (2015), English as a Second Language (ESL**)** as well as **English as a Foreign Language (EFL),** the ability to write academic text effectively incorporates one of the most significant abilities required.

Chou (2011) conducted a study on the students' perspective toward academic writing and the researchers find out that they consider academic writing of importance since it is a starting point for publishing their work and a way to let other people know their interests.

In essence, the recognition and integration of writing in all academic programs rests on the belief that "effective writing skills are important in all stages of life from early education to future employment" (National Writing Project & Nagin, 2006:3). Besides, writing well is of "critical importance for success in a wide variety of situations and professions" (Mc Namara *et al.*, 2010:58). Traditionally, writing has been conducted and viewed as a solitary activity focusing primarily on the final product and emphasizing sentence level correctness (Creme & Lea 2008). Now-a-days, an effective and relevant writing instruction is the one which enables students to see writing as "a complex process composed of many different kinds of activities that eventually result in that product" (Nightingale, 2000:135).

Tahaineh (2010) reiterated that the writing skill "…. Is needed for taking notes, describing writing experimental reports, *etc.*"

5.4. PROCESS WRITING APPROACH

Process writing approach is the way in teaching writing and it has been researched in depth over the past several years with first language learners. Writing process approach is a method in learning English where the students create their ideas and experience on the paper by doing process and they pretend their self as a good writer without worrying about mistakes. Writing

is a process, not a product. This means that a piece of writing is always possible to review and revise, and review and revise again.

Process writing approach is a potential method to provide students' phase in learning not only applying grammatical rules but also communicating their ideas in written form (Peregoy & Boyle, 2005:45)**.** This approach views writing learners as creators of texts, and so, they need to experience what writers actually do as they write. Providing the students with phase means give them useful and systematic process in order to be able to communicate their ideas in written form. By being given process, the students will be lifted from a situation in the traditional way of teaching writing for teaching writing by receiving enough feedback to help students develop their ideas in the process of writing. Besides that, they also receive feedback from their fellow classmates. They then use the feedback to revise their writings before they edit and finally submit their final writings.

Graham & Perin, in Rahmat (2003:20) explain the process of writing approach stress activities that emphasize extended opportunities for writing.

The process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receive the finished product for correction without any intervention in the writing process itself.

5.5. THE STEPS OF PROCESS WRITING APPROACH

The process writing approach is one way that teaches students how to write completely. This process involves several steps that culminate in a complete final product. Hale, in Zanuddin (2009:14) assumes it consists of prewriting, writing, revising, editing, and publishing. Each of these steps is important to have a successful writing. When a writer follows these steps, they will achieve the goal of an interesting and successful writing. They are as following:

5.5.1. Pre-writing Approach

The first step of process writing approach is pre-writing. This step includes brainstorming, gathering information, and thinking, planning, and listing. The purpose of brainstorming is

to develop a topic. Writers will also develop ideas that support the topic. This time the writers may also choose what audience they intend to address with their writing in order to focus their information on specific points. The purpose of pre-writing is to take a chosen topic and gather thoughts together involving that topic in coherent way.

Graham & Perin in Rahmat (2003:18) explain that pre-writing engages students in activities designed to help them generate or organize ideas for their composition. Engaging the students in such activities before they write a first draft improves their quality of writing. Prewriting activities include gathering possible information for a paper through reading or developing a visual representation of their ideas before sitting down to write. Brainstorming is prewriting activity in which one comes up with a list of ideas about a topic on his own in small groups with the classmates (Oshima & Hogue,1997**).**

5.5.2   Writing Approach

The second step of process writing approach is writing. The writer begins with their first draft. This draft will be a culmination of all of the research and information pieced together from pre-writing. The writers also include their own ideas and supporting fact within their writing. A writer may also use this time to explore others' ideas or areas concerning their topic in order to improve the core of their paper. The purpose of composition, therefore, is simply to make ideas into a composition that meets the needs of chosen audience. It is not important that the first draft be perfect. The draft stage is where you really begin writing. The most important thing here is to get word onto paper. It is not the time to worry about spelling, grammar, punctuation, or the best wording (Brown, 1989:18).

5.5.3   Revising Approach

It is important to tie the type of revision that is possible for each learner to his or her stage of language acquisition. For example, students in the early stages may not have developed the skills for describing possessives and tenses; they may only just be learning how to write nouns in the plural form and match them to the correct verb forms (Haynes, 2007:111).

5.5.4   Editing Approach

Editing involves going back over the writing and making changes to its organization, style, grammatical and lexical correctness, and appropriateness. Like all the other parts of the writing process, editing does not occur in a fixed place in the process. Writers can be periodically reviewing what they write, editing it, and then proceeding with the writing. Thus, editing is not restricted to occurring after all the writing has been completed. Learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on (Nation & Newton, 2009:120).

5.5.5 Publishing Approach

The final step in the writing process is publication. When publishing a work, the author is sharing their writing with others. This could mean small-scale, such as parents, peers, and teachers, or large-scale, such as within a book or magazine. Publication is often the driving force behind writing. It compels the writer to do their best throughout every step of the writing process so that they are left with a perfectly polished piece that may be enjoyed by others. The purpose for publishing a work is simply to share a work with others and to promote a sense of satisfaction and accomplishment in the author when they see their work in final form (Hale, 2009:2).

5.6. DEFINITION OF WRITING

Lindbolm in Fatmawaty (2010:13) gives definition of writing as studying to focus our mind on important matters, and learning about them. By this activity, a person can find the solution of difficult problem, master the fact even by writing, a person can also communicate their mind that cannot be done through other ways. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely "what to write and how to write it." It is then understandable that language skills are meant as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer knows about the subject to write.

Writing is production of graphic symbols to form word in a sequence of sentence arranged in particular order and link together in certain ways also writing is process of encoding a message to transfer meaning to reader (Byrne, 1980:14).

Another statement about writing skill comes from Widdowson in Saleha (2008:15) states that writing is a communicative activity and is carried out in accordance with certain general principle in which underline the use of language in communication.

Richard (1997:98) states that writing is a way of expressing thought from the mind to printing materials. We can state that writing is a kind of activity where writer puts all the ideas in her mind to a paper from words to sentences, sentences to paragraph to essay.

Kroma (1988:37) argues that writing is a kind of activity where the writer expresses all the ideas in his mind in the paper (print) from words to sentence, sentence to paragraph and from paragraph to essay.

While Gebhard, in Rahmatia (2010:22) states that writing is a process of creating an idea and express the meaning in written form. Writing is way of communicating a message to reader for purpose. The purpose of writing is to provide information for and persuade a reader.

Based on definition above, the writer can conclude that writing is expression of writer's idea in a written symbol form on paper in order the reader can read it and get the meaning of writer opinion.

5.7. THE FORMS OF WRITING
The forms of writing are divided into five divisions namely narrative, descriptive, recount, expository and argumentative.

5.7.1 Narrative Writing

Narrative is the form of writing used to relate the story of acts or events. It places occurrences in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation (McDougal, Littlell & Company, 1999:104).

5.7.2   Descriptive Writing

Descriptive reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. It is used to create a visual image of people, places, even of units of time-days, times of day, or seasons. It may be used also to describe more than the outward appearance of people. It may talk about their traits of character or personality.

Good description usually has three important qualities. These have a dominant impression supported by specific details, a clearly recognizable mood, and logical development (Wishon & Burks 1980: 128 -129).

5.7.3   Recount Witing

Recount is a text which retells events or experience in the past. Its purpose is to retell events. The generic structures of recount are orientation –events –re – orientation. It has a similarity with the generic structures of narrative. The differentiated recount text with narrative text only is in events. There is no complication in recount.

5.7.4   Expository Writing

Expository is used in giving information, making explanations, and interpreting meanings. It includes editorials; essay, and informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways as follows:

a) **Process-** Exposition may be used to explain a process that is to tell how something is made or done.

b) **Definition**- An explanation of what a word or a term means is another kind of exposition. The simplest form is a statement and this applies to dictionary definitions.

c) **Analysis**- It divides a subject into parts and examines those parts

d) **Criticism**. – It involves evaluation, which is analyzing and weighing strengths and weaknesses.

5.7.5. Argumentative Writing

Argumentative is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or disprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

5.8. THE COMPONENTS OF WRITING

The good writing skill can be analyzed to group and varied skills. Heaton (1988:135) divides components writing into five main areas. They are grammar, mechanics, vocabulary, content and organization

5.8.1 Grammar

Grammar concerns about the ability to write correct and appropriate sentences. The writer has to give attention for preposition, tenses such as using of verbs, nouns, adjective, also conjunction and articles. Brown (1989:34) states that- grammar is a system of rule governing the conventional and relationship of words in sentences.

5.8.2   Mechanics

It is related with the ability to use correctly words to the written language such as using of capitalization, punctuation, spelling. It is very important to lead the readers to understand or

recognize what the written means to express. The use of favorable mechanics in writing will make the readers easy to the group to conveying ideas or message of writing. The explanation is as follows: a) capitalization: the use of capitalization can clarify the ideas and if the sentences are not capitalized correctly then ambiguity and misunderstanding will appear. It also helps to differentiate from sentences to others. The words which are capitalized at beginning of : the name of people, organization, first and last word of title. B) Punctuation: Punctuation can help the readers to identify and should be taken as a unit of meaning and suggest how the units of it relate to each other. C) Spelling: Using of spelling has three rules; they are suffixes addition, plural formation and the change of certain words.

5.8.3   Content

The content of writing is about the ability to think creatively and develop thoughts, excluding all irrelevant information. It should be clear to the readers. So, they can understand what the messages convey and gain information from it. Also, the content of writing should be unity and complete because the characteristic of good writing has unity and completeness.

5.8.4   Vocabulary

Vocabulary is an essential part of compose writing. The writes need vocabulary mastery well to express or write their ideas. The effective using of words or vocabulary in writing must be relevant with the topic to let the readers perceive and feel it. Someone who lacks vocabulary will find difficult to compose what they are going to express but appropriate words will help writers to compose writing.

5.8.5   Organization

Organization is the ability to develop ideas and topic which is relevant in a united form. On the other hand, it concerns in ways of writer to arrange and organize the ideas or messages in writing. There are many ways in process of organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

5.8.6   Language Use

Coke in Ismayanti (2008:19) states that language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may be a phrase. A single, well chosen- modifier is often more effective than several used together. If it is difficult to describe with over used or warn-out modifier, find more interesting synonyms, in the dictionary.

5.9. APPROACHES TO WRITING

As for the history of teaching of writing is concerned, it was not given much attention to as evident from scarcity of research studies related to this skill till the beginning of the last decade of the twentieth century (Krashen, 1984). Long & Richard (2003) reported that writing skills teaching was given importance during 1990s when English established its status as a language of international communication and consequently "English as L2 writing skills do not only- play an increasingly important role today in the lives of professionals in almost every field and discipline." As one of the four language skills *i.e.* LSRW (listening, speaking, reading and writing), writing has always formed part of the syllabus in the teaching of English. There are different ways to approach writing in the classroom. The best practice in any situation will depend on many factors such as the type of students, the text type being studied, the school system *etc*.

A closer look through the history of teaching of writing skills reveals that among the different approaches that have been experimented to teach writing effectively, three approaches have been the most influential which are product approach, process approach and genre approach. Much research has strongly suggested that all these approaches carry their own weaknesses and strengths but they are complementary to each other as well (Grami, 2010; Hayland, 2007; Paltridge, 2004; Badger & White, 2000; McDonough & Shaw, 2003).

According to Harmer, there are a number of different approaches to the practice of writing skills in the classroom but to choose the appropriate approach for the students, teachers have to decide whether they want the students to focus on the process of writing more than its

product, whether they want them to study different written genres or whether they want to encourage writing using their creativity. Among different types of approaches, over the last 20 years the process and product approaches are more dominant of teaching writing in the ESL classroom. The product approach focuses on the construction of the end-product of writing rather than the process of writing itself. On the contrary, process approach of writing pays attention to the various stages that any piece of writing goes through. However, according to Chris Tribble (1996:37-57), in the last ten years, genre approaches have gained adherent (Badger & White 2000:153). Another approach to writing that has been dominating in the ESL classroom for recent few years is creative writing. Creative writing suggests imaginative tasks such as writing poetry, stories and plays which promotes effective learning through self-discovery.

5.9.1   Product- oriented Approach

The product-based writing approach is a well-established means of education by which the learner is persuaded to mirror a section of example text, often given to them in the nascent stages of learning the language (Gabrielatos, 2002). According to Hammadi & Sidek (2014), in an ordinary product approach-centered class, learners are given an ordinary example of writing, which they are then required to follow and adapt in order to re-create a section of original text.

The product-oriented approach is the most common and traditional approach used by EFL teachers. Brown (2002) proposed that in the case of product focused methods fruitful learning is determined by the extent to which the text is well-organized, as well as on its grammatical accuracy. Harmer, in his book "The Practice of English Language Teaching" says

"When concentrating on the product, we (teacher) are only interested in the aim of a task and in the end product." According to Gabrielatos (2002), a product approach is a traditional approach in which students are encouraged to mimic a model text which is usually presented and analyzed at an early stage. For instance, in a typical product approach-oriented classroom, students are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing.

According to Pincas (1982), this approach focuses on linguistic knowledge as well as the appropriate use of vocabulary, syntax and cohesive devices. Product-oriented approach comprises of four stages: familiarization, controlled writing, guided writing and free writing. The first stage, familiarization, aims to make learners aware of certain features of a particular text. In the next two stages, controlled and guided writing, learner's practice of the highlighted features and learn how to organize the ideas until they are ready for the free writing section. The free writing stage is the end product of the learning process when students use their writing skills, structures and vocabulary that they have been taught to produce the product. Through this section they show that they can do as fluent and competent users of the language.

5.9.2 Process-oriented Approach

Process-oriented approaches concern the process of how ideas are developed and formulated in writing. Harmer states, "A process approach asks students to consider the procedure of putting together a good piece of work." In this approach writing is considered as a process through which meaning is created by following a number of stages. According to Tribble (1996), process approaches stress "….writing activates which move learners from the generation of ideas and the collection of data through to the 'publication' of a finished text" (Badger & White, 2000).

In process approaches writing predominantly deals with linguistic skill, such as planning and drafting rather than linguistic knowledge, for instance, knowledge about grammar and text structure *etc*. A process-oriented approach can have any number of stages with different views that writers go through in producing a piece of writing, though a typical model is identified which include four stages: prewriting, composing or drafting, revising, editing and finally producing a finished version (Tribble, 1996). In reality the writing process is more complex than this. These various stages of writing are done in a recursive way. It means that the writer loop backwards and move forwards between these various stages. For example, after doing some editing or revising writers may feel to go back to pre-writing phase and think again and then may edit bits of the writing as he drafts it.

5.9.3   Genre writing Approaches

Genre represents the norms of different kinds of writing. Genre approach is one of the most recent approaches to teaching writing. When teachers concentrate on genre, students study texts in the genre in which they are going to be writing before they get on their own work. For example, if the students are asked to write business letter, first the teacher will show them a typical model of such business letter and then they will start to compose their own (Harmer, 1998).

Genre approaches have lots of common with product approach and can be recognized as an extension of product approaches. Alike product approaches, genre approaches consider writing as predominantly linguistic but they believe that writing varies with the social context in which it is produced (Badger & White, 2000). Therefore, students who are writing within a certain genre need to consider a number of different factors which influence that particular genre such as the subject matter, the conventions and style of the genre as well as the relationships between the writer and the audience.

5.10. DATA ANALYSIS

5.1.1 Confidence about ability to write (Table: 5.1: Information from Students (Respondents)

Data shown in the Table 5.1 clearly indicate that among 390 students, 22.56% feel ***rather*** confident about their ability to write in English writing class and 20% of them feel ***a little*** confident. Moreover, 47.44% of students feel ***much*** confident about their ability to write which is more than rather option. Among all of the students only 10% feel ***very much*** confident about their ability to write in English Writing class (Fig. 5.1.1).

Fig:5.1.1.Feeling Confident With The Ability to Write
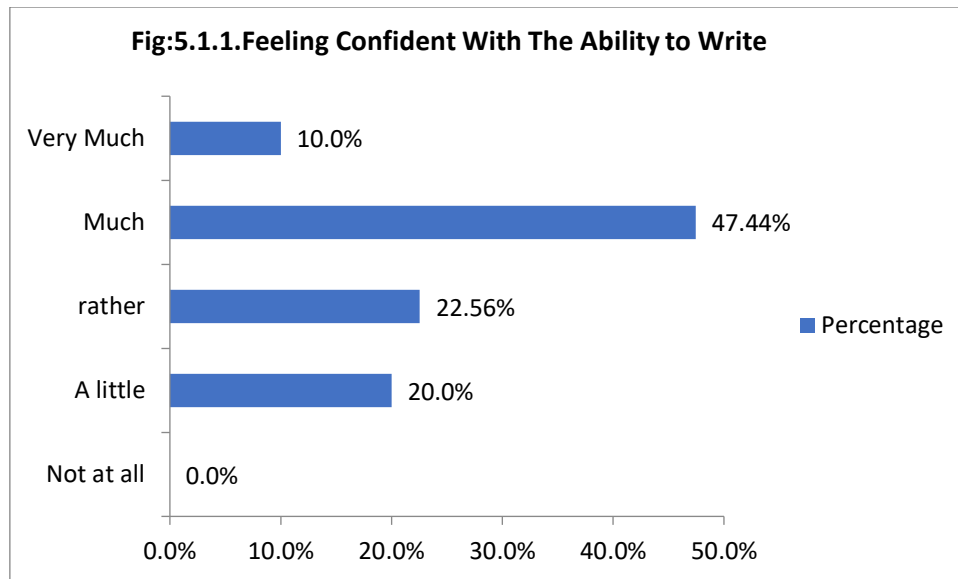
5.1.2 Effectively plan a large writing assignment (Table: 5.1: Information from Students (Respondents)

In table 5.1, it may be seen that 32.5% of students can effectively plan a large writing assignment *a little*. Secondly, 30% of students *rather* effectively can plan a large writing assignment. Moreover, 38.46% of students *much* effectively can plan a large writing assignment. Lastly, among all the 390 students, only 0.77% can effectively plan a large writing assignment *very much* (Fig. 5.1.1).

5.1.2. Planning a Large Assignment Effectively
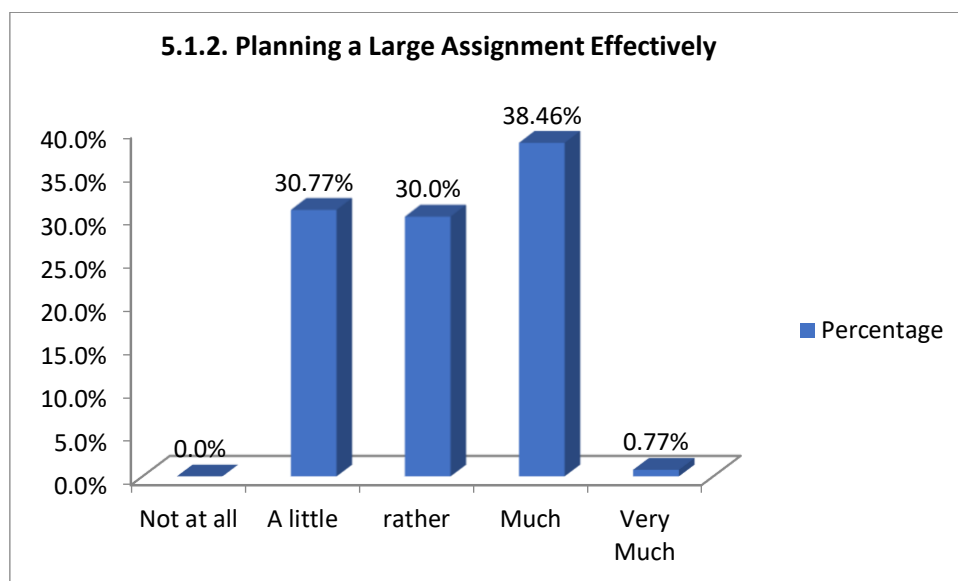
5.1.3 Write first drafts without stopping to correct or rethink (Table: 5.1: Information from Students (Respondents)

In Table 5.1, it can be seen that 40% of students *rather* can write first drafts without stopping to correct or rethink. Secondly, 23.08% of students can write first drafts without stopping to correct or rethink *a little.* Moreover, 17.95% of them *much* and 15.13% of students *not at all* can write first drafts without stopping to correct or rethink. Lastly, among all of the students, only 3.85% can write first drafts without stopping to correct or rethink *very much* (Fig. 5.1.3).

Fig:5.1.3.Writing First Draft Without Correction / Rethinking
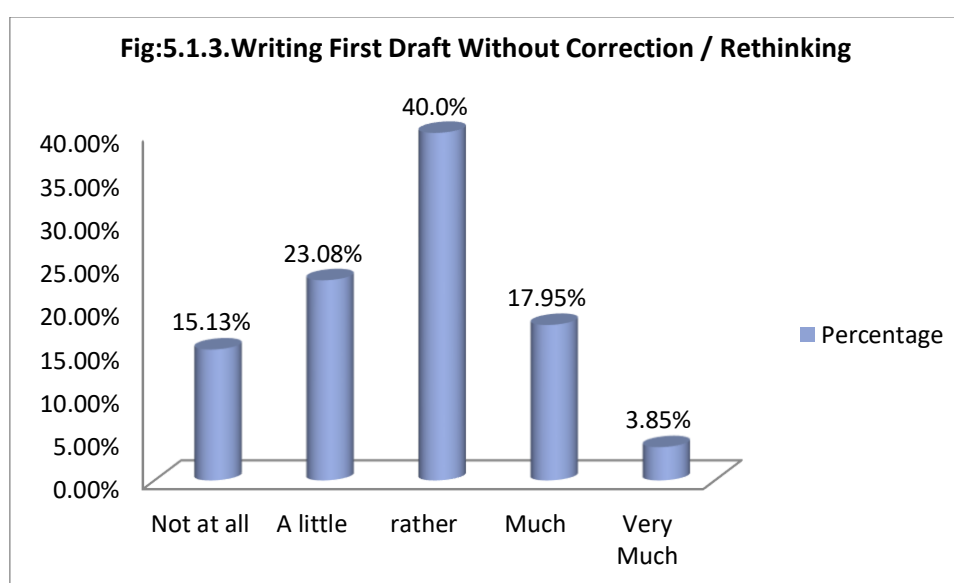
5.1.4 Write effective sentences and paragraph using correct grammar, punctuation, and spelling (Table: 5.1: Information from Students (Respondents)

In Table 5.1, we can see that 40% of students *rather* can write effective sentences and paragraph using correct grammar, punctuation, and spelling in English writing class. Secondly, 32.05% of students can write *much* effective sentences and paragraph using correct grammar, punctuation, and spelling. Moreover, 20% of students *a little* and 5.39% of students *very much* can write effective sentences and paragraph using correct grammar, punctuation, and spelling. Lastly, among all of the students, 2.56% *not at all* can write

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effective sentences and paragraph using correct grammar, punctuation, and spelling (Fig. 5.1.4).

Fig: 5.1.4.Writting Effective Sentences and paragraph
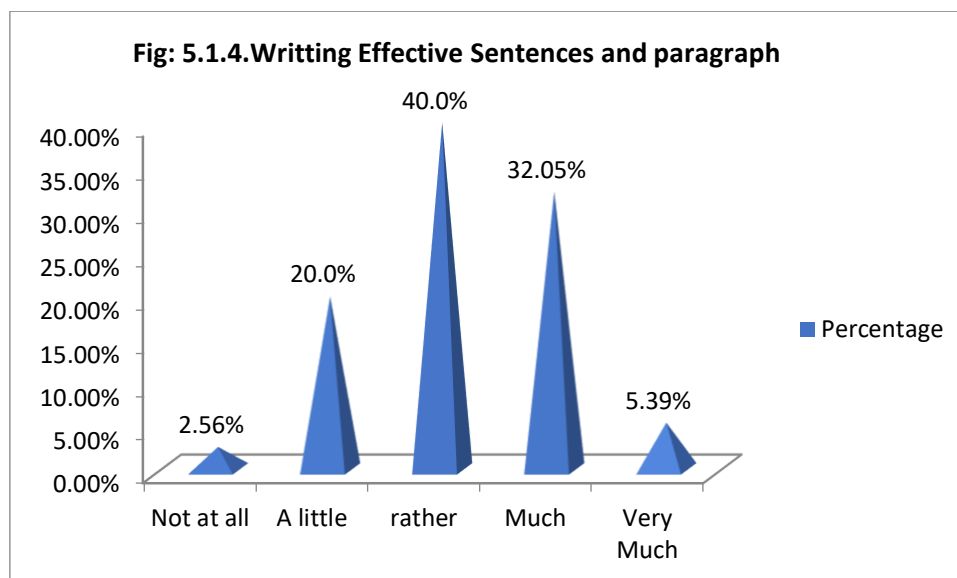
5.1.5 Use a well-defined structure in writing appropriately (Table: 5.1: Information from Students (Respondents)

In Table 5.1, it can be seen that among 390 students, 46.15% *rather* can use a well-defined structure in writing appropriately in English writing class. Secondly, 30% of students can use a well-defined structure in writing appropriately *much*. Moreover, 15.38% of students *a little* and 8.47% of students *very much* can use a well-defined structure in writing appropriately. Lastly, among all of the students, 0% *not at all* can use a well-defined structure in writing appropriately in English writing class (Fig. 5.1.5).

Fig:5.1.5.Using a Well Defined Structure For Writing
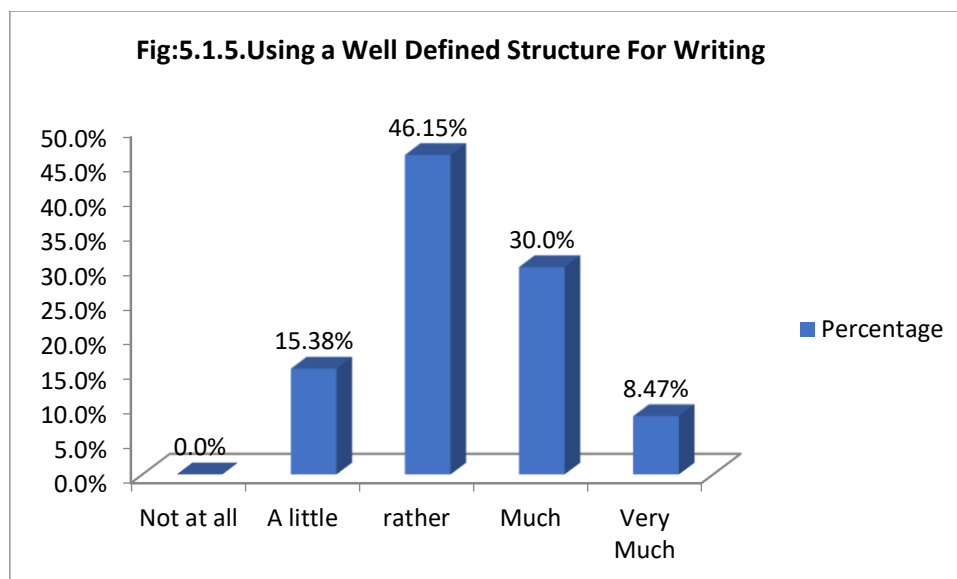
5.1.6 Revise my writing to make it clear, correct and consistent (Table: 5.1: Information from Students (Respondents)

In Table 5.1, we can see that among 390 students, 30.77% *much* can revise their writing to make it clear, correct and consistent in English writing class. Secondly, 23.08% of students *rather* can revise their writing to make it clear, correct and consistent. Moreover, in total 15.38% of students *a little* and 20.77% of students *very much* can revise their writing to make it clear, correct and consistent. Lastly, among all of the students, 10% *not at all* can revise their writing to make it clear, correct and consistent in English writing class (Fig. 5.1.6).

Fig:5.1.6.Revising After Writing
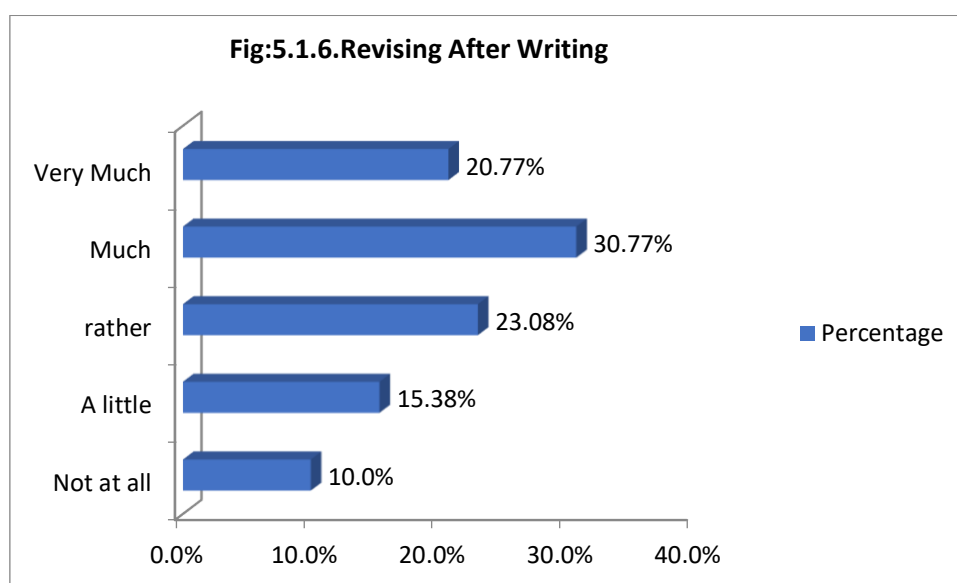
5.1.7 Accurately gives credit for ideas and facts from other people (Table: 5.1: Information from Students (Respondents)

In Table 5.1, one can see that among 390 students, 35.90% *much* accurately gives credit for ideas and facts from other people in English writing class. Secondly, 32.05% of students *rather* can accurately give credit for ideas and facts from other people. Moreover, 17.95% of students *a little* and 14.10% of students very much can accurately give credit for ideas and facts from other people. Lastly, among all the students, 0% not at all can accurately give credit for ideas and facts from other people in English writing class. (Fig.5.1.7).
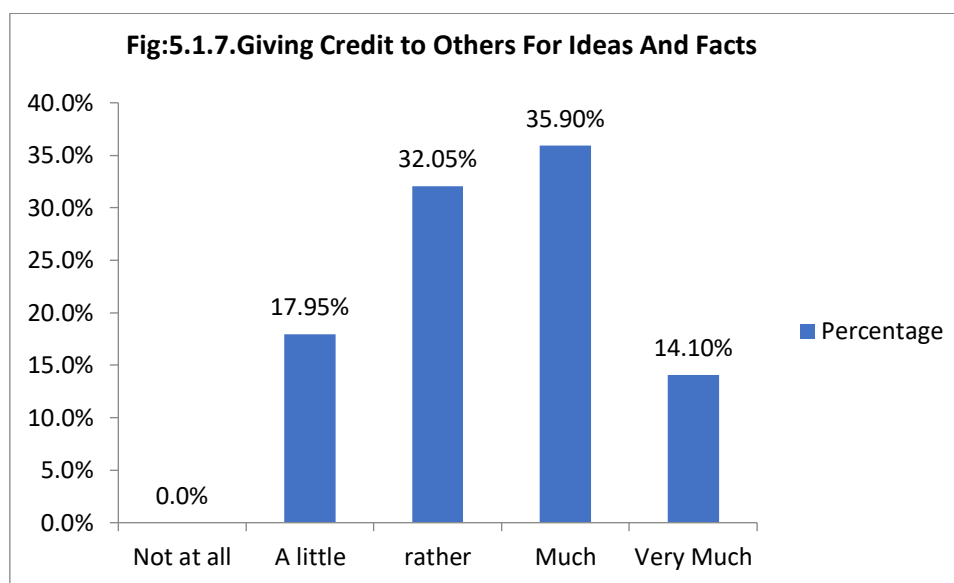
Fig:5.1.7.Giving Credit to Others For Ideas And Facts

Table: 5.1: Information from Students (Respondents)

N = 390

Information	Not at all		A little		Rather		Much		Very much	
	No of students	%	No of students	%	No of students	%	No of students	%	No of students	%
Do you feel confident of your ability to write in English	-	-	78	20	88	22.56	185	47.44	39	10
Do you plan effectively a large writing assignment in English	-	-	120	30.77	117	30	150	38.46	3	0.77

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Can you write first drafts without stopping to correct or rethink	59	15.13	90	23.08	156	40	70	17.95	15	3.85
Can you write effective sentences and paragraph using correct grammar, punctuation, and spelling?	10	2.56	78	20	156	40	125	32.05	21	5.39
Do you use a Proper structure for writing appropriately	0	0	60	15.38	180	46.15	117	30	33	8.47
Do you revise your writing to make it clear, correct and consistent	39	10	60	15.38	90	23.08	120	30.77	81	20.77
Do you accurately give credit for ideas and facts to others	0	0	70	17.95	125	32.05	140	35.9	55	14.1
Do you give almost equal attention to both the language (e.g. spelling, grammar, vocabulary) and the content (e.g. ideas, organization)	33	8.47	78	20	150	38.45	81	20.77	48	12.31

Do you enjoy writing	30	7.69	90	23.08	81	20.77	156	40	33	8.46
Do you think as a writer	100	25.64	98	25.13	81	20.77	60	15.38	51	13.08
Do you generate lots of words fairly, quickly and freely- not to be stuck, on a topic of interest?	15	3.85	100	25.64	125	32.05	45	11.54	105	26.92
On a topic of interest, do you come up with ideas or insights that you had not thought of before	49	12.5	117	30	140	35.9	51	13.08	33	8.46

***Source*:** Field Survey

5.1.8 Give almost equal attention to both the language (e.g. spelling, grammar) (Table: 5.1: Information from Students (Respondents)

In the above Table, we can see that among 390 students, 38.45% *rather* can give almost equal attention to both the language (*e.g.*, spelling. Grammar. Vocabulary) and the content (*e.g.*, ideas, organization) in English writing class. Secondly, 20.77% of students can give almost equal attention to both the language (*e.g.*, spelling, grammar, vocabulary) and the content (*e.g.*, ideas, organization) *much*. Moreover, 20% of students *a little* and 12.31% of students *very much* can give almost equal attention to both the language (*e.g.*, spelling. Grammar. Vocabulary) and the content (*e.g.*, ideas, organization). Lastly, among all of the students, 8.47% *not at all* can give almost equal attention to both the language (*e.g.* spelling. Grammar. Vocabulary) and the content (*e.g.*, ideas, organization) in English writing class (Fig. 5.1.8).

Fig: 5.1.8.Giving Equal Attention to Language and Grammar
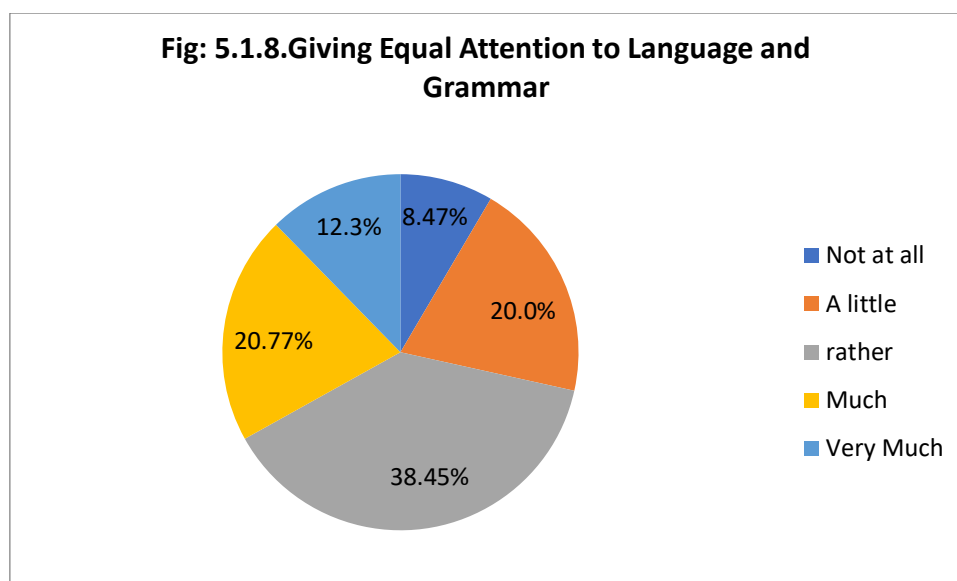
5.1.9 Enjoy writing (Table: 5.1: Information from Students (Respondents)

Data contained in Table 5.1, show that among 390 students, 48.46 % *much* and *very much* enjoy writing in English writing class. Secondly, 20.77% students *rather* enjoy writing. Moreover, 23.08% students *a little* enjoy writing in English writing class. Lastly, among all of the students, only 7.69% *not at all* enjoy writing in English writing class (Fig. 5.1.9).

Fig:5.1.9.Enjoying Writing
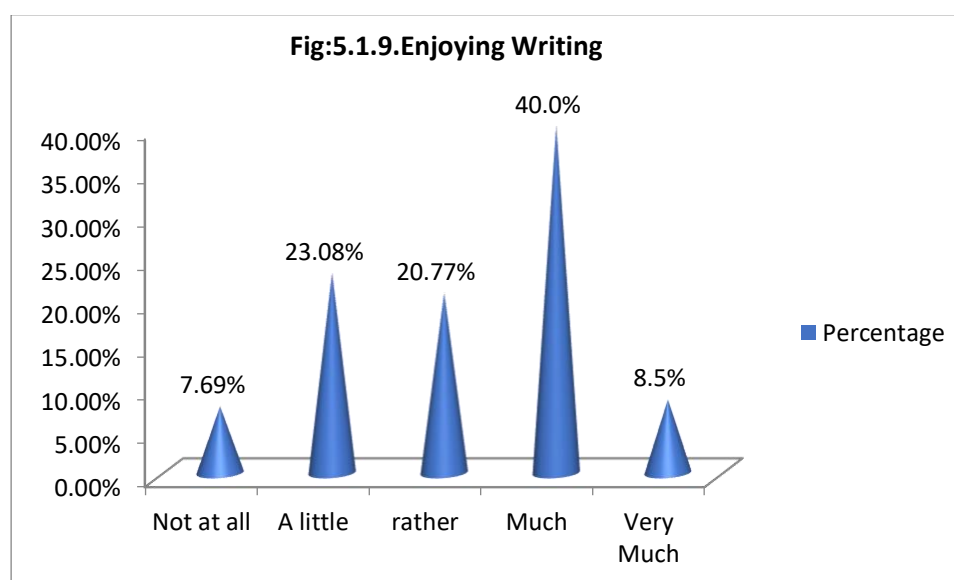
5.1.10 Think as a writer (Table: 5.1: Information from Students (Respondents)

In the Table 5.1, we can see that among 390 students, 25.64% ***not at all*** can think themselves as a writer in English writing class. Secondly, 25.13% of students can think themselves as a writer ***a little***. Moreover, 15.38% students ***much*** and 20.77% students ***rather*** can think themselves as a writer. Lastly, among all of the students, 13.08% ***very much*** can think themselves as a writer in English writing class (Fig. 5.1.10).

Fig: 5.1.10.Thinking as a Writer Before Writing
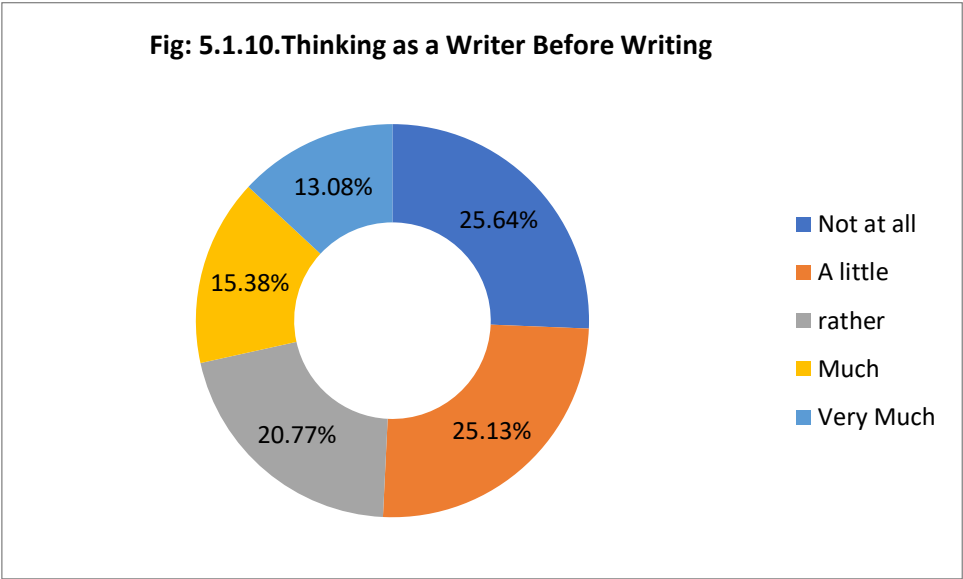
5.1.11 On a topic of interest, generate lots of words fairly, quickly and freely- not be stuck (Table: 5.1: Information from Students (Respondents)

 In above Table 5.1, we can see that among 390 students, 32.05% ***rather*** can generate lots of words fairly, quickly and freely on a topic of interest in English writing class. Secondly, 37.18% of students ***a little*** and ***much*** can generate lots of words fairly, quickly and freely on a topic of interest. Moreover, 26.92% of students ***very much*** can generate lots of words fairly, quickly and freely on a topic of interest. Lastly, among all of the students, 3.85% ***not at all*** can generate lots of words fairly, quickly and freely on a topic of interest in English writing class (Fig. 5.1.11).

Fig:5.1.11.Generating Words on a Given Topic Without Getting Stuck
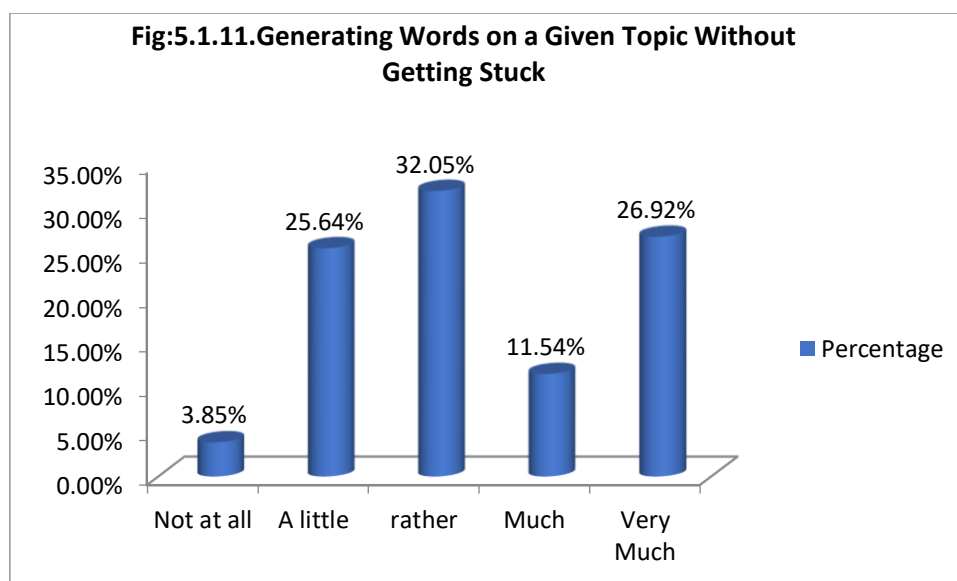
5.1.12 On a topic of interest, come up with ideas or insights that had not thought of before

(Table: 5.1: Information from Students (Respondents)

In Table 5.1, we can see that 35.90% of students *rather* can come up with ideas or insights that had not thought of before on a topic of interest in English writing class. Secondly, 30% of students can come up with ideas or insights that had not thought of before on a topic of interest *a little*. Moreover, 13.08% of students *much* and 8.46% students *very much* can come up with ideas or insights that had not thought of before on a topic of interest. Lastly, among all of the students, 12.56% not *at all* can in English writing class (Fig. 5.1.12).

Fig:5.1.12.Comming up With New Ideas or Insights on a Given Topic
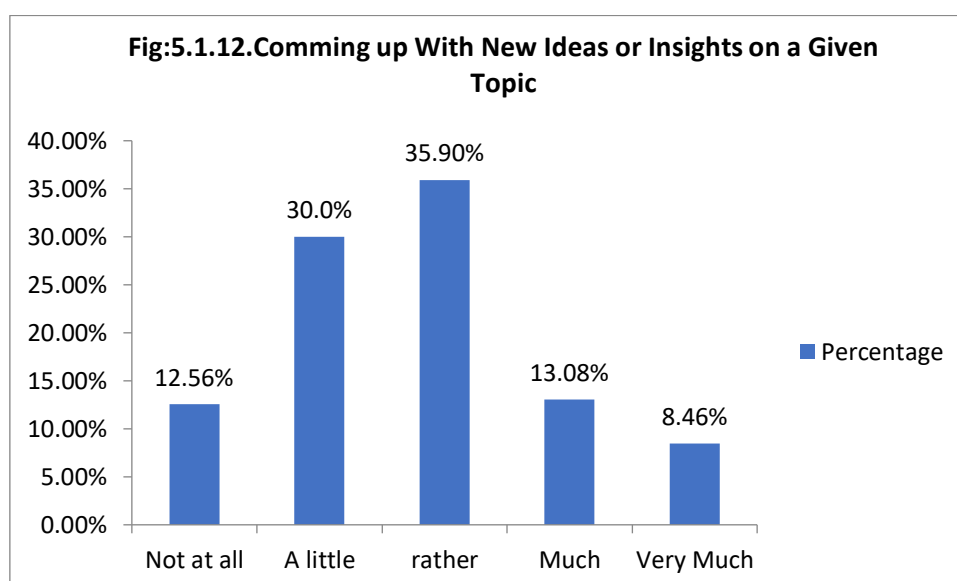
5.2.1 Make sentences clear to readers on first reading (Table 5.2 Information from Students (Respondents)

In Table 5.2, we can see that among 390 students, 35.90% of students *rather* can make sentences clear to readers on first reading in English writing class. Secondly, 30.77% of students can make *much* sentences clear to readers on first reading. Moreover, 23.08% of students a *little* and 5.12% of students *very much* can make sentences clear to readers on first reading in English writing class. Lastly, among all of the students, 5.13% *not at all* can make sentences clear to readers on first reading in English writing class (Fig.5.2.1).
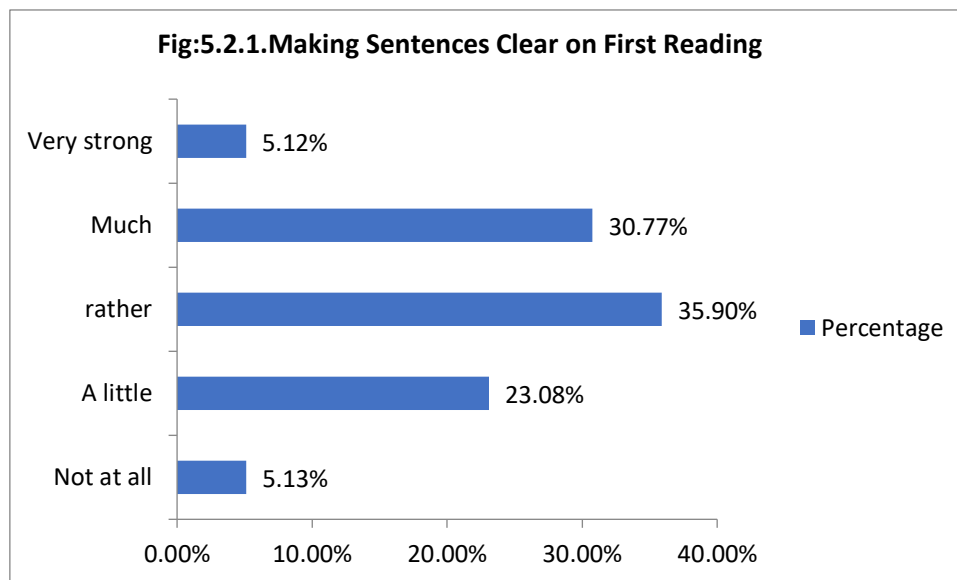
5.2.2 Get sentences lively (Table 5.2 Information from Students (Respondents)

In Table 5.2, it may be seen that among 390 students, 25.65% students *rather* can get sentences lively in English writing class. Secondly, 15.38% of students can get sentences lively *a little.* Moreover, 40.0 % of students *much* and 12.82% students *very much* can get sentences lively. Lastly, among all of the students, 6.15% *not at all* can get sentences lively in English writing class (Fig.5.2.2).

Fig.5.2.2.Getting Sentences Lively
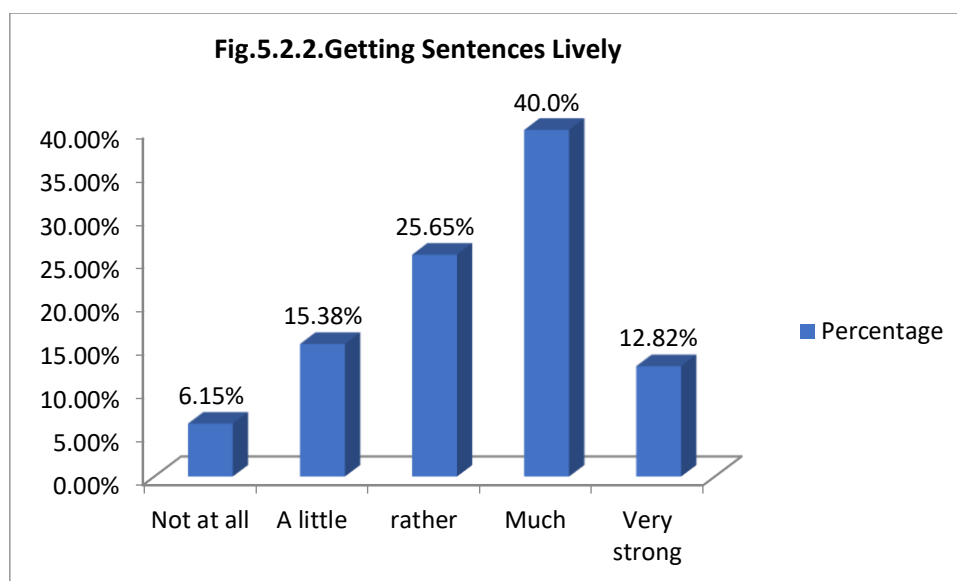
5.2.3 Get rid of most mistakes in grammar, spelling, punctuation, and so on (Table 5.2 Information from Students (Respondents)

In above Table, we can see that among 390 students, 30% of students can get rid of most mistakes in grammar, spelling, punctuation, and so on in English writing class *much*. Secondly, 35.90% of students can *rather* get rid of most mistakes in grammar, spelling, punctuation, and so on. Moreover, 12.82% of students can get rid of most mistakes in grammar, spelling, punctuation, and so on *a little*. Lastly, among all of the students, 17.44% *very much* and 3.85% *not at all* can get rid of most mistakes in grammar, spelling, punctuation, and so on in English writing class (Fig.5.2.3).

Fig:5.2.3.To Do Away With Mistakes in English Writing
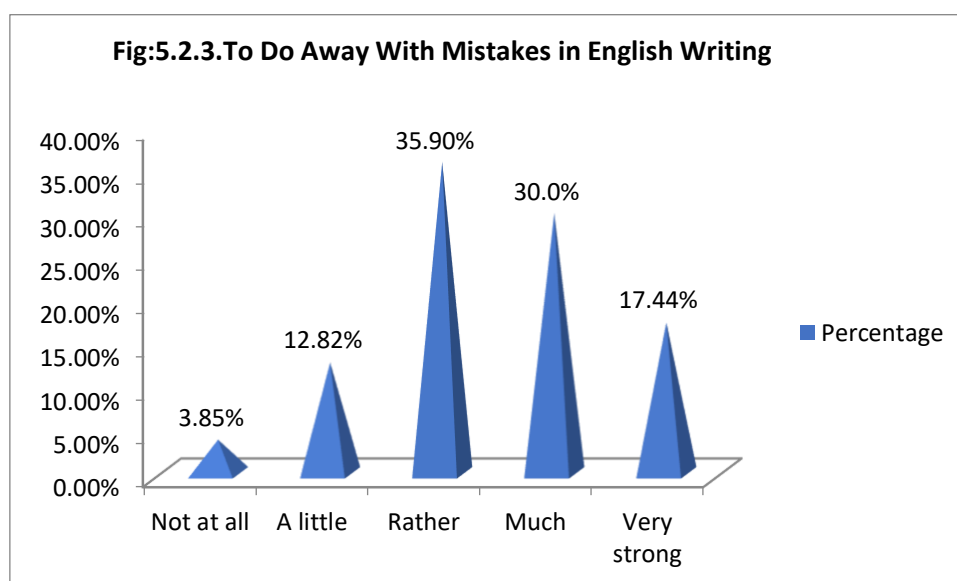
5.2.4 Give a detailed account that goes on your mind and the things that happen on the text

(Table 5.2 Information from Students (Respondents)

In the above Table, one can see that among 390 students, 50% students can *rather* give a detailed account that goes on your mind and the things that happen on the text in English writing class. Secondly, 20.51% of students can give a detailed account that goes on your mind and the things that happen on the text *much*. Moreover, 20% of students can give *a little* a detailed account that goes on ones' mind and the things that happen on the text. Lastly, among all of the students, 5.13% *very much* and 4.36% *not at all* can give a detailed account that goes on ones' mind and the things that happen on the text in English writing class (Fig.5.2.4).
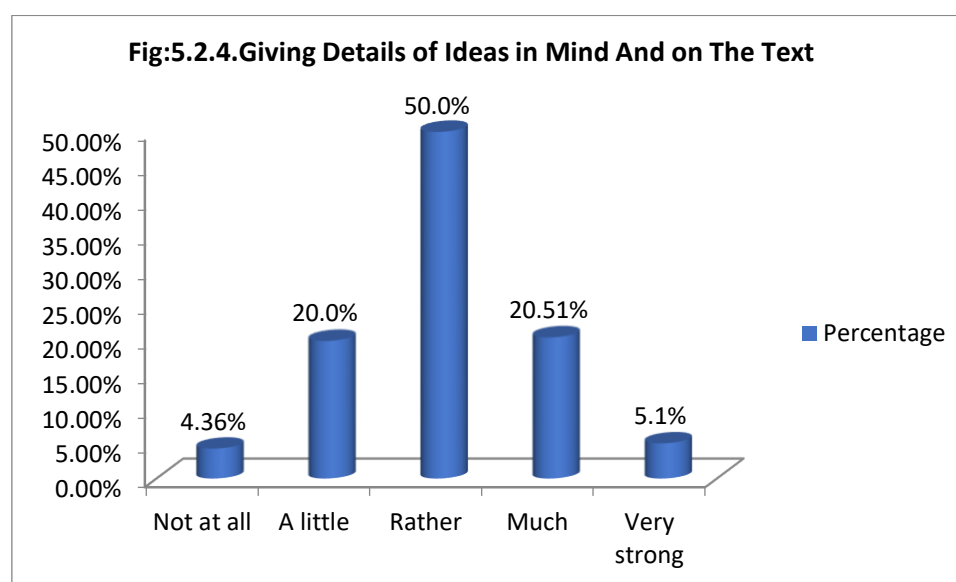
Fig:5.2.4.Giving Details of Ideas in Mind And on The Text

Table 5.2: Information from Students (Respondents)

N = 390

Information	Not at all		A little		Rather		Much		Very strong	
	No of students	%	No of students	%	No of students	%	No of students	%	No of students	%
Do you make sentences clear to readers on first reading	20	5.13	90	23.1	140	35.9	120	30.8	20	5.12

Do you get sentences lively	24	6.15	60	15.4	100	25.7	156	40	50	12.8
Do you skip mistakes in grammar, spelling, punctuation, and so on	15	3.85	50	12.8	140	35.9	117	30	68	17.4
Do you give a detailed account that goes on your mind and the things that happen on the text	17	4.36	78	20	195	50	80	20.5	20	5.13
Do you notice errors or stuck points in writing and figure out the causes	20	5.13	30	7.69	90	23.1	180	46.2	70	18
Do you make changes in the way you go about writing	11	2.82	70	18	170	43.6	100	25.7	39	10
Do you face problems while building an argument	39	10	80	20.5	100	25.7	140	35.9	31	7.94
Do you write for pleasure in English in your free time	100	25.7	45	11.5	140	35.9	68	17.4	37	9.48

Source: Field Survey

5.2.5 Notice problems or stuck points in writing and figure out the causes (Table 5.2 Information from Students (Respondents)

In Table 5.2, one can see that among 390 students, 46.15% can notice problems or stuck points in writing and figure out the causes *much* in English writing class. Secondly, 23.08% of students *rather* can notice problems or stuck points in writing and figure out the causes. Moreover, 17.95% of students *very much* and 7.69% students *a little* can notice problems or

stuck points in writing and figure out the causes. Lastly, among all of the students, 5.13% *not at all* can notice problems or stuck points in writing and figure out the causes in English writing class (Fig.5.2.5).

Fig:5.2.5.Spotting Errors And Solving It With Solutions
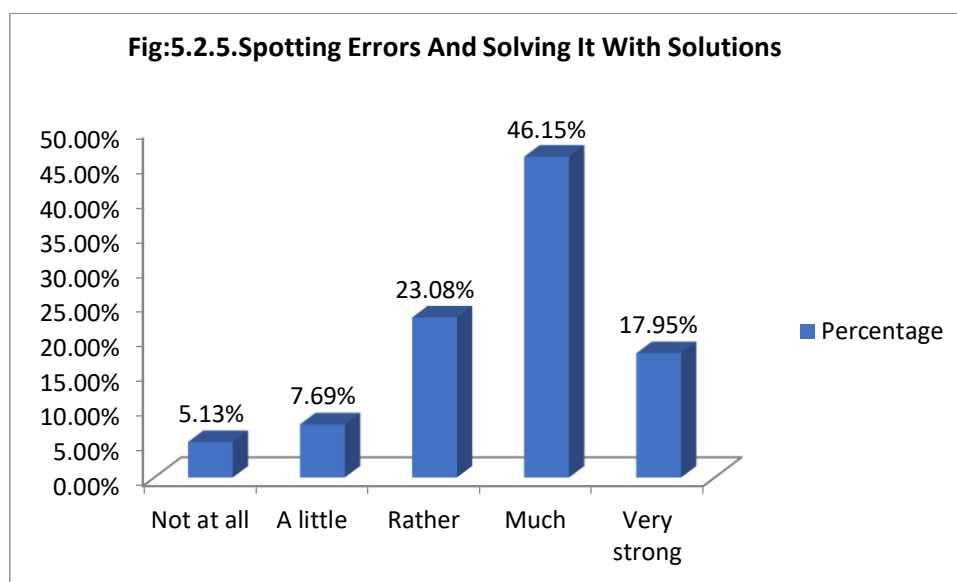
5.2.6 Make changes in the way you go about writing (Table 5.2 Information from Students (Respondents)

In above Table 5.2, it can be seen that among 390 respondents, 43.59% students *rather* can make changes in the way they go about writing in English writing class. Secondly, 25.65% of students can make changes in the way they go about writing *much.* Moreover, 17.95% of students *a little* and 10% students *very much* can make changes in the way they go about writing. Lastly, among all of the students, 2.82% *not at all* can make changes in the way they go about writing in English writing class (Fig.5.2.6).

Fig:5.2.6.Making Changes While Writing
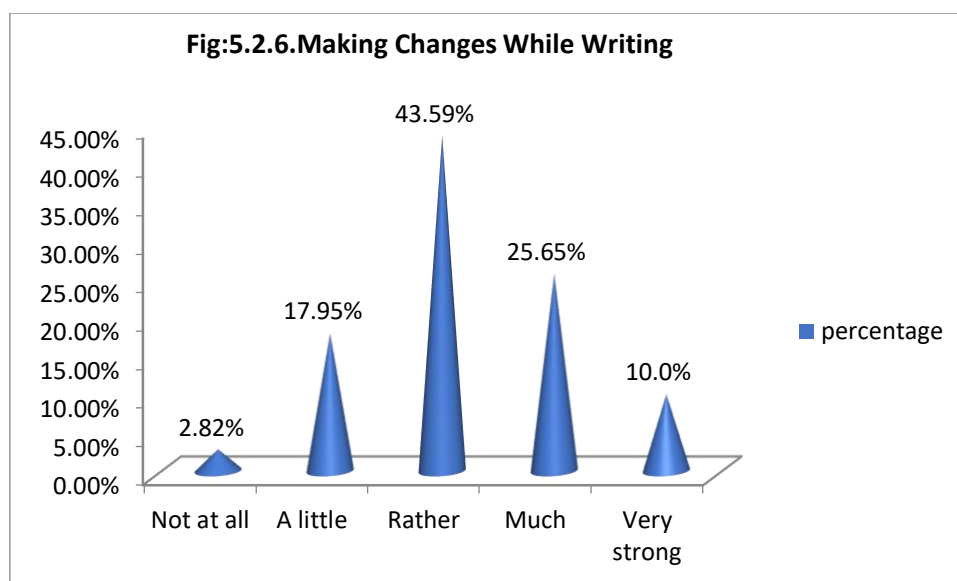
5.2.7 Face problems while building an argument (Table 5.2 Information from Students Respondents)

In above Table, one can see that among 390 students, 35.90% face problems while building an argument *much* in English writing class. Secondly, 25.65% of students face *rather* problems while building an argument. Moreover, in 20.51% of students *a little* and 10% students *not at all* face problems while building an argument. Lastly, among all of the students, 7.94% *very much* face problems while building an argument in English writing class (Fig.5.2.7).

Fig:5.2.7.Facing Problems While Building An Argument
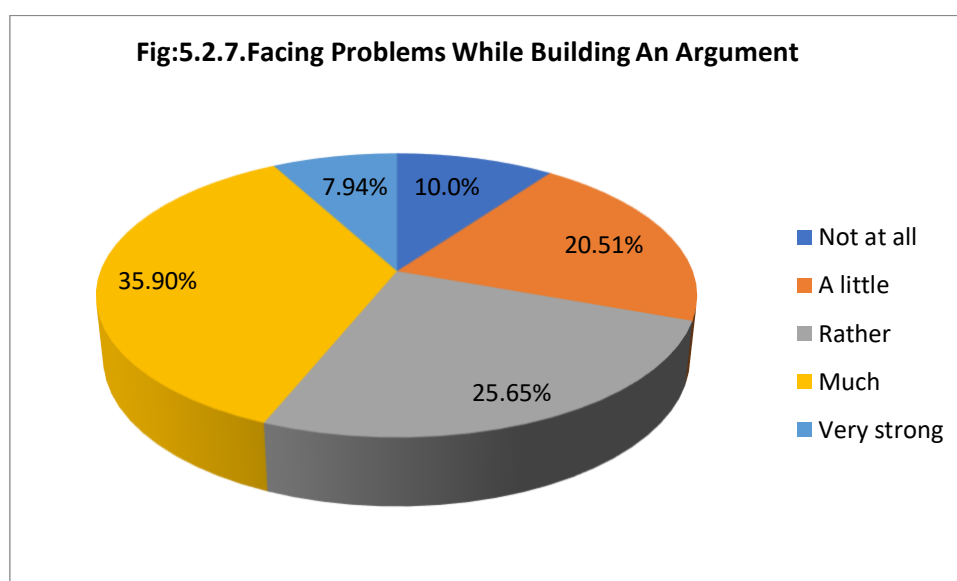
5.2.8 Write for pleasure in English in free time (Table 5.2 Information from Students (Respondents)

In above Table 5.2, one can see that among 390 students, 35.90% students *rather* write for pleasure in English in *free* time. Secondly, 25.65% of students *not at all* write for pleasure in English in free time. Moreover, 17.44% of students write for pleasure in English in free time *much*. Lastly, both for *a little* and *very much* 21.01% write for pleasure in English in free time (Fig.5.2.8).

Fig:5.2.8.Writing in English For Pleasure During Free Time

	Not at all	A little	Rather	Much	Very strong
Percentage	25.65%	11.53%	35.90%	17.44%	9.48%
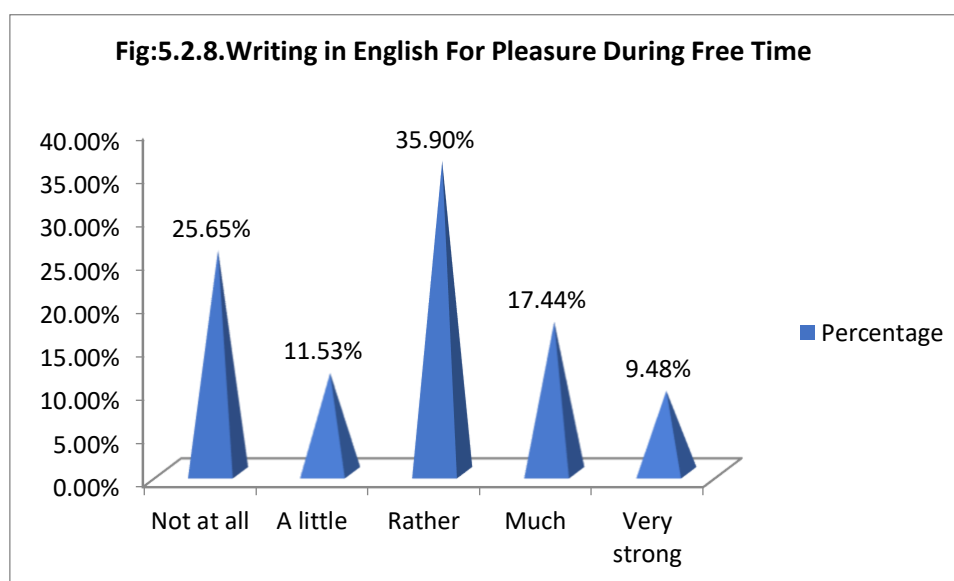
5.11. FINDINGS FROM THE INTERVIEW QUESTIONS

The questions of the semi-structured interviews were for collecting some specific information regarding the students' developing criteria and difficulties in creative writing that was missing or inadequate in the survey questionnaires.

Results of Question 1

Among the interview of 390 students, most of them agreed about writing some specific piece of writing which are being practiced in their class. Moreover, among them 160 students feel more comfortable to write on given topic. Lastly, all of them feel easy to answer the application and letter writing part mostly.

Results of Question 2

The hardest part of writing to them is to write paragraph, summary writing, story writing and also essay writing. Among them, 210 students agreed about finding the story writing part

mostly harder to them. The part of writing which they have to think and come up with ideas seems very difficult to write and build up the arguments.

Results of Question 3

In this question, all the students have different point of view. A total of 140 students suggest that the pattern of developing writing should be changed. Sixty (60) students say that creative writing will help them to make their writing better. Thirty (30) students say that more and more practice and appropriate guideline can help them to do better writing. Forty-five (45) students suggest that specific and seen topics should be avoided for better writing. She wants to say that writing should be practiced in general.

Results of Question 4

Most of the students say that clear written response helps them the most as a writer. Most of the time, their teachers and also home tutors give them the response but the responses they are getting are not enough for them to develop as a writer.

Results of Question 5

All the students agreed that they want to improve their creative writing skills. It is because they are not encouraged to write creatively and also to think creatively. By improving their creative writing style, they will be able to write any paragraph, essay and other topic very easily. It will also be easy for them to answer the composition part of writing.

Different strategies were indicated by teachers. Teachers mentioned creative writing, sentence construction, different writing models, remedial work and functional writing as the strategies that they are currently using.

5.3.1 Creative writing is taught (passage) in the class (Table 5.3: Teaching Strategies Used by Teachers)

The researcher asked the teachers how often they taught their students Writing skill using creative writing. Among the 150 teachers only 20% (30) teachers *always* taught their students writing skill in the classroom using creative writing, 23.33% (35) teachers *often* taught their students writing comprehension using creative writing. The largest number of the teachers was 50% (75) who taught their students writing skill using creative writing *sometimes*. Four percent (4%) teachers taught their students *rarely* and 2.7% of the teachers *never* taught their

students writing skill. The overall scenario showed that (100% - 20%) = 80% teachers do not practice writing skill using creative writing regularly with the students. All of them expressed that there were some barriers that held up them to practice in the class room (Fig. 5.3.1).

Fig:5.3.1.Creative Writing Taught Through Passage in The Class

Always	Often	Sometimes	Rarely	Never
20.0%	23.33%	50.0%	4.0%	2.67%

Percentage
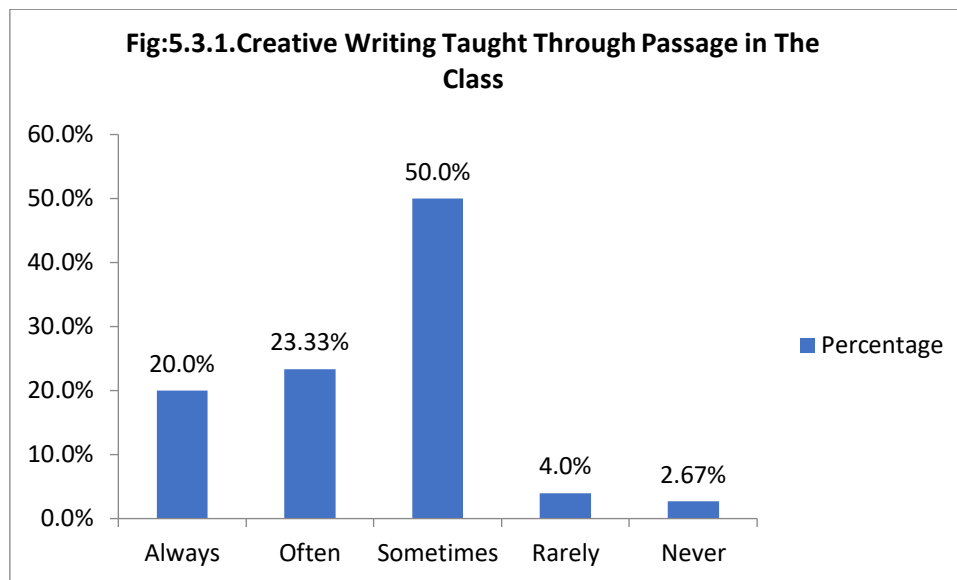
5.3.2 Writing skill is taught using Sentence construction (5.3: Teaching Strategies Used by Teachers)

The researcher asked the teachers how often they taught their students Writing skill using sentence construction. Among the 150 teachers, 60% teachers (90 teachers) *always* taught their students writing skill in the classroom using sentence construction. Ten percent (10%) teachers (15 teachers) *often* taught their students writing comprehension using sentence construction. The low number of the teachers (20) was 13.33% who taught their students writing skill using sentence construction *sometimes*. Another, 10% teachers taught their students *rarely* and 6.67% teachers *never* taught their students writing skill. The scenario showed that 75% teachers teach writing skill using sentence construction regularly with the students (Fig.5.3.2).

Fig:5.3.2.Writing Taught Through Sentence Construction

5.3.3 Writing skill is taught using different writing models (Table 5.3: Teaching Strategies Used by Teachers)

The researcher asked the teachers how often they taught their students Writing skill using different models. Among the 150 teachers only 10% teachers (15 teachers) *always* taught their students writing skill in the classroom using different models. Another 16.67% teachers (25 teachers) *often* taught their students writing comprehension using different models. The largest number of the teachers (60) was 40% who taught their students writing skill using different models *sometimes*. Twenty percent (20%) teachers taught their students *rarely* and 13.33% teachers *never* taught their students writing skill (Fig.5.3.3).

Fig:5.3.3.Writing Taught Through Different Writing Models

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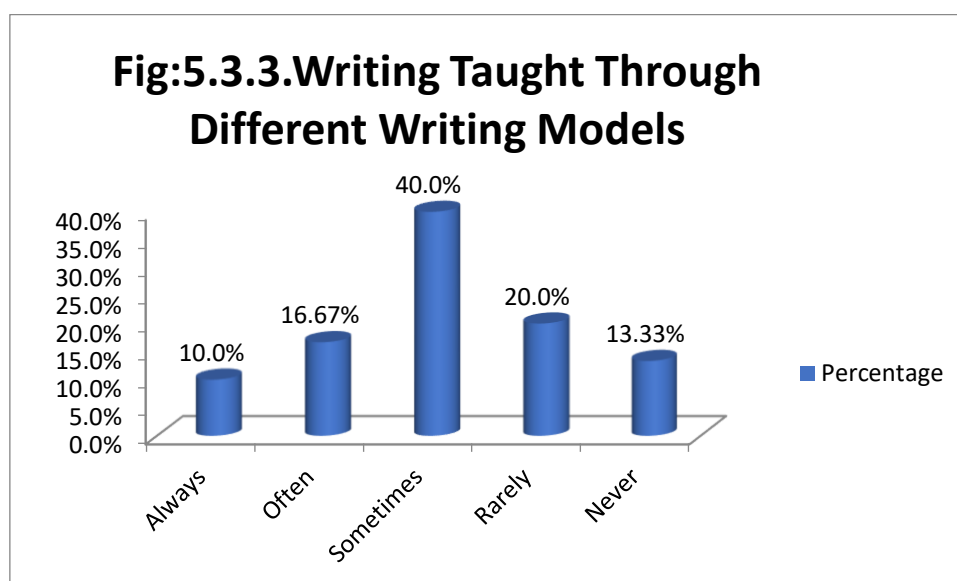
Table: 5.3 Teaching Strategies Used by Teachers

N=150

Information	Always		Often		Sometimes		Rarely		Never	
	Total	%	Total	%	Total	%	Total	%	Total	%
Creative writing is taught (passage) in the class	30	20	35	23.33	75	50	6	4	4	2.67
Writing skill is taught using Sentence construction	90	60	15	10	20	13.33	15	10	10	6.67
Writing skill is taught using different writing models	15	10	25	16.67	60	40	30	20	20	13.33
Writing skill is taught using remedial work	100	66.67	20	13.33	15	10	10	6.67	5	3.33
Writing skill is taught using individual attention	20	13.33	30	20	50	33.33	25	16.67	25	16.67
Writing skill is taught using clear Instruction	60	40	30	20	40	26.67	15	10	5	3.33
Writing skill is taught using functional writing skills	110	73.33	15	10	10	6.67	10	6.67	5	3.33

Source: Field Survey

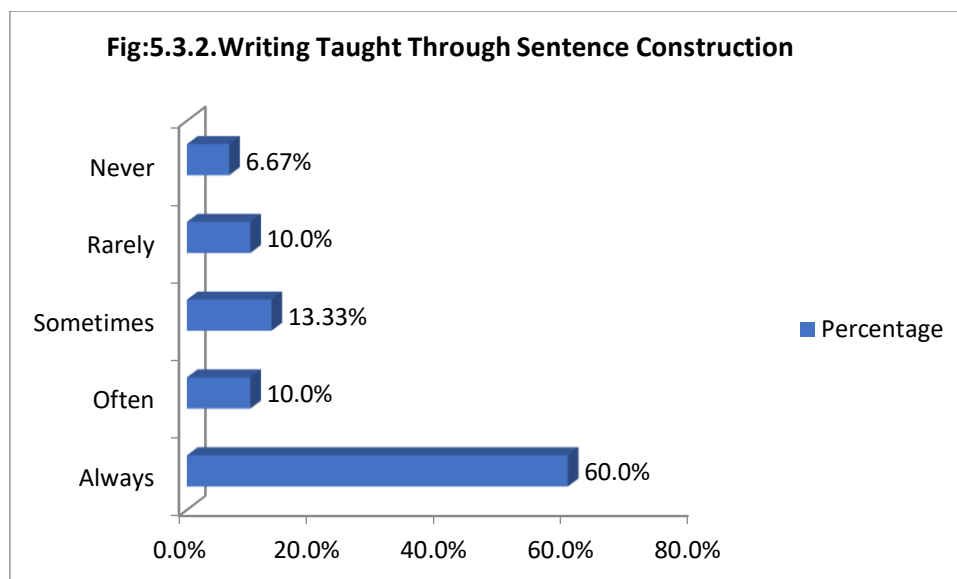**5.3.4 Writing skill is taught using remedial work** (Table 5.3: Teaching Strategies used by Teachers)

The researcher asked the teachers how often they taught their students Writing skill using remedial work. Among the 150 teachers only13.33% teachers (20 teachers) *always* taught their students writing skill in the classroom using individual attention. Some, 20% teachers (30 teachers) *often* taught their students writing comprehension using individual attention. Another 15 numbers of the teachers (10%) taught their students writing skill using remedial work

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sometimes. Only 6.67% teacher taught their students *rarely* and 3.33% teacher *never* taught their students writing skill (Fig.5.3.4).

Fig:5.3.4.Writing Taught Through Remedial Work

66.67%

70.00%	
60.00%	
50.00%	
40.00%	
30.00%	■ Percentage
20.00%	13.33% 10.0%
10.00%	6.67% 3.33%
0.00%	

Always   Often   Sometimes   Rarely   Never
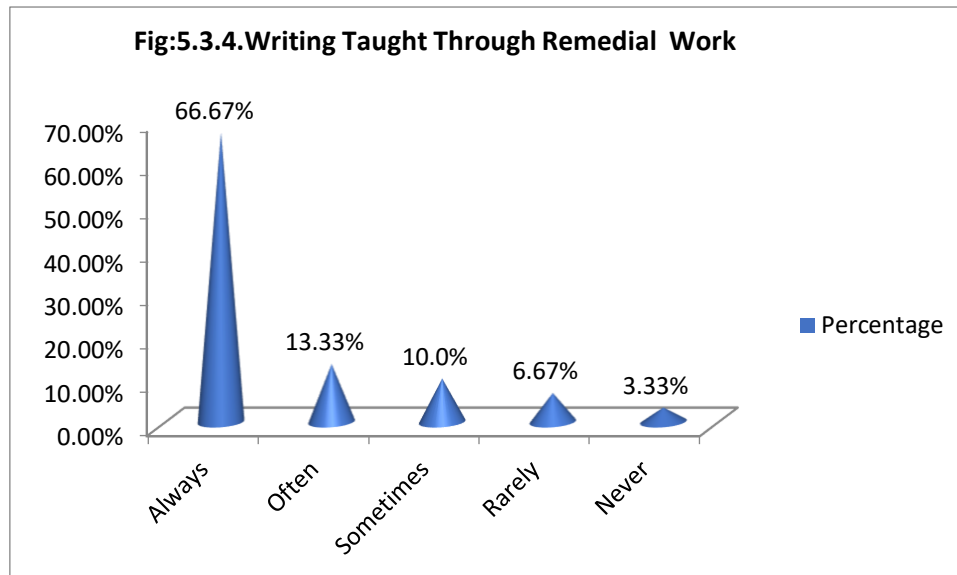
5.3.5 Writing skill is taught using individual attention (Table 5.3: Teaching Strategies Used by Teachers)

The researcher asked the teachers how often they taught their students writing skill using individual attention. Among the 150 teachers, 66.67% *always* taught their students writing skill in the classroom using remedial work. A total of 13.33% teachers (20 teachers) *often* taught their students writing comprehension using remedial work while, 50 numbers of the teachers (33.33%) taught their students writing skill using remedial work *sometimes*. 16.67% teacher taught their students *rarely* and 3.33% teacher *never* taught their students writing skill (Fig.5.3.5).

Fig:5.3.5.Writing Taught Through Individual Attention
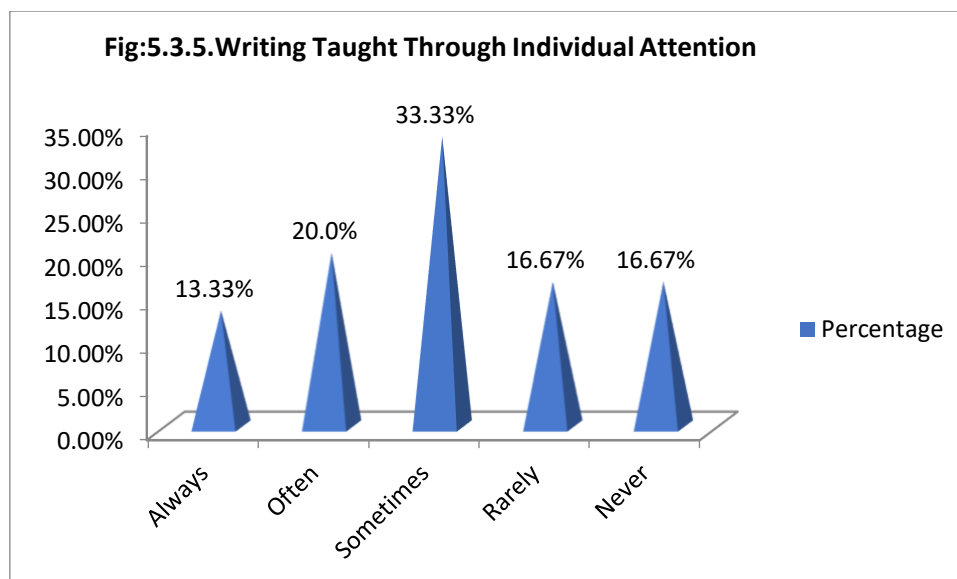
5.3.6 Writing skill is taught using clear Instruction (Table 5.3: Teaching Strategies Used by Teachers)

The researcher asked the teachers how often they taught their students Writing skill using clear Instruction. Among the 150 teachers, 40% teachers (60 teachers) *always* taught their students writing skill in the classroom using clear Instruction. Another 20% teachers (30 teachers) *often* taught their students writing comprehension using clear Instruction while 40 teachers (26.67%) taught their students writing skill using remedial work *sometimes*. A total of 10% teacher taught their students *rarely* and 3.33% teacher *never* taught their students writing skill (Fig.5.3.6).

Fig:5.3.6.Writing Taught Through Clear Instruction

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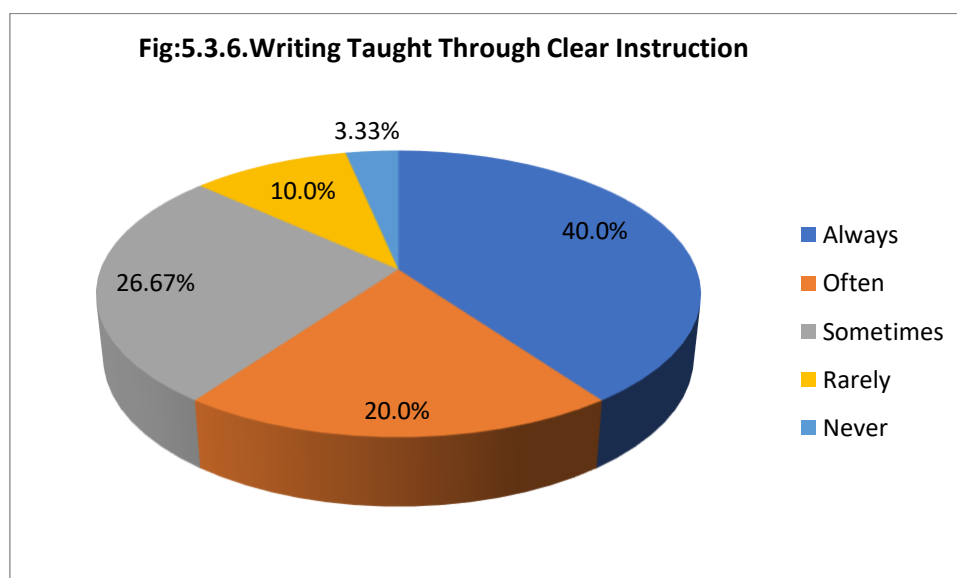
5.3.7 Writing skill is taught using functional writing skills (Table 5.3: Teaching Strategies Used by Teachers)

The researcher asked the teachers how often they taught their students Writing skill using clear Instruction. Among the 150 teachers, 73.33% teachers (110 teachers) *always* taught their students writing skill in the classroom using functional writing skills while 10% teachers (15 teachers) *often* taught their students writing comprehension using functional writing skills. A total of 10 teachers (6.67%) taught their students writing skill using functional writing skills *sometimes*. Another 6.67% teachers taught their students *rarely* and 3.33% teacher *never* taught their students writing skill (Fig.5.3.7).

**Fig:5.3.7.Writing Taught Through Functional Skill Mode**

Category	Percentage
Always	73.33%
Often	10.0%
Sometimes	6.67%
Rarely	6.67%
Never	3.33%
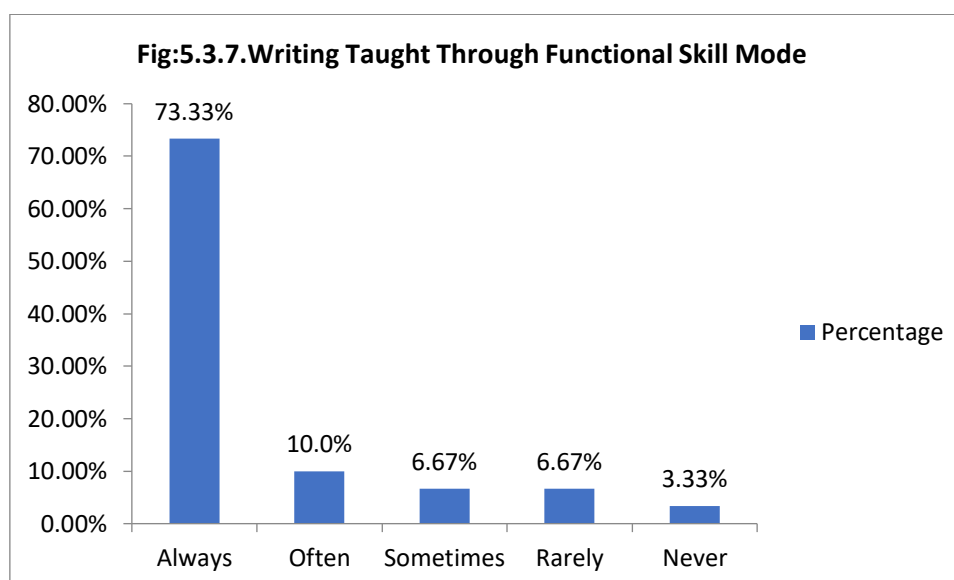
5.12 TEACHERS' PERCEPTION ON THE CHALLENGES FACED BY STUDENTS

(a)   Lack of Competence

In this theme, lack of competency in English is seen as a major stumbling block for learners to develop their writing skills. Competency in English is regarded as a key component for the development of successful writing skills. The following claims are examples of how respondents made reference to this lack of competence:

*Teachers' references (As respondents): A select mention **of responses***

A teacher (Lanujungla)…… some are really struggling or they are not coping, firstly most of the learners' English is not their mother tongue. Their mother tongue is AO or other languages.

Lovitoli Chisi: First of all, English is not their mother tongue, as you can see they speak their own dialects so their home language is AO, even in their communities, they speak AO.

A teacher (Sentimenla): Learners' problems number one, is the interference of the mother tongue.

What is disturbing about the above responses is that learners who do not use English as their mother tongue struggle to cope with writing skills. The use of AO at home leaves a vacuum for the use of English and the improvement of writing skills. The claims made by the respondents are congruent with the views of (Harley & Hart, 1997) who reports that English Second Language Students seldom use English in their daily lives.

This lack of competency ultimately undermines learners' ability to comprehend grammatically correct in English. Lanujungla makes reference to the weakness of learners to comprehend and their lack of a well-developed vocabulary in English when Lanujungla says:

Well, the problems that I've noticed are the fact that our learners lack the skill of comprehends, also the fact that they don't have a well-developed vocabulary when it comes to English. They lack the skill of constructing sentences.

This response alluded to by Lanujungla makes reference to the difficulties that learner experience when speaking and writing in English. The responses made by the respondents are in line with the views of (Shin (2006) that teachers reported feeling overwhelmed by the number of non-native errors in their students writing.

(b) Fear for making mistakes.

The following is a vague reference to learners' fear for making mistakes when speaking or writing in English:

Chubainla: My experience is that they are scared, they are scared to venture out and to write more than what is necessary. I think that they are fearful that if they shine in class is not such a cool thing so rather be a mediocre.

This response seems to suggest that learners fear for making mistakes make them reluctant to interact and communicate in class. This is in collaboration with Engstrom's, (2008) view that students may be unprepared and reluctant because of inadequate schooling experience and competing family and work demands which leave them with no adequate support.

5.13 CHALLENGES ENCOUNTERED BY TEACHERS

It can be seen from the participant's views that they are experiencing many challenges when it comes to teaching writing skills. Teachers complain about overcrowded classrooms, work overload, lack of qualified teachers, inadequate training on the new curriculum, lack of learner commitment, lack of support structures and materials, inadequate development of learners from primary school, and impact of social networks.

5.14. FINDING FROM PARENTS' QUESTIONNAIRES

Table 5.4: Satisfaction Level of Parents towards their Children's performance in writing Skill

N = 200

Information	Very much		Much		Average		Not at all	
	No. of Parents	%	No. of Parents	%	No. of Parents	%	No. of Parents	%
Are you satisfied with the performance of writing skill of your child	70	35	80	40	30	15	20	10

Source: Field Survey

The above table 5.4 reveals that 75% of the total respondents are satisfied *i.e.* 35% of them is ***very much*** satisfied with the performance of writing skill of their children and 40% of them is ***much*** satisfied. Secondly, only 10% of respondents are not at all satisfied with the performance of writing skill of their children (Fig.5.4.1).

Fig:5.4.1.Percentage of Performance on Writing Skills of Children

- Very Much — 35.0%
- Much — 40.0%
- Average — 15.0%
- Not at all — 10.0%
- Very Much — 25.0%
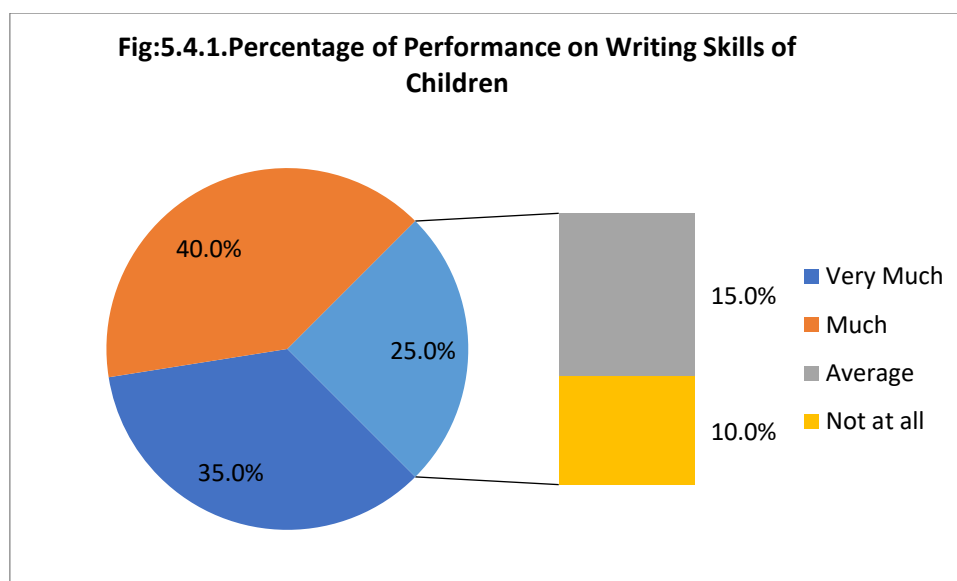
5.15. SUMMARY OF MAIN FINDINGS

Students find keen interest to learn writing skill as per analysis of different tables. Among various strategies suggested by teacher's motivation, enrichment programmes and intertextuality were emphasized as important strategies that can be used by teachers to improve learners' writing skills. Creative writing was shown as the most commonly used important strategy. When implementing this strategy, teachers are giving the learners feedback consistently as they regard it as the other way of interacting with them. They also emphasize the importance of drafts and their effectiveness though they sometimes don't mark them because of large classes.

5.16. CONCLUSION

On the whole, the study shows that students are keen to learn writing skill. Teachers face numerous challenges relating to writing in English. The teaching of writing skills in English was hampered, amongst other things by lack of support material and structures, lack of culture of learning and lack of proper training for teachers. This means that there is still a lot that needs to be done to improve the learners' writing skills. Students should be motivated to play an important role in improving their writing skills. Teachers who lack the skills should also be given specific training in teaching writing skills. Teachers regarded process approach as being effective and important in the teaching of writing skills. The study not only suggested

the need for new language teaching approaches, but also suggested the need for enrichment programmes to empower both educators and learners to improve the writing skills. Writing Skill in Mokokchung district econdary school students has been improving over time.

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CHAPTER 6

CONCLUSION

6.1.S UMMARY OF ALL THE CHAPTERS

Chapter One introduces the reader to the importance of English language, English in International context and in Indian context. Further, it depicts the state of English language in India, a brief introduction of Nagaland state and the historical perspectives of the development of education in Nagaland *vis-à-vis* the history of ELTL in Nagaland. Research questions were formulated; an overview of the research paradigm design and the methodology are described and the chapter concludes with the chapter outline. This chapter also includes review of literature, and ELTL skills.

Chapter Two explores learning and teaching of writing skills in English language and the problems of the teachers and the students faced in the listening classroom. It conceptualizes the term "listening" and defines it with the importance of listening. It describes relationship between language skills, effective listening characteristics, factors affecting the listening process, method to teach English listening skills, teachers' role in listening activities, techniques for developing listening and data analysis obtained from questionnaires including findings *etc*.

Chapter Three explores improvement of the students' speaking skills. It presents the conceptual framework of the term "speaking" and an overview of speaking. It focuses at elements of speaking, factors affecting speaking skill, variables influencing speaking ability, importance of speaking, purpose of speaking, principles for teaching speaking skills, English teachers' strategy including survey findings and data analysis *etc*.

Chapter Four focuses on the improvement of the reading skills of the students having difficulty in reading. It presents the concept of the term "reading" and its importance. Further it discusses nature of reading, five generalizations on nature of reading, characteristics of reading, reading as a process, purposes of reading, types of reading, approaches to reading, reading stages, theories of reading, primary data interpretation *etc*.

Chapter Five sought to explore teaching strategies to improve the writing skills for class X learners in English. It defines the term "writing" and its importance and need of writing skill. Further, it highlights the reasons for teaching English, process of writing approach, forms of writing, components of writing, approaches to writing including data analysis obtained from questionnaires and findings has been discussed.

6.2.SUGGESTIONS AND IMPLICATION

6.2.1. Listening Skill

In brief, in Nagaland context, the researcher proposes following suggestions to address the listening problems in Secondary Level Education:

1.   Motivation is a great tonic of doing every work. As English is not mother tongue of natives, motivation is needed for learning it. In the same way listening forms the core skill of learning any language. So, our students deserve desperate motivation to develop their listening skill to learn English. Our English teachers at secondary level schools can come forward with positive motivation to drive away the anxiety surrounding listening skill. In teaching listening, teachers should give maximum importance to the listening process and he/she shouldn't be too much rigid about the evaluation of the learners. Using listening activities for testing only leads to anxiety, which weaken the development of Meta-cognitive strategies.

2.   According to the learning listening skill, background knowledge plays important role and our students should be motivated to develop their prior knowledge. In this regard, teachers should prompt students to grow prior knowledge regarding the listening materials, so that learners will be able to connect their background knowledge with the listening activities. Teachers should make easy the context for the learners so that the learners take interest to learn listening skills.

3.   For doing any task successfully any one should know the purposes of doing the work. So, teachers should let the students know the purpose of listening skill while listening.

4.   Using authentic materials is important to develop our student's listening skill. In this regard our teachers should use the tape recorder or CD in the listening class and school administration/government should provide the CD and others listening materials as much as quick. While listening will be practiced, students should be given access to the contents more than once for hearing the same materials.

5.   Understanding the difficult words meaning is important things. Teachers should encourage the students to build up rich vocabulary stock. Teachers should also motivate them to improve their critical listening skill.

6.   English is not a content-based subject, it is skill-based subject and any skill can be developed through practice. The more exposure the learners will get the more they will be competent. It is not necessary that students will practice listening in class room only. For the development of Extensive listening, they can be encouraged to watch English movies with sub-title, listen to English songs, documentary show, English news, sports commentary *etc.*

6.2.2. Speaking Skill

Based on the findings of the study, the researcher would like to offer the following suggestions.

For teachers

This section offers a set of suggestions for the teachers teaching at the secondary level of education in Nagaland:

1.   Students tended to develop psychological barriers, *i.e.* anxiety, nervousness, shyness, fear *etc.* which adversely affected their spoken English. The teacher should understand the psychological needs of the students as well as the language needs and they should be addressed properly in order to help them participate in classroom activities. For example, most of the students in the sample were hesitant to speak because they had a fear of making mistakes in their spoken English. In such cases, the teacher should create a friendly atmosphere in the class and help students overcome such barriers. He/she should convince students that making mistakes is natural in learning a language and encourage them to speak in English without worrying about the mistakes. After preparing the students psychologically, the teacher should provide the required language support to the students and create opportunities for them to use the language in the class by giving them plenty of opportunities to interact in English. Only when the teachers understand the psychological and language support needs of the students, they can bridge the gap between the textbook support and the students' required support.

2.   The teaching of English, particularly in rural areas, is exam-oriented and the teachers spend most of their time preparing students for the year-end exam. For this purpose, they teach English as a content-based subject as the students' subject knowledge is tested in the year-end exam. As a result, the class is teacher-centered and students do not get opportunities to interact. The teacher should help the students acquire language skills, in addition to help them pass the exam. The focus on developing language skills will help the teacher to enable their students to answer questions asked in examination paper as well and pass with good marks. The teacher should use the textbook as a vehicle in helping the students in acquiring language skills. He should create opportunities for the students to talk by providing task-based instruction. He should maximize the student talk time by using group work and pair work activities. In such activities, the teacher should act as a facilitator or guide and help the students to carry out the tasks and activities in the class. It was found that the difficulty level of the tasks in the textbook did not match with the level of the students. The teacher should adapt the materials and pitch them at the level of the students to make them interesting and

user friendly. He should also provide adequate support to help the students participate in the activities.

3.   Feedback plays an important role in language learning and it must be constructive. The teacher should start with positive comments and then draw the students' attention to the aspects they need to improve and also offer concrete suggestion on how they can improve their spoken English. The objective of providing feedback should be largely to encourage students to participate actively in the classroom activities and also to let them know their strengths and weaknesses in their spoken English. In addition, the teacher can encourage them to provide feedback to each other. Interactive group activities involve a great deal of peer feedback.

4.   Most of the teachers followed the structural approach to teach speaking skills in their classes assuming that the students' grammatical and structural knowledge would enable them to speak in English. The overuse of this approach affected the natural interaction in the class.

a. In contrast, CLT approach should be used so that students will be engaged in activities and they can learn the language by using it. The teacher should make use of information transfer or opinion gap activities, using techniques such as group work, task-work and the use of unscripted activities. As the students are required to participate in the group discussions effectively, they could be helped with ready-made chunks or lexical phrases by using the lexical approach to teach English. Such phrases are fixed in memory and can be retrieved easily while participating in the group discussions. The amalgamation of CLT and the lexical approach has been effective in this study to enable the students to achieve the objective of the speaking component in the textbook. However, a teacher has to use appropriate techniques taking into account their teaching context.

b. In order to provide the grammatical support, the teacher may keep a diary with him where he can maintain a record of the students' grammatical mistakes and in some class, he can teach the common errors without pointing out who made the particular errors.

For administrators

This section provides a set of suggestions for administrators.

1. Most of the teachers were from literature background and did not receive any training in teaching a language. As a result, they taught English as a content-based subject and did not focus on developing language skills of their students.

2. In order to facilitate language learning, the teachers with ELT background should be appointed to teach English. If such teachers are not available, then teachers with literature background may be appointed and provided specialized training in English language teaching. It should be made mandatory for the teachers to attend workshops in ELT, and participate in the language seminars and conferences for their professional development. The teachers can also be encouraged to do Post-Graduate Certificate in the Teaching of English (PGCTE) and Post-Graduate Diploma in the Teaching of English (PGDTE) preferably from institutions like the EFL University, Hyderabad. These courses are equivalent to one/two refresher courses respectively and can be done through the distance mode.

3. During the intervention phase of the study, many a times the teacher-researcher felt the need to play some audio-visual programmes to prepare the students for group discussions. But it was not possible because the infrastructure of the class did not support the use of audio-visual aids. The classroom did not have even an electric socket where he could plug in his personal laptop. The students, particularly from rural background, need practice in listening to the sounds and producing the sounds to improve their pronunciation in order to make the pronunciation intelligible.

   a. Given the circumstances, it is suggested that a language lab should be provided to the schools/colleges to promote the teaching of language skills. Now-a–days, a language lab is seen as a highly effective means of teaching the listening and speaking skills. It provides the students an opportunity to work at their own

pace. Students can choose to record their own voices and later listen and review them with any model answers available on the tape. It also makes possible for the teachers to monitor individual student machines and thus pay individual attention to the students as required. A language lab adds variety to teaching by providing an alternative to classroom practice. In short, it is a supplement to the classroom teaching.

b. However, much of the effective use of language lab depends on the training of both teachers and students and this aspect should not be neglected. The teachers should be trained to use such facilities so that they can use them effectively in their classes.

4. As there is no provision for internal tests at the secondary level, students are not motivated to focus on speaking skills. The teachers also ignore the speaking component in the textbook. Ostensibly, it calls for assessment tools to support teachers and the students to take the teaching and learning of speaking skills seriously. Such exams. Would allow the students to know the areas where they need improvement. It would also help them to know their strengths and weaknesses in their spoken English and subsequently increase their knowledge and confidence. It will help the teacher as well to give feedback to the students and pay special heed to those who lag behind in learning and need more help. The teacher can maintain a record of the progress of each student or the group of students in a systematic way to track the progress of the students made during the course.

6.2.3. Reading Skill

From the findings based on the text analysis, teachers' questionnaire and students' questionnaire, the researcher made the following suggestions to promote critical reading skills in the learners.

1. It is essential for teachers to get trained in teaching critical reading. Teachers should be provided with booklets consisting of various methods and activities that impart critical reading skills in the learners. Besides, teachers should have liberty to use their own methods and materials whenever needed to teach critical reading to learners.

2. While selecting texts, material designers should consider such texts that have the potentiality in developing critical reading skills. Some studies have recommended that texts that address social, racial, gender and class issues are capable of developing critical reading skills.

3. Several studies in critical reading field concluded that development of critical reading skills greatly depend on the kind of activities designed/asked before, while and after reading activities. Hence material designers should design such activities that promote critical reading in the learners.

4. Instruction in critical reading must be made compulsory at school level. In several western countries critical reading is taught from the elementary level. Not only at policy level, but also at implementation level, major changes need to take place for the successful implementation of teaching critical reading at school level.

5. In most of the cases, material designers, despite their expertise, may fail in understanding learners' needs and their diverse social, economic, cultural and linguistic backgrounds. Therefore, while designing the textbooks, it would be ideal if material designers could take into consideration the ideas and suggestions given by all the stakeholders.

6.2.4. Writing Skill

1. Parents as stakeholders must be involved and be equipped to assist children to practice writing and do homework at home. This can be done through enrichment programs that must be implemented by the school or Department of Education.

2. Schools and Department of Education must give constant support by providing the schools with enough textbooks and other resource material that will help both teachers and learners to improve the writing skills.

3. Teachers must also be introduced to newer methods to teach writing skills.

4. Teachers must instill a culture of learning to the students. Writing competitions must also be introduced to motivate the learners to improve their writing skills. Wherever necessary there must be rewards in the form of prices so as to motivate the learners.

5. Drafts should be marked either by teachers or learners (peer assessment) as these drafts improve the final product.

6.3. CONCLUSION

Based on the data presented and the discussion made in each chapter, the following conclusions have been mooted:

Emphasis has been laid on changing the curriculum and methods of teaching in order to improve the quality of ELT in Nagaland. Attempts have been made to incorporate different skills (reading, vocabulary, grammar, listening, speaking and writing) with the maximum teaching weight given to speaking and writing skills. In order to help learners, develop different English language skills, CLT techniques that are believed to bring learners to the

Centre of the learning and teaching processes and thereby give them the opportunity to practice the language by themselves through communicative activities. Teachers still adhere to the traditional language teaching procedures. Teacher-fronted classroom patterns and, individual work is the most common mode of classroom organization in the secondary schools in English classes. Data from classroom observations also reveal that English teachers frequently use the lecture method in presenting language items, mainly grammar. The teaching of different skills through pair/group activities suggested throughout the textbook is very rare in ELT classes. Interaction between the teachers and learners are mainly limited to asking and responding to questions. In general, what is intended in the syllabus/textbooks and what is actually being conducted in English classes in the secondary schools are different. The following account summarizes the activities conducted in English classes.

Listening activities

Evidence reveals those different ways of teaching listening skills have not been properly designed. Information gathered from the study shows that the only way of teaching listening skills is reading out (by the teachers) the listening texts from the teacher's guide and making students do listening comprehension questions, or filling tables/charts, *etc.* given in the pupil's book. There are no recorded materials, which give learners opportunity to listen to different voices, particularly, native speakers. In addition, schools do not have language laboratories at all. Without such facilities, it is very difficult to achieve the teaching of the listening skills. To top it all, as indicated by the data discussion, teachers usually ignore the listening activities in the textbooks as they do the writing activities.

Speaking Activities

The lecture method is most widely used in English classes. Pair/group activities suggested in the textbooks are very rare in English classes. Most speaking activities such as conducting debates, role plays, simulations, language games, oral reports, *etc.* advocated by CLT practitioners are unusual in English classes. Moreover, teachers frequently ignore speaking activities suggested in the textbooks because of learner and teacher related factors, time and physical constraints.

In general, data gathered in this study demonstrate the non-existence of any sort of genuine communicative activities in English classes. In addition, the above summary of the account of activities conducted in English classes reveal that listening, speaking and writing parts are frequently ignored by teachers. In other words, though the textbooks have been changed and communicative activities have been recommended in English classes, the practice of teaching the language remains unchanged in schools.

Reading Activities

Data collect from the present study show that such activities are very rare in English classes. Information from the learners, discussions with the teachers and classroom observation indicate that teachers frequently read aloud (though they claim they do not do this in their responses to the questionnaire) and explain the main ideas of the reading texts (like history or geography teachers) after which the students do comprehension questions. This implies that learners answer comprehension questions based on the explanations given by their teachers rather than based on what they read from the reading passages in their textbooks

Writing Activities

It is reported by the students that writing activities such as writing paragraphs on given topics by teachers, writing summaries from reading/listening texts, writing about oneself, or family, or what they do at weekends and practicing writing for social purposes (letters, applications, *etc*.) are not common in English classes. This implies that learners do not get opportunity to practice communication in writing classes as it was intended in the syllabuses/textbooks.

On the basis of above discussion, the researcher finds that the English language teaching and learning has been improving in Mokokchung district of Nagaland. There is deliberate need to make challenges into opportunities for the upswing of English language teaching in schools keeping pace with cut-edge technology.

6.4. **LIMITATIONS OF THE STUDY**

This study had limitations that constrained the research.

1. One important limitation of studies includes self-reported information and interviews in that the subjects are impacted by their being participants in a study and the current study is no exception. Participants' perceptions and opinions may or may not necessarily reflect their actual thinking. However, the researcher assumed that the participants were being truthful.

2. One important limitation of the rating of the checklists already mentioned in the methodological limitations was that there were two descriptors that the raters found hard to score. Another limitation was the growing variance between two of the raters. This variance has some possible explanations. One is that it is harder to achieve consistency in the scoring in the extremes of writing ability. Another explanation is that the instrument used may not be appropriate to measure the complexity and length of a master's thesis. One last explanation could be that the standards of writing quality that these raters considered exceptional were so different that their use of the checklist varied, as can be seen in this study.

3. One last limitation entails researcher's biases as related to her expectations regarding the development of writing based on her experience as an English language teacher and as a second language learner still in the process of learning to write academically herself. The researcher implemented some strategies to reduce these biases by keeping a reflective stance and establishing peer audits and member checks whenever possible.

6.5. RECOMMENDATION FOR FUTURE RESEARCH

Based on the findings of this study, the following recommendations should be considered for future research:

1. Designing a program for teaching and developing listening skills in private or general courses for the university stage learners.

2. Selecting the best methods and techniques for teaching this skill which may have effect on the student's ability for obtaining more knowledge in listening and other skills.

3. The study basically examined the support needs of the students related to their ability to participate effectively in the speaking tasks in the textbook. It would be useful to examine their needs related to other language skills/components such as reading, writing, grammar and vocabulary in the textbook.

4. The study focused only on the BSEB pattern of the syllabus. It focused on an institution where most of the students join from rural background. It did not include the CBSC and ICSC syllabus patterns. There is a need to collect data from such other English medium institutions to know the effectiveness of the course materials and the teaching methodologies being used by the teachers in those institutions.

5. Conducting a quantitative study that investigates the effective reading strategies that experienced special education teachers utilize to improve the students' reading comprehension. Based on the responses of special education teachers in this current study, a unique survey could be developed as an instrument for collecting the data from participants. The participants could be special education teachers from multiple states or multiple regions within the same state.

Replicating the present study and including a larger sample size that would be collected from more than one region. The results of that replication could support the finding of this study

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Questionnaires for Students

Name:

School's Name:

Standard:

Questions from Listening Skill:

1. Is listening English an important skill in learning English language?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

2. Do you practice listening English in classroom to learn English language?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

3) Do you like practicing listening to English in the classroom?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

4) Do you always try to understand word meaning rather than the context while listening?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

5) Do you like practising listening to your teachers in the classroom?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

6) how often do you practice listening skills in the classroom?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

7) how often your teachers present vocabularies before reading passage/playing CD?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

8) How often your teachers set the listening task before reading passage/ playing CD?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

Questions on Speaking skill:

9) How is the size and shape of the classroom?

a) Excellent   b) Good   c) Average   d) poor

10) How are the arrangements of student's desks and bench?

a) Excellent   b) Good   c) Average   d) poor

11) How do you find the teaching materials used in the classroom?

a) Excellent   b) Good   c) Average   d) poor

12) How is the decoration of your classroom?

a) Excellent   b) Good   c) Average   d) poor

13) How are the electricity facilities in the classroom?

a) Excellent   b) Good   c) Average   d) poor

14) How is the sitting arrangement in the in your classroom?

a) Excellent   b) Good   c) Average   d) poor

15) How is the condition of windows, door, floor and roof in your classroom?

a) Excellent   b) Good   c) Average   d) poor

16) How is the personality of your teacher?

a) Excellent   b) Good   c) Average   d) poor

17) How is the movement of your teacher in the classroom while teaching?

a) Excellent   b) Good   c) Average   d) poor

18) How is the competence (knowledge) of your teacher over his/her subject?

a) Excellent   b) Good   c) Average   d) poor

19) How is your teacher's use of gesture, facial expression and rough-tune in the classroom while teaching?

a) Excellent   b) Good   c) Average   d) poor

20) How is your teacher's use of voice in terms of audibility and variety while teaching in the classroom?

a) Excellent   b) Good   c) Average   d) poor

21) How is your interest in learning English in the classroom?

a) Excellent   b) Good   c) Average   d) poor

22) How is your attention in the classroom when the teacher is teaching?

a) Excellent   b) Good   c) Average   d) poor

23) How do you find the use of L1 (first language/mother tongue) / What is your opinion on L1?

a) Excellent   b) Good   c) Average   d) poor

24) How is your response towards the teacher's questions in the classroom while teaching a lesson?

a) Excellent   b) Good   c) Average   d) poor

25) How is your participation in different communicative activities in the classroom?

a) Excellent   b) Good   c) Average   d) poor

26) How is your discipline level in the classroom?

a) Excellent   b) Good   c) Average   d) poor

27) How is your interest towards learning in the classroom?

a) Excellent   b) Good   c) Average   d) poor

28) How is your (student) talking time in the classroom?

a) Excellent   b) Good   c) Average   d) poor

29) How interesting is your teacher's talking time in the classroom?

a) Excellent   b) Good   c) Average   d) poor

30) How is the discussion on a topic explained by your teacher in the classroom?

a) Excellent   b) Good   c) Average   d) poor

31) How is the role play in your classroom after the completion of a lesson by your teacher?

a) Excellent   b) Good   c) Average   d) poor

32) How do you find the pair/group work given by the teacher in the classroom?

a) Excellent   b) Good   c) Average   d) poor

33) How do you find the arrangement of orderly sitting arrangement in the classroom?

a) Excellent   b) Good   c) Average   d) poor

34) How do you find the arrangement of sitting in circles in the classroom?

a) Excellent   b) Good   c) Average   d) poor

35) How is the arrangement of horseshoes in the classroom?

a) Excellent   b) Good   c) Average   d) poor

36)How is the use of separate tables beneficial for the students in the classroom?

a) Excellent   b) Good   c) Average   d) poor

37) Do you like participating in English 1?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

38) Do you see the classroom as a place to practice your speaking skills?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

39) Are you satisfied with your speaking skills?

a) Strongly Agree   b) Agree   Neutral   d) Disagree   e) Strongly Disagree

40) In order to practice English are you willing to talk in English with your classmates outside the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

41) In order to practice English are you willing to talk in English with your teachers outside the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

43) Do you talk and express your opinions in English in the classroom when all your classmates are willing to listen to you?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

44) Do you want to give a presentation in English in front of your classmates?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

45) Are you willing to have pair and group activities in the class so that you can talk in English with your classmates?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

46) Are you willing to speak in English in group work activities in the class when the group is composed of your own friends?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

47) Are you willing to speak in English in group work activities in the class when the group is not composed of your own friends?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

48) Do you participate in the discussion when the topic is of your own interest?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

49) Do you speak more when you know that nobody is going to laugh at you?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

50) Do you like to speak even if you make mistakes occasionally?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

51) Do you feel confident when you speak English?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

52) Do you feel nervous and anxious when you have to participate in the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

53) Are you afraid to express yourself in the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

54) Are you willing to speak even when you are criticize by your teacher?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

55) Does a good/healthy relationship with your teacher encourages you to speak?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

56) Are you willing to speak with an enthusiastic teacher?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

57) Does your willingness to speak depends on the teacher's method of teaching?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

Questions on Reading Skills

58) Do you find English comprehension simple?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

59) Do you read additional materials like- stories, magazines etc written in English out of the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

60) Do you use English to refer to English dictionaries?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

61) Before starting to read do you ever try to guess what the text will be about?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

62) Can you read a large text quickly to get an overall idea about the text?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

63) While reading can you find out the main topic or idea of the text?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

64) Can you distinguish the main ideas from supporting details of the lesson taught?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

65) Can you analyse long sentences and phrases while reading?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

66) Can you give a title while reading a reading passage?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

67) After you finish reading a text can you summarise it?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

68) Are the library resources and services at the schools sufficiently available?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

69) Is the internet always accessible at the schools?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

70) Are the classrooms provided with IT facilities?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

71) Are there acceptable/maximum number of students in each classroom/section?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

72) Does your teacher try to make reading enjoyable for you?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

73) Does your teacher give you the chance to select the topics of the reading texts?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

74) Does your teacher speak only in English in   the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

75) Does your teacher ask you to use only English in discussing the text in the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

76) Does your teacher arrange the class in groups/pairs in order to find the meaning of texts through discussion?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

77) Does your teacher divide the reading lesson into- pre-reading, while-reading and post-reading activities?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

78) Does your teacher ask various questions related to particular text in order to prepare you to read the text?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

79) Does your teacher explain the background of the text before you start reading the text?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

80) Does your teacher ask you to read the text aloud one by one in the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

81) When you come across a new word does your teacher help you by providing the meaning of the new word?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

83) Does your teacher encourage you to consult an English dictionary when ever you come across any unfamiliar words while reading?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

84) Does your teacher encourage you to guess the meaning of unfamiliar words by using contextual clues?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

85) Does your teacher teach you how to develop inferencing skills?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

86) Does your teacher teach you how to skim a text (i.e., to read a text in the shortest possible time) to get on over all idea about the text?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

87) Does your teacher teach you how to scan a text (i.e., to read a text quickly, though not carefully), to find out a piece of information?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

88) Does your teacher emphasise on language learning (i.e., structure, pronunciation etc) in a reading class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

89) Does your teacher ask you to make questions from the texts?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

90) Does your teacher ask you how to evaluate a text critically?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

91) Does you teacher teach you how to summarise a text?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

92) Does your teacher make you to take note of the text organisation?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

93) Does your teacher help you to link reading with purposeful communication?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

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94) Do your teacher changes text according to the purpose of reading in the class?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

95) Does your teacher point out your problems regarding reading?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

96) Does your teacher provide you with more reading list to read on your own?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

97) Are books available at home?

a) Yes   b) No   c) Never   d) A little   e) A lot

98) How long do you read at home?

a) Yes   b) No   c) Never   d) A little   e) A lot

99) Do your parents read to you at home?

a) Yes   b) No   c) Never   d) A little   e) A lot

100) How long do your parents read to you at home?

a) Yes   b) No   c) Never   d) A little   e) A lot

101) Do your parents talk to you about what a story means?

a) Yes   b) No   c) Never   d) A little   e) A lot

102) Do your parents ask you questions about the pictures?

a) Yes   b) No   c) Never   d) A little   e) A lot

103) Do your parents ask you what words mean?

a) Yes   b) No   c) Never   d) A little   e) A lot

104) Do your parents ask you what is happening in the story?

a) Yes   b) No   c) Never   d) A little   e) A lot

Questions on Writing Skills:

105) Do you feel confident of your ability to write in English?

a) Not at all   b) A little   c) Rather   d) Much   e) Very much

106) Do you plan effectively a large writing assignment in English?

a) Not at all   b) A little   c) Rather   d) Much   e) Very much

107) Can you write first hand drafts without stopping to correct or rethink?

a) Not at all   b) A little   c) Rather   d) Much   e) Very much

108) Can you write effective sentences and paragraphs using correct grammar, punctuation and spelling?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

109) Do you use a proper structure for writing appropriately?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

110) Do you revise your writing to make it clear, correct and consistent?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

111) Do you accurately give credit for ideas and facts to others?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

112) Do you give equal attention to both language (e.g., spelling, grammar, vocabulary) and content (e.g., ideas, organization)

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

113) Do you enjoy writing?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

114) Do you think yourself as a writer?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

115) Do you generate lot of ideas on words fairly, quickly and freely- not to be stuck, on a topic of interest rather?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

116) Do you come up with ideas or insights that you have not thought of before on the topic of your own interest?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

117) Do you make sentences clear to readers on first reading?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

118) Do you get/find sentences lively?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

119) Do you skip mistakes in grammar, spelling, punctuation etc?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

120) Do/can you give a detail account that goes on in your mind and the things that happen in/on the text?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

121) Do you notice problems or get stuck with points while writing and try to figure out the causes of the problems?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

122) Do you make changes in the way you go about writing?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

123) Do you face problems while building an argument?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

124) Do you write for pleasure in English during your free time?

a) Not at all   b) A little   c) Rather   d) Much   e) Very strong

Name of the Teacher:

Name of the school:

Educational Qualification:

Questionnaires for Teachers:

1) Do you think listening English is an important skill in learning English language?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly disagree

2) Do you think listening skill should be taught in the classroom to learn English language?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly disagree

3) Do you think listening skill should be tested in the Examination?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly disagree

4) Do you think our examination system is authentic?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly disagree

5) Do you teach Listening skill through passage in the class?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

6) Do you use Teacher Guides (T.G) for teaching listening passage?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

7) Do you use English while teaching English in the classroom?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

8) Do you teach through group work or pair work in the classroom?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

9) Do you use different techniques for teaching vocabulary in the classroom?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

10) Do you come across challenges while teaching listening skills?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

11) Do you find large classes as a problem in implementing listening skill?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

12) Do your students feel motivated to learn listening skill?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

13) Can you catch the foreign pronunciation of the students while teaching the Listening Skills?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

14) Can you teach listening skills to the learners according to the procedure?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

15) Do you feel the need for any training in the classroom while teaching listening skills?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

16) Do you have a loud voice for teaching listening skill?

a) Strongly Agree   b) Agree   c) Neutral   d) Disagree   e) Strongly Disagree

17) Do you teach creative writing in the classroom through passage?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

18) Do you teach writing skill using sentence construction?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

19) Do you teach writing skills using different writing models?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

20) Do you teach writing skills using remedial work?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

21) Do you teach writing skills using individual attention?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

22) Do you teach writing skills using clear instructions?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

23) Do you teach writing skills using functional skills?

a) Always   b) Often   c) Sometimes   d) Rarely   e) Never

Annexure-III

Name:

Guardian of:

Questionnaire for Parents

1) Do you talk to your child in English at home?

a) Yes   b) No

2) Do you tell stories to your child?

a) Yes   b) No

3) Are books available at home?

a) Yes   b) No

4) Do you talk to your child about the meaning of a story?

a) Yes   b) No

5) When you read do you ask your child questions about the pictures?

a) Yes   b) No

6) does your child ask questions about the pictures?

a) Yes   b) No

7) Does your child look at the pictures and tell stories?

a) Yes   b) No

8) Do you ask your child what words mean?

a) Yes   b) No

9) Does your child ask you what a word means?

a) Yes   b) No

10) Do you ask your child what is happening in the story?

a) Yes   b) No

11) Are you satisfied with the improvement of your child in reading skill?

a) Yes   b) No

12) Are you satisfied with the writing skill of your child?

a) Very much   b) Much   c) Average   d) Not at all