

A Study of the Low Achievement of English Language Learners in Reading Skill at the Elementary Stage in Manipur

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Abstract

Several methodologies and approaches were offered in NCF-2005. These were expected to be adopted in the schools but these were found only partially implemented at the Elementary stage in Manipur. Probably this could be one of the main reasons that the problem of low achievement persisted in some schools and English language learners did not attain the proficiency of reading skill required at the end of the Elementary stage in Manipur. Therefore, there is need to address this issue because it may not help future careers of the children. After the identification of this problem, ten schools (5 Private English medium schools and 5 Government schools) were selected for our study. Among these 5 Private schools, 2 of them were convent schools. Of the 5 Government schools, one is a model school where relatively more facility has been created by the Government. In order to carry out the investigation, language ability tests of reading skill were conducted. Questionnaires were administered to the teachers of English, who are working in these ten schools and their responses were analyzed. In addition, the Heads/Principals were also consulted by the investigator in relation to teaching/learning process, evaluation systems and their administration. We found some discrepancies in methods, approaches and lecture method (simply reading out text books to the students). It was found that CCE (Continuous and Comprehensive Evaluation) was not properly followed. Despite the fact that some of the schools were found not implementing methods and approaches of NCF-2005 and MLL (Minimum Level of Learning) based teaching in the schools, some of the students had better performance in the language ability tests.

Key words: NCF-2005, elementary school, reading skill, teaching methodology, English learning

Introduction

Betts (1966) 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 (1970) "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. Jenkinson (1973) adds a new dimension to this definition when he writes about reading. "Reading has been defined as an 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 meaning to the printed page indicates more accurately the reciprocal process between the printer symbols and the mind of the reader". Constructing meaning is also a form of thinking.

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

Several studies had been conducted to find out the teaching/learning process of English in Manipur. Singh (2002) explored the problem, prospect and status of English in Manipur in his research "A Critical Scrutiny of the Position, Problems and Prospects of English in Manipur". Devi (2006) explored the difference between the sentence structures in English and Manipuri language in her research 'Sentence Structure in English and Manipuri Language' : A contrastive study. Sujeta Beishamayum (2010) explored linguistic problems in learning English language in her research "communication and linguistic problems faced by Meiteiron speakers in learning English language." However, there is no study available with regard to the study of low achievement of reading skill in Manipur. The paper is an attempt to see whether the reading skill of the students is really low or not.

Recommendations in NCF 2005

Several methodologies and approaches in the teaching/learning process of English were recommended in NCF 2005. Since we have not seen much improvement in learning English in schools

in Manipur, we will make an attempt to examine the probable factors that lead to low achievement of English learners.

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

In the light of the above background, we will investigate the root causes of low achievement of English language learners in the Reading skill at the elementary stage in Manipur. The identification of this problem not only helps the learners to develop better reading skill, but it also could be of use to teachers. The findings of this study may be useful to teachers and teacher educators in choosing relevant methods and approaches at the lower and upper Primary stages.

The Structure of the Paper

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

Methodology

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

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First, the students were given a language ability test consisting of 7 reading skill items. Secondly, the questionnaires consisting of 100 questions were administered to the teachers who were teaching English subjects in the respective schools. The responses of the teachers were analyzed. Among 100 questions in the questionnaires, we focused only on 30 main teaching points.

Based on the analysis of these 30 questions in the questionnaires as shown in Table 9, Table 10 and Table 11, the schools were categorized as A (fully implementing NCF- 2005 and MLL based teaching schools), B (Partially implementing NCF-2005 and MLL based teaching schools) and C (Non-implementing NCF-2005 and MLL based teaching schools) as shown in 12.

1. **Serial numbers 1 - 5 are Private English medium schools.**
2. **Number of students in the serial numbers in 1- 5 = 200**
3. **Serial numbers 6 - 10 are Government schools.**
4. **Number of students in the serial numbers in 6-10 = 90**

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

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Grand total = 80+210 = 290

Analysis of Language Ability Test

The data were collected through language ability tests. A language ability test consisting of 7 reading skill test items was conducted among 290 students in the 10 schools selected. These test items did not cover Phonetic aspect of reading skill. The proficiency of the students were assessed on the four grade points namely “Excellent” between 85% to 100% points “Very good” between 75% to 84% points “Good” between 60 % to 74% points and “Weak” between 40% to 59% points.

Reading Test items and Test patterns given in table 1

Test items.	Types of Text	Mode of questions or answering	Skill type
1.	Passage 1	Choosing the right options given	Comprehension
2.	Passage 2	Choosing the correct statement	Comprehension
3.	Matching	Match the parts of the sentences	Text base
4.	Sentence	Pick out the segment that has error in the parts of a given sentence.	Grammar based
5	Leveling parts of sentence	Leveling parts of a sentence	Competency based
6.	Sentence completion	Complete the sentences by using the options given.	Competency based
7.	Cloze test	Fill in the blank choosing the right option given	Competency based

Result of Reading skill tests displayed in the following tables (2 to 8).

In the first test item “**Passage 1**” as shown in the **table 2** below, 65% to 80% of Private English medium school students responded correctly and 20% to 35 % of Private school students provided incorrect responses. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 80%, and the school in the serial number 5 secured the lowest number of correct response, i.e., 65% among the Private schools. 40% to 75% of Government school

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students responded correctly and 25% to 60% of Government school students responded incorrectly. The school in the serial number 10 secured the highest number of correct responses among the Government schools, that is, 75%, and the schools in the serial number 6 and 8 secured the lowest number of correct responses, i.e., 40% among Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools. The school in the serial number 6 secured the lowest number among ten schools. None of schools secured “Excellent” grade. Number of students who secured “Very good” grade was 62. Number of students who secured “good” grade was 110. Number of students who secured “Weak” grade was 118.

Table 2

Sl. no.	Name of the schools	No. of the students	Given text (Passage)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			32	8	80%	20%
2	St.George High School, Imphal East	40			28	12	70%	30%
3	IPS, Imphal West	40			28	12	70%	30%
4	Ever Green School, Thoubal	40			28	12	70%	30%
5	Paradise High School, Thoubal	40			26	15	65%	35%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girls' High	16			8	8	50%	50%

	School, Imphal West							
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%
9	Lilashing Khongnangkhong High School, Imphal East	14			6	8	43%	57%
10	Wangkhei Girl High School, Imphal East.	40			30	8	75%	25%

In the second test, “**Passage 2**” as shown in the table 3 below, 50% to 75% of Private English medium school students responded correctly and 25% to 50 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 75%, and the school in the serial number 5 secured the lowest number of correct responses i.e. 50% among the Private schools. 38% to 75% of Government school students responded correctly and 25% to 62% of Government school students were incorrect. The school in the serial number 10 secured the highest number of correct responses, that is, 75%, and the school in the serial number 6 secured the lowest number of correct responses i.e. 38% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools. The school in the serial number 6 secured the lowest number among the ten schools. None of students secured “Excellent” grade. Number of students who secured “Very good” grade was 60, Number of students who secured “Good” grade was 80. Number of school students who secured “Weak” grade was 150

Table 3

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

10	Wangkhei High School, Imphal East.	40			30	10	75%	25%
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In the third test “Matching” as shown in the table 4 below, 50% to 68% of Private English medium school students responded correctly and 32% to 50 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 68%, and the school in the serial number 5 secured the lowest number of correct responses i.e. 50% among the Private schools. 20% to 63% of Government school students responded correctly and 37% to 80% of Government school students were incorrect. The school in the serial number 10 secured the highest number of correct responses among the Government schools, that is, 63%, and the school in the serial number 6 secured the lowest number of correct responses i.e. 20% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among the ten schools. The school in the serial number 6 secured the lowest number among ten schools. None of schools secured “Excellent” and “Very good” grade. Number of students who secured “Good” grade was 100. Number of students who secured “Weak” grade was 190.

Table 4

Sl.no.	Name of the schools	No. of the students	Given text (group of sentences)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal East	40			27	13	68%	32%
2	St.George High School, Imphal East	40			24	16	60%	40%
3	IPS, Imphal West	40			23	17	58%	42%
4	Ever Green School, Thoubal	40			24	16	60%	40%
5	Paradise High	40			20	20	50%	50%

	School, Thoubal							
6	Ngasi Rastralipi High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			5	11	32%	68%
8	Meitei Mayak High School, Imphal East	10			3	7	30%	70%
9	Lilashing Khongnangkhong High School, Imphal East	14			5	9	56%	44%
10	Wangkhei High School, Imphal East.	40			25	15	63%	37%

In the fourth test, “Sentence” as shown in the table 5 below, 60% to 70% of Private English medium school students responded correctly and 30% to 40 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct response among the Private schools, that is, 70%, and the school in the serial number 5 secured the lowest number of correct responses i.e.60% among the Private schools. 40% to 65% of Government school students responded correctly and 35% to 60% of Government school students were incorrect. The school in the serial number 10 secured highest number of correct responses, that is, 65% among the Government schools, and the school in the serial number 6 secured the lowest number of correct responses i.e. 40% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among the ten schools i.e.70%. The school in the serial number 6 secured the lowest number of correct responses among ten schools i.e.40 %. None of schools secured “Excellent” and “Very good” grade. Number of students who secured “Good” grade was 134. Number of students who secured “Weak” grade was 156.

Table 5

Sl.no.	Name of the schools	No. of the students	Given text (sentence)	Mode of questioning (choosing the right option)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			28	12	70%	30%
2	St.George High School, Imphal East	40			26	14	65%	35%
3	IPS, Imphal West	40			26	14	65%	35%
4	Ever Green School, Thoubal	40			26	14	65%	35%
5	Paradise High School, Thoubal	40			24	16	60%	40%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			5	5	50%	50%
9	Lilashing Khongnangkhong High School, Imphal East	14			6	8	42.86%	57.14%

10	Wangkhei High School, Imphal East.	40			26	12	65%	35%
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In the fifth test, “Leveling Parts of sentence” as shown in the table 6 below, 60% to 70% of Private English medium school students responded correctly and 30% to 40 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 70%, and the school in the serial number 4 and 5 secured the lowest number of correct responses i.e. 60% among the Private schools. 40% to 60% of Government school students responded correctly and 40% to 60% of Government school students were incorrect. The school in the serial number 10 secured highest numbers of correct responses, that is, 60% among the Government schools and the schools in the serial number 6 secured the lowest number of correct responses i.e. 40% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among ten schools i.e.70%. The school in the serial number 6 secured the lowest number among the ten schools.i.e.40%. None of schools secured “Excellent” and “Very good”. Number of students who secured “Good” grade was 141. Number of students who secured “Weak” grade was 149.

Table 6

Sl.no.	Name of the schools	No. of the students	Given text (parts of sentences)	Mode of questioning (Finding error in the leveled parts)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			28	12	70%	30%
2	St.George High School,Imphal West	40			25	15	63%	37%
3	IPS, Imphal West	40			24	16	60%	40%

4	Ever Green School, Thoubal	40			24	16	60%	40%
5	Paradise High School, Thoubal	40			24	16	60%	40%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl's High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			5	5	50%	50%
9	Lilashing Khongnangkhong High School, Imphal East	14			7	7	50%	50%
10	Wangkhei High School, Imphal East.	40			24	16	60%	40%

In the sixth test, “Sentence completion” as shown in the table 7 below, 50% to 73% of Private English medium school students responded correctly and 27% to 50 % of Private school students provided incorrect responses. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 73%, and the school in the serial number 5 secured the lowest number of correct responses i.e. 50% among the Private schools. 40% to 60% of Government school students responded correctly and 40 to 60% of Government school students were incorrect. The school in the serial number 10 secured highest numbers of correct responses, that is, 60%, and the school in the serial number 6 secured the lowest number of correct responses i.e. 40% among the Government schools. The school in the serial number 1 secured the highest number of correct responses among the ten schools i.e.73% The schools in the serial number 6 and 8 secured the lowest number among ten schools.i.e.40%. None of schools secured “Excellent” and “Very good”.

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Number of students who secured “ Good” grade was 125. Number of students who secured “Weak” grade was 165.

Table 7

Sl.no.	Name of the schools	No. of the students	Given text (Sentence)	Mode of questioning (Sentence completion)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			29	12	73%	27%
2	St.George High School,Imphal East	40			24	16	60%	40%
3	IPS, Imphal West	40			24	16	60%	40%
4	Ever Green School, Thoubal	40			24	16	60%	40%
5	Paradise High School, Thoubal	40			20	20	50%	50%
6	Ngasi Rastrapili High School, Imphal West	10			4	6	40%	60%
7	Kwakeithel Girl’s High School, Imphal West	16			8	8	50%	50%
8	Meitei Mayak High School, Imphal East	10			4	6	40%	60%
9	Lilashing	14			7	7	50%	50%

	Khongnangkong High School, Imphal East							
10	Wangkhei High School, Imphal East.	40			24	16	60%	40%

In the seven test, “Cloze Test”, as shown in the table 8 below, 40% to 60% of Private English medium school students responded correctly and 40% to 60 % of Private school students were incorrect. The school in the serial number 1 secured the highest number of correct responses among the Private schools, that is, 60% , and the school in the serial number 5 secured the lowest number of correct responses i.e. 40% among the Private schools. 20% to 55% of Government school students responded correctly and 45% to 80% of Government school students were incorrect. The school in the serial number 10 secured the highest number of correct responses, that is, 55% among the Government schools and the school in the serial number 6 secured the lowest number of correct responses i.e. 20% among the Government schools. The school in the serial number 1 secured the highest number of correct response among ten schools, i.e., 60%. The schools in the serial number 6 secured the lowest number among the ten schools, i.e., 20%. None of schools secured “Excellent” and “Very good”. Number of students who secured “Good” grade was 24. Number of students who secured “Weak” grade was 266.

Table 8

Sl.no.	Name of the schools	No. of the students	Given text (Passage with blanks)	Mode of questioning (choosing the right word and fillng in the blanks)	No of correct responses	No of Incorrect responses	Performance in percentage (%)	
							Correct responses	Incorrect responses
1	Nirmalabas High School, Imphal West	40			24	16	60%	40%

2	St.George High School,Imphal East	40			22	18	55%	45%
3	IPS, Imphal West	40			20	20	50%	50%
4	Ever Green School, Thoubal	40			18	22	45%	55%
5	Paradise High School, Thoubal	40			16	24	40%	60%
6	Ngasi Rastrapili High School, Imphal West	10			2	8	20%	80%
7	Kwakeithel Girl's High School, Imphal West	16			4	12	25%	75%
8	Meitei Mayak High School, Imphal East	10			2	8	20%	80%
9	Lilashing Khongnangkhong High School, Imphal East	14			4	10	29%	71%
10	Wangkhei High School, Imphal East.	40			22	18	55%	45%

Analysis of Questionnaires Administered to Teachers

The questionnaires containing 100 questions were administered to teachers of ten schools in order to find out whether they were following and implementing the guidelines of NCF 2005 and MLL based teaching in the respective schools. Among these 100 questions , we focused only 30 important teaching points in view of NCF 2005 and MLL based teaching in the ten schools. The data collected were used to notice which items were followed by the teachers in the class-room transaction. Based on

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

Table 9

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

1. Interactive activities
2. Higher level of questioning.
3. Constructivist approach to teaching
4. Teaching reading skill through Innovative techniques.
5. Students explore to learn reading skill through skimming, scanning and review
6. Objective of teaching
7. Minimum level of learning.
8. Skill based teaching
9. Problem solving method.
10. CCE (Continuous And Comprehensive Evaluation.

Table 10.

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

1. Activity based teaching.
2. Question design
3. Higher level of Questioning.
4. Teaching reading skill through written tests.
5. Reading aloud and asking questions.
6. School based test and assessment.
7. Objective of teaching
8. Question design
9. Blue print

10. CCE (Continuous And Comprehensive Evaluation)

Table 11

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

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

3 Categories of Schools Based on the 30 Teaching Points in NCF-2005 and Implementation of MLL in Teaching

Group A = Fully Implementing NCF-2005 and MLL Based Teaching schools

Group B = Partially Implementing NCF-2005 and MLL Based Teaching schools

Group C = Not Implementing NCF and MLL Based Teaching schools

Table 12

Sl. no	Name of the schools	Group A	Group B	Group C
1	Nirmalabas High School, Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching school	
2	St. George High School Impal East		Partially Implementing NCF and MLL Based Teaching school	
3	IPS Imphal West		Partially Implementing NCF-2005 and MLL Based Teaching school	
4	Ever Green Flower High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching school	
5	Paradise High School, Thoubal		Partially Implementing NCF-2005 and MLL Based Teaching school	
6	Ngasi Rastralipi High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching school
7	Kwakeithel Girls' High School, Imphal West			Non Implementing NCF-2005 and MLL Based Teaching school
8	Meitei Mayak High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching school
9	Lilashing Khongnangkhong High School, Imphal East			Non Implementing NCF-2005 and MLL Based Teaching school

10	Wangkhei Girl High School, Imphal East.		Partially Implementing NCF-2005 and MLL Based Teaching school	
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Discussion

According to the results displayed in the **Tables 2 to 8**, performances of students varied from individual to individual and from school to school in different test items. None of them has got “Excellent”. The school in the serial number 1 secured the highest number in all the tests among ten schools. The school in the serial number 6 secured the lowest number in almost all the tests among ten schools. Sometimes, the school in the serial number 8 also secured the lowest number in some tests among ten schools. We can now come to conclusion that overall the students of Private schools had higher level of proficiency than that of Government schools except one Government school which is model school. It is apparent that the Private schools take well care of the students, even though the teachers did not follow and implement the guidelines of NCF-2005 and MLL bases teaching. This Government school in the serial number 10 had higher level of proficiency than the rest of Government schools. It may be because Government gives more facility and attention to the school. Based on the 10 questions each in relation to teaching points in **Table 9, 10 and 11**, ten schools were categorized into three group **A (Fully implementing NCF-2005 and MLL based teaching)**, **B (Partially implementing NCF-2005 and MLL based teaching)** and **C (Not implementing NCF-2005 and MLL based teaching)** as shown in **Table 12**.

6 schools were in group **B (Partially implanting NCF-2005 and MLL based teaching)** and 4 schools were in the group **C (Not implementing NCF-2005 and MLL based teaching)**. Not a single school was in the group **A (Fully implementing NCF-2005 and MLL based teaching)**. The Private schools in the serial numbers 1-5 were found partially implementing NCF-2005 and the MLL based teaching in the schools . Whereas Government schools in the serial numbers 6 to 9 were in the group C (Non implementing NCF-2005 and MLL based teaching) . Only one Government school in the serial number 10 was partially implementing NCF-2005 and MLL based teaching in the school and it had better performance than the rest of Government schools in the serial numbers 6-9.

Conclusion

Knowing all these facts, some remedial measures may be suggested to enhance the proficiency of students in the reading skill. Students should be given different types of reading such as Skimming, Scanning, Critical reading, etc. The purpose of reading whose speed is slow, average and fast should be

inculcated to the students according to the numbers of words while teaching reading skill. The apparent success in reading skill relies on the use of language in reading practices so the language course can be planned in a way that the teachers provide a sufficient room for the students to make optimal use of practices to develop reading skill. Teachers also should know class-room approaches to reading such as Pre-reading, while reading and post reading. They should avoid lecture-oriented teaching method. Instead, they should apply reading skill catering methods and approaches.

Abbreviations

L1: First language.

L2: Second language.

LT: Language teaching

ELT: English language teaching.

LSRW: Listening, Speaking, Reading, and Writing.

CBTL: Competency Based Teaching Learning.

MLL: Minimal level of learning.

NCERT: National council of Education and Research and Training.

MHRD: Ministry of Human Resource Development.

ELT: English language teaching.

NCF: National Curriculum Framework.

CCE: Continuous And Comprehensive Evaluation.

SSA: Sarva Shiksha Avhiyan

SCERT: State Council Of Educational Research and Training

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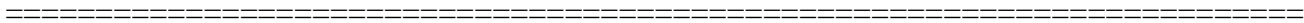
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APPENDIX
Questionnaire
SECTION –1
Bio-data of teacher

1. Name of the teacher:.....
2. Age.....
3. Sex:
4. Education Qualification:.....
5. Any Additional Qualification:
6. .Date and Place of Birth:.....
7. Monthly Income:.....
8. Caste/Community/Tribe/ :
.....
9. Religion:
.....
.....
10. Mother Tongue:
.....
11. Name of School where working
presently:.....

12. For how long you have been teaching English:

.....

13. In what medium you have received your education:

.....

14. (a) Primary _____ (b) Middle _____
 (c) Secondary _____ (d) Collage _____
 (e) University _____ (f) Any other _____

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

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

SECTION -2

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

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

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

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

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

.....

Do you have sufficient space and furniture in your classroom?

.....

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

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

period?.....

20. Do you organize classroom activities like:

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

.....

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

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

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

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

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

If yes, how?

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.....
If no, why?

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

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

.....
.....
.....
.....
SECTION-3

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

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

.....
28. Do you organize classroom activities like:

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

..... Please describe in brief:

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

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

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

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

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

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

.....
.....
.....
SECTION-4

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

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

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

1)
.....
.....

- 2).....

 3).....

 4).....

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

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

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

Because it is a compulsory subject

Because it is an important language

Because it is a necessary for getting jobs

Because it is a status symbols

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

.....

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

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

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

- 1).....

2).....

3).....

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

1.....2.....

.....3.....

4.....5.....6.....

.....

41. Do you focus more on:

(a).Content based teaching.

(b). Grammar based teaching.

(c). Skill based teaching.

(d). Functional grammar

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

Please describe your experience?

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

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

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

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

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

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

a)

YES b) NO

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

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

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

(a)YES (B) NO

.....

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

(a) YES (B) NO

.....

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

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

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

(a) Yes (b) No

.....

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

.....
.....

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

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

(A) Yes.....

(B) No.....

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

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

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

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

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

How do you distribute marks?

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

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

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

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

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

.....

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

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

59. Do you motivate them sometime?

(A) YES (B) NO

If yes, how do you motivate them ?

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

SECTION 5

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

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.....
.....

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

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.....

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

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.....
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.....

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

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.....
.....

If no, how?

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.....

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

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

.....
.....
65. If no, what is the reason?
.....
.....
.....

SECTION—6

66. Are you aware of different teaching methods?

A) Yes B) No
.....

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

a).....
.....
.....

If no, why?
.....
.....
.....

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

A) Yes

B).....

Which one?
.....
.....
.....

69. How would you describe your classroom teaching methods?
.....

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

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

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

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

.....
.....

If no,

why?.....

.....
.....

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

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

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

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

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

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

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

.....
.....

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

97. What is your view about the articles?

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

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

.....
.....

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

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

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

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

a) Your colleagues.....

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

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