PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT

* A DISSERTATION SUBMITTED TO SAVITRIBAI PHULE PUNE UNIVERSITY

IN PARTIAL FULFILMENT OF

THE DEGREE OF MASTER OF PHILOSOPHY (M.PHIL.)

IN ENGLISH

BY

MR. MALAY NATH

UNDER THE SUPERVISION OF

DR. NIVRUTTI NAMDEO PATIL

PLACE OF THE RESEARCH

INSTITUTE OF ADVANCED STUDIES IN ENGLISH

PUNE-411007

2016

DECLARATION

It is hereby declared that this dissertation having the title ***PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT*** is the outcome of my original research endeavour. It is also assured that no research works have ever been conducted on this very topic before I have done the same. It is furthermore declared that I have acknowledged all the materials borrowed from various sources for the purpose of the present study.

Malay Nath

[Research Scholar]

Date- 20-09-2016

CERTIFICATE

It is hereby certified that the dissertation having the title *PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT* submitted herewith for the award of the degree of Master of Philosophy in English of Savitribai Phule Pune University is a research work original in nature accomplished by **Mr. Malay Nath** under my guidance and supervision. It is further certified that the said dissertation has never been used for the award of any degree from any university.

Dr. N.N. PATIL

(Research Guide)

Date- 20-09-2016

ACKNOWLEDGEMENTS

Dedicated

To

My Most Rev. Gurudeva

Shree Shree

Swami Swarupananda Paramahansa Deva

And

My Most Beloved Parents, Paternal Grandfather, Grandmother And Maternal Grandfather (Late), Grandmother

CONTENTS

4.4 Suggestions

4.5 Scope for Further Research

4.6 Conclusion

ABSTRACT

Aptly knowing English has become a mandatory on the part of one and all-be it in the zone of education, business or job. If they do not properly know this language, they have to have a tough time, no matter how much educated they may be. It can be jotted down that it is must to know English in order to live a hunky-dory and thriving life. It is English alone that can enable us to keep abreast of the knowledge all over the world, for the majority of the knowledge the world over is passionately preserved only in this said language. Ergo, having considered this very fact, the researcher thought it quite necessary to undertake a research work in the arena of the English Language Teaching (hereinafter referred to as "ELT") at the secondary level in the North Tripura District in order to analytically detect the problems in the same field, thus providing logical solutions to them, so that the secondary level students of this district could be proficient in the English language, thereby being able to keep pace with the ongoing phenomena in the universe of knowledge in the era of globalisation. He chose only the North Tripura District because out of the total eight districts, it is the North Tripura District alone which has been the worst prey to the tremendously pathetic ELT situation at the secondary level. Also, he selected only the secondary level schools because it is assumed that it is at the secondary level that North Tripura District learners can properly learn the English language provided that they are taught properly and teaching-learning can properly be done only when the problems afflicting it can be systematically found out and solved.

Four Government vernacular medium secondary schools in total- all belonging to the North Tripura District- took part in this research. The researcher kept English medium and private secondary schools out of reach of this research work because they are extremely less in number, thus not being able to bring about a homogeneous sample.

The names of these schools are Kanchanpur Class XII School, Bilthai H.S. School, Durgaram Reang Para XII Class School and Chandrapur Govt. H.S. School.

The research does consist of the following four chapters:

(i) "INTRODUCTION"; (ii) "THEORETICAL FRAMEWORK";

(iii) "ANALYSIS OF DATA"; and (iv)"CONCLUSION".

In the chapter entitled INTRODUCTION, an account of the reasons lying behind undertaking such a research endeavour, place of English all over the world, the place of the English language in India, the place of English in Tripura, the problems in the teaching and the learning of English at the secondary level in the North Tripura District, statement of the problem, hypothesis, aims, objectives, plan of the research, methodology and techniques, scope of the study, limitations of the study, delimitations of the study, significance of the study, review of relevant literature, relevance of the background literature and chapterisation was provided.

In the second chapter having the heading THEORETICAL FRAMEWORK, a description of some of the most important approaches, methods, techniques and also some most important aspects very aptly related to the present research study along with a detailed account of the model of analysis applied in this very research work was delineated.

In the third chapter titled ANALYSIS OF DATA, a detailed account of the analysis of the collected data was given. The analysis was conducted via both of the methods- qualitative and quantitative. All of the data had through the

questionnaire, proficiency test, informal discussions with the teachers and classroom observation were analysed.

At long last, in the fourth chapter bearing the head CONCLUSION, were proffered the major findings naturally emanated from the research followed by pedagogical implications, recommendations and scope for further research in the area concerned.

* *THE DISSERTATION PUBLISHED HERE IS THE REVISED VERSION OF THE ONE SUBMITTED FOR THE AWARD OF THE DEGREE OF MASTER (M.PHIL.) OF ENGLISH. THE REVISION IS FOR RIDDING THE UNREVISED DISSERTATION OF ALL THE UNINTENTIONAL PRINTING MISTAKES.*

CHAPTER I

INTRODUCTION

1.1 Preliminaries

The present research endeavour does look into the major problems which have, for a very long time, been assaulting the teaching-learning of English at the secondary school level in the North Tripura District. The North Tripura District of Tripura, one of the very remote states of India, as it could not, unlike the rest of its (Tripura's) districts, keep pace with the changing situation in the world of ELT, has been facing many a problem in the scenario of the teaching and the learning of the English language at the secondary school level. As the position of the English language in India has rapidly changed, the approaches, methods and techniques in teaching and learning the language- all, too, have equally changed, thus having kept the pace, and the latter changes determine what teachers and taughts need to teach and learn respectively. If it cannot be appropriately maintained, various different problems spring up.

Here, in the North Tripura District, a learner has to compulsorily learn English for a considerable amount of time but at long last it seems as if he or she never learnt English because of his or her failure to use it correctly and fluently in both speaking and writing. The majority of the learners fail in English, while in the other subjects they score even star marks. After passing the secondary examination, they cannot write even a very simple paragraph in English in their own words without innumerable mistakes and if they are told to speak in English, they cannot utter at least five sentences fluently.

Out of the three more or less dominant languages- Bengali, Kokborok and English, it is Bengali alone which is used as the medium of instruction in the classrooms of the secondary schools in this district. Even in the English class itself, English is taught through the said language. As a result of it, the learners cannot acquire proficiency in English because they are not at all sufficiently exposed to this target language. Also, outside the classroom, they do not have any opportunity to be exposed to the target language. Only inside the classroom, they can have this opportunity but unfortunately they are derived of it as a consequence of the prevalent condition, thus being compelled to suffer a lot during their future higher studies where English is the only medium of instruction.

In addition to this factor, the teachers are not properly trained and well-equipped to teach English as a second language to the learners as it should be. They are not even aware of both the traditional and innovative concepts of ELT. They teach English to them so mechanically that it cannot help them in future where the real life use of English is quite highly demanded. Neither the learners nor the teachers are the least bit bothered about it. It has been tremendously deteriorating the ELT situation at the secondary level in the North Tripura District.

Thus, a lot of problems are at the root of the quite poor condition of teaching-learning English in the secondary schools of the North Tripura District. To mention the major ones, the teachers are not trained and competent enough to teach learners in the way they should teach them. They are good models of neither spoken English nor written English. They are not aware of the modern, innovative, creative and efficient English language teaching approaches, methods, techniques and materials and mechanically use only the age-old and almost outdated ineffective Grammar Translation Method (GTM)

extensively. Both teaching and learning are examination-centred and degree-driven. Neither the teachers nor the learners have any active participations in teaching and learning. The Communication Approach is hardly taken into consideration. The learners are not exposed to the target language in the classroom. The students' mother tongue, Bengali, is the only medium of instruction in the classroom. They are exposed to it neither at home nor in their surrounding society or community. The only place where they can be exposed to it is in the classroom and that too for a short while only. Therefore, if, even in that place, they are not exposed to it, they cannot generally be expected to be good in communication in the language. They are directly or indirectly encouraged to solely depend upon rote learning only for the examination purpose. The classroom is so overcrowded that even a trained teacher cannot teach properly or provide any special care to the learner, whenever needed, in such a classroom; then, what to speak of an untrained teacher, in the category of whose, the secondary level school teachers fall? Lessons are taught through the mother tongue. As the classroom is unidirectional, i.e., Teacher->Learner, and teacher-centred, the learners find the teaching monotonous and boring. It also greatly mars their interest to properly learn English.

Neither the teachers nor the learners are motivated to teach and learn respectively. The teachers teach English simply because they have to teach it as it is a compulsory subject and the learners study it for the same reason. In other words, the teachers are concerned with how they can make learners pass their examinations and the learners with how by hook or by cook they can score more marks in and pass their examinations. None of them take care of whether proper teaching and learning is ever taking place. They are not aware of the fact of whether whatever they are teaching or whatever learners are learning will be of any use in the future time. As a consequence of this phenomenon, no learners can prosper in mastering the language and lag behind in the same extensively and much more than they lag behind in other subjects.

It is really a harrowing situation looming large in the said place for a considerable period of time. It is claimed that without English, it is very difficult to live life well in the educated society. English is a very respectable, may be the most respectable, language in India. Educational, social, economical, etc., prosperities extensively depend upon this language.

Consequently, the systematic finding out of and rendering the probable solutions to the ELT problems at the secondary level in the North Tripura District via such a research work as this very one is quite highly called-for.

1.2 The English Language: Its Place and Importance the World Over

Angles, Jutes and Saxons appeared in Britain along with the dialects which they spoke in. Their dialects were Germanic. The language to which these dialects belong is known as the English Language. The English Language has spread the world over consequent upon colonisation. The place of this very language could not, to date, be snatched away by any other languages. The most glaring feature of English is that the language could tremendously spread itself unlike other languages. This language is the native language in more than twenty countries and official language in more than forty-five countries of the world. Besides, even it is either a second or a foreign language in many countries. The countries having the language as their second language had been colonised by the British rulers who are the original native speakers of this said language. India can, for instance, be cited here as one of those countries colonised. Although the British had to quit India, the English language has remained behind. The number of non-native users of English exceed the number of native users of English. It does currently play a pivotal role in almost all spheres of human-life all over the world beyond the shadow of a doubt. This is the sole language for internationally confabulating. No other languages but the English language can meet this need. It is the World War-II

that has extensively enabled the USA to strengthen the already existing value of English via its influencing the world in myriad tactics, such as financial, diplomatic and political. In addition to this, out of all the variations of English, such as British English, American English, Caribbean English and Australian English, it is the American English which is currently preferred all over the world.

English is regarded as a Lingua Franca for the reasons jotted down in the second paragraph above. The importance of English is so much that human-life with no English in the modern world is but a vehicle without its okayed engine. Everywhere- be it in a workplace or a bank or a post-office or a school or a college or a university- English is obviously needed, no doubt at all. Man acquires knowledge from books and the majority of those books are in English.

To bring out the veracity of the truth regarding the dominating status of English, when we meet one for the first time in the morning, we greet one with *Good Morning*, not *Suprabhat*. The superiority of English does not merely depend on the huge number of users of it; rather the various domains (financial, diplomatic, technical, etc.) in which it is used.

1.3 The English Language: Its Place and Importance in India

The English Language could enter and firmly enough get itself settled in the country India only due to the British who had invaded, colonised and ruled the country. Even after so many years of Independence, this language has not at all left this country. Rather, it is deepening its root so strongly that it currently seems next to impossible for him whose native language is not English to imagine a sound existence in this country itself! This fact per se suffices to substantiate this that English has a very crucial role in India.

The language is called a Lingua Franca in India, too, for it is used by individuals having no common languages except this very language to communicate with each other. In schools, colleges, universities, offices, courts, etc., English is bound to be more or less used. This language has entered every step of life even in India although it is a second language in the country. Most of her educated people prefer speaking in English to speaking in their mother tongues. They feel very proud if they use English in almost all of their daily activities.

They even feel humiliated if they have to speak in English. It is also regarded to be India's link language. Jawaharlal Nehru's comment as follows in this connection is worthy of being mentioned:

> "If you push out English, does Hindi fully take place?...In that event, there will be a gap. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future." (Tiwari 9)

Lord Macaulay wanted English in India and in the "Minutes on Education" he desired to have such Indians as "Indian in blood and colour but English in taste, in opinions, in morals and in intellect" (Krishnaswamy and Krishnaswamy 7). C. Rajagopalachari opined that "English language is the greatest gift of goddess Saraswati to India" (Arora 13).

It was earlier decided that in independent India, English would be retained for a short while but later on, it had to be decided that English would be retained for an indefinite time because it had been observed that if Hindi was to

replace English, it would definitely create a pandemonium, since those who were non-Hindi speaking people would not accept that ruling because they would think that owning to not knowing Hindi, they would be deprived of many facilities which they must have otherwise had and which would be provided only to those who were Hindi speaking ones. As Jawaharlal Nehru's declaration goes on in this regard:

> "..........for an indefinite period..........I would have English as an associate, additional language..........because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them.........." (Krishnaswami and Krishnaswamy 6)

Resultantly, the Three-Language Formula had to be suggested. In accordance with it, non-Hindi speaking people would learn their native languages along with English and Hindi, while Hindi speaking people would learn their mother tongue, i.e., Hindi along with English and one more native language other than their own native one. According to N. Krishnaswamy and Lalitha Krishnaswami:

> "The main intention of the three-language formula was to make the load of language learning equal in all parts of the country and to achieve national integration." (Krishnaswami and Krishnaswamy 10)

It is now firmly believed in India that if the people of India being educated hate English and therefore do not learn it, they cannot but lag behind the people knowing English in almost all stages in life. That is why, they had better learn

English to progress, keeping the pace with others. If they fail to master this language, their pedantry is believed to decline. If they wish to be acclaimed in the world of higher education, they are constrained to be well enough English knower. It does not matter which disciplines they will choose because whatever disciplines they will choose, English has its conspicuous presence in them. Ergo, it has become mandatory that at the secondary level, one must necessarily learn English properly, so that one has not to have any difficulties while pursuing higher studies.

It is indeed amazing to note that those people who have a mastery over English in India surpass those whose mother tongue is English. In other words, India possesses much more knowers of English than the U.K. or the U.S.A. does. Those Indians pursuing higher studies in foreign universities prove to be better than the native learners in regard to English, i.e., the former have a much more better mastery over the English language than the latter have.

Various types of business take place between India and the first language English countries. It compels a number of Indians to learn the English language, so that there can be a fair communication. Those who know English secure very good and prestigious jobs that can fetch them handsome salaries. Even Indian villages can accrue lots of benefits from English. It is simply the English language which could enable Indians to portray the Indian customs, religions, philosophies, etc., to the Western countries.

Because of the above-mentioned factors, English enjoys a unique identity in this country and it is popularly known as the Indian English having its own vocabulary, phonetics, phonology and syntax, which are, to a great extent, different from those of the British English or the American English.

Innumerable writers and authors are writing, using the Indian English and get their writings published all over the world and these writings are highly appreciated by native speakers of English. Further, books in the Indian English are, to a considerable amount, found to be recommended in foreign universities. Thus, English in India has a very special status and significance beyond doubts.

1.4 Tripura, Its Education and Place of the English Language in It with Special Reference to North Tripura District

First of all, to very briefly delineate Tripura, Tripura, a hunky-dory hilly state, is now one of the Seven Sisters of the Northeast India- Tripura, Assam, Manipur, Meghalaya, Arunachal Pradesh, Mizoram and Nagaland. Before that, for a considerable amount of time, it had been ruled by many kings and one queen. It was therefore referred to as a Princely State. Thereafter, in 1949, it merged with India, thus having attained the status of A Union Territory and at long last, got the status of full Statehood in 1972. Both tribals and non-tribals peacefully live together here. Hindu, Buddhist, Christian and Muslim religions can all be found to be present in Tripura. Agriculture is its main source of income. It embraces 10,91.69 sq km and is hugged by Bangladesh from three sides- northern, southern and western. Now, there are eight districts in total in Tripura- North Tripura, South Tripura, West Tripura, Dhalai, Khowai, Gomati, Unakoti and Sepahijala. Bengali and Kokborok are its official languages. Tripureswari is its presiding Deity. The book named "Rajmala" is believed to be the only authentic book on Tripura. Its total population is 3,671,032. The National Highway 44 acts as its highway, which is solely responsible for Tripura's link to the country. Its climate is quite pleasing round the year.

Education in Tripura- be it primary or secondary or higher secondary or tertiary or university level- is a shambling one. The numbers of its schools are

only 4, 455, universities are only three in total- Tripura University (central), Maharaja Bir Bikram University (state) and I.C.F.A.I. (state private), its colleges are only thirty two in total. In addition to that, in a very few colleges, there are I.G.N.O.U. centres. Although both State Govt. run and private schools- primary, secondary and higher secondary- are there in this state but the latter are so less in number that they are hardly worthy of being counted. All the Govt. secondary and higher secondary schools are governed by the Tripura Board of Secondary Education (abbreviated as T.B.S.E.) which came into being by the Legislative Assembly of Tripura in 1973 and began functioning in 1976. Some of the private secondary and higher secondary schools are run by the T.B.S.E., while some by the C.B.S.E. and some by the I.C.S.E.

The English Language in Tripura has been tremendously suffering. The teaching and the learning of English are, to a great extent, a victim of sheer negligence at all the aforementioned levels of education. Both the teachers and learners seem to hardly take care of it aptly. Consequently, day by day, it is by leaps and bounds deteriorating. The rate of literacy in Tripura is higher than that in any other states of India, but, at the same time, ironically enough, the rate of properly English knowing people is lower than that in any other states of the country. In Tripura, English is mandatorily taught from the nursery level to the secondary level at a stretch. But unfortunately, in the long run, the net result is almost nil in the case of learning English. The majority of the learners fail to have a mastery over English.

The North Tripura District appears the worst sufferer in the matter of ELT. Here, the learners are found to be weaker than the learners in the other seven districts of Tripura. They seem not to realise the importance of English. Nor can they realise that if they fail to have a good command over English, they

will have to face innumerable difficulties if they wish to go for higher studies. The whole of the infrastructure of teaching-learning English in this particular district is very weak. Quality books, teachers, aids, etc.,- nothing is sufficiently available. The medium of instruction is the native language even in the English class- one of the most grave problems. The learners are not exposed to the target language, here, English, even in the English class, let alone outside of the classroom. It violates one of the most essential basic rules of learning a language- to get exposed to the language being learnt as much as possible. For years together, these learners have been being taught in the worn out rote learning way, which lies at the marring of their oral and written competence and performance in their practical life outside the classroom. Their intention is to just somehow pass the English examination. It is, beyond the limits of doubt, shocking to find that even a 10th standard student cannot, in his own English words, correctly speak or write. No innovative techniques are adopted to teach English. As one of the compulsory subjects at the secondary level, English is taught mostly from the literature perspective, such as prose, poetry and so on. Though linguistic items are taught, taught they are rather mechanically, not in the way which will enable the learners to practically use English adeptly.

The other districts seem to be comparatively much more freed from the above-mentioned stumbling blocks, which are abstaining the English language from flourishing in this district. Therefore, the researcher deems it fit to take up a research endeavour as regards this very phenomenon, so that the ELT especially in the North Tripura District and also in the entire Tripura can be, to a great extent, improved.

1.5 Statement of the Problem

The main concern of this study is to systematically detect the problems in teaching English in the secondary schools of the North Tripura District and provide possible solutions to them.

The teaching and the learning of English in the North Tripura District are bedecked with myriads of problems. Although English is begun being taught and learnt from the nursery level in the North Tripura District, most of the students fail to appropriately use the language which they have been learning for a long time.

1.6 Hypothesis

It is hereby hypothesised that identifying and putting in a proper perspective the problems related to teaching and learning English at the secondary schools of the North Tripura District will help improve the ELT situation in the district.

1.7 Aims

The focus of this research is to systematically detect the problems in teaching English in the secondary schools of the North Tripura District and to seek their probable solutions to them so that the problems can be eradicated for the betterment of teaching-learning English in this district.

1.8 Objectives

1. To find out whether the teachers are aware of the concepts of ELT.

2. To find out whether the teachers are trained to teach English in a better way.

3. To examine the methods, techniques and materials being used in teaching English.

4. To find out whether teaching English is examination-centred and degree-driven only.

5. To find out whether the communicative approach is used.

6. To find out whether the Mother Tongue (MT) interference in teaching English exists.

7. To find out whether only the Receptive Skills (RS)- Reading and Writing- are given importance and the Productive Skills (PS)- Listening and Speaking- are neglected.

8. To identify whether the classes are only teacher-centred and overcrowded.

9. To observe whether the total emphasis is laid on the linguistic competence.

10. To examine whether the eclectic method is better for teachers and learners teaching and learning English respectively.

11. To provide some probable solutions to the problems in teaching-learning English in the secondary schools of the North Tripura District and a few pedagogical implications likely to be helpful in the said teaching-learning.

1.9 Plan of the Research

In order to accomplish this research work, a field-work will have to be effectuated, which will involve 4 Government run secondary schools in total at Kanchanpur, Dashda and Bilthai- three rural places and Dharmanagar- one urban place- all belong to the North Tripura District. They do quite well represent this very district. All the schools are Government secondary and also vernacular medium schools, which will greatly help the researcher have a

homogeneous sample. Private and Govt. English medium and also private vernacular medium secondary schools being very less in number in the district, the researcher shall exclude them from his research work, keeping it in mind that they will fail to represent the secondary schools the district over; rather it will bring about many such extraneous variables as curricula and teaching-learning differences.

It should be mentioned here that all the schools to be selected are secondary schools in the sense that the researcher shall take only the secondary level of those schools, although they are up to the higher secondary level. It is also mentioned that only Class X of each of those schools will be chosen by the researcher for the field-work. Besides, the researcher shall select only the secondary level schools because it is assumed that it is at the secondary level that the North Tripura District learners can properly learn the English language provided that they are taught properly and teaching-learning can properly be done only when the problems afflicting it can be systematically found out and solved.

Through questionnaire for student, student proficiency test, informal discussion with teacher and class observation the data concerned with the ELT condition in the secondary schools of this district will, by the researcher, be collected. He will also put into force classroom observation so that he can get a firsthand information with regard to the real and practical teaching-learning of the English language. After having the data to be extricated via both the qualitative and the quantitative methods, the same shall be elaborately analysed and described, which will at long last lead to the conclusion of the said research work.

1.10 Methodology and Techniques

To have the data from the schools, in which the field-work will be conducted by the researcher, the following methodology, methods and instruments shall be deployed:

A. Questionnaire: The researcher will make one questionnaire in order to allot copies of the same to each of the students to be selected. Randomly, these students will be selected from Class X of each of the schools to be selected.

B. Proficiency Test: A proficiency test will be taken by the researcher in order to test the already existing English linguistic competence of each of the students to be selected from those outside the students to be selected for answering the questionnaire. The former, too, will be selected randomly.

C. Informal Discussion with the Teachers: The researcher will have an informal discussion with 4 English teachers individually- 1 teacher from each of the schools to be selected- in order to come to know about the status quo of the teaching of the English language in the secondary schools of the North Tripura District. Each of these teachers, as subject teacher, teaches English to the students of Class X of each of his respective school, where the researcher will conduct the field-work.

D. Class Observation: An observation will be, in each of the classrooms, by the researcher, made use of, so that he could directly experience and detect myriad factors, such as whether the classes are overcrowded, what activities take place in teaching, the sizes of the classes, the student-teacher interaction, the medium of instruction and the methods and techniques in teaching, which have extensively been influencing the ELT situation in the classrooms of the secondary level schools.

1.11 Scope of the Study

The present study will attempt to find out the problems in all the areas- listening, speaking, reading and writing- of the teaching and learning of the English language in the Govt. vernacular medium secondary schools of the North Tripura District only and will also thereafter attempt to give probable solutions to those problems, so that both the teaching and learning English at that level in the schools mentioned can indeed boost up.

1.12 Limitations of the Study

The limitations of this study are the products of the complications most likely to sprout up during the field-work which is the focal part and parcel of the present study. These limitations may, as the following ones, be recounted:

A. On account of the shortage of time, the researcher may have to confine his field work in a very less number of schools only, thus only 4 schools from two prominent areas- one is rural, while the other is urban. He may not be able to go for more than these. It would be better if some more schools can be taken, for then it can provide diverse data. But, the North Tripura District, the secondary level schools of which are the target of the study, must very well be represented by these two places, since the said district is constituted of both rural and urban places.

B. It may be so that the outputs extracted from the students to be sampled would be slanted and opinionated.

C. All the students to be selected may not turn up in their respective schools to return their questionnaire-answers on the fixed dates.

D. It is difficult to be sanguine of the exact healthy and sound scenario as will be observed at the time of the classroom observation in the classroom always.

E. To hide their ignorance of the proper process of teaching English, which has largely been hampering the teaching of English, the teachers with

whom the researcher will have informal discussions may be hesitant about responding properly to some of the issues to be raised in the said discussions.

F. Some students may not be able to understand some of the questions in their questionnaires. Resultantly they may either wrongly answer or leave them unanswered. It may be so that some students will intentionally answer wrongly some of the questions in their questionnaires with frolic. Both the cases can largely hamper the researcher in collecting the data as expected.

1.13 Delimitations of the Study

This present study must confine itself to:

A. Only four places- three rural- Kanchanpur, Dashda and Bilthai and one urban- Dharmanagar- all belonging to the North Tripura District.
B. Only 4 Government vernacular medium schools in total.
C. Only Std X male and female students from each of these schools.
D. Data-collection through questionnaire, proficiency test, informal discussion with the teacher and classroom observation.

1.14 Significance of the Study

The significance of this research lies in its attempting at identifying the prevailing problems rampantly damaging the teaching and the learning of the English language in the secondary schools of the North Tripura District, so that these problems can be mitigated in order to better the condition. The researcher believes that this research will thus hugely help both teachers and learners to tide over the said problems to a great extent in order to improve the ELT situation in the secondary schools in the North Tripura District.

To date, surprisingly enough, not even a single research work regarding the grave problems in teaching and learning of English in the secondary schools of the North Tripura District has taken place, whereas such types of research work are the crying need of the hour in the district named.

English is currently being unequivocally regarded to be a Lingua Franca and also a Global Language because it is no longer the language of the inhabitants of only the English speaking countries like the U.K. and the U.S.A. It is quite doubtlessly too much influential. No other languages are so at all. The world-famous Linguist Prof. (Dr.) David Crystal commented:

> "A language is dying every two weeks somewhere in the world today. Half the world's languages will no longer be spoken in another century. This is an extremely serious concern, and English has to share the blame."

Those who use it as a second language have become more in number than those who use it as their first language or mother tongue. India directly and indirectly experiences a tremendous influence of English in almost all the fields, such as education, business, technology and medical science, though it is a second language here.

It can very easily be presumed that there are, of course, problems in teaching and learning English in the secondary schools of the North Tripura District, abstaining the teachers and learners alike from teaching and learning English in the way it should be done.

Each and every educated person here is fully aware of those problems existent scattered, but s/he cannot identify them systematically. Unless and until they can be systematically identified, the solutions to them can hardly be provided.

This research will seek to identify the problems in teaching and learning English at the secondary level in the North Tripura District to solve them.

For the causes under consideration, the present research shall, beyond the shadow of even an iota of doubt, be extremely significant and relevant in the case of the English language teaching and learning at the secondary level in the state. This research will greatly help to overcome the problems, so that both the teachers and learners will be able to accrue a huge amount of benefit from it, thus extensively improving the status quo of teaching and learning English in the secondary schools in the North Tripura District.

1.15: Review of Relevant Literature

It is impossible to conduct any research in any fields without a healthy and hefty knowledge of the previous researches conducted in that area concerned. The present researcher has had many research endeavours in the area of ELT which are very relevant in the case of his own research work. He has found many books, published scholarly articles, research articles, M.A., M.Phil.-dissertations and Ph.D.-theses to be of a great use. All these materials have exhaustively been carefully consulted by the researcher in order to have the theoretical framework of his research. He has meticulously observed that the root of his research is already lying in the materials he has gone through.

In order to have access to the said materials, the researcher has used the libraries at various institutions and universities like the Institute of Advanced Studies in English, Savitribai Phule Pune University and The E.F.L.U. In addition to those, he has also availed himself of some research works accomplished abroad. It has been observed by the researcher that all the materials are primarily, in different ways, concerned with myriad difficulties, such as paucity of trained English teachers, quality textbooks on English, poking of mother tongue, insufficient aids and inappropriate methods, in teaching-learning English at different levels including the secondary level of education and the probable ways to resolve them. It has highly proved the relevance of this literary review in this research, which, too, is involved in the same matter. Therefore, in brief, some of the reviews of the relevant literature have been provided below and after providing them, in 1.15.2, how they are relevant in the case of the present study, based on their aims and objectives, methods and major findings, has very briefly been rendered.

1.15.1 The Review

(A) Researcher's Name: Tangme Marchina Sangma. **Name of the Topic:** The Problems of Teaching and Learning English at the Secondary School Level in Meghalaya with Special Reference to East Garo Hills District, Meghalaya. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 17.10.2013.

The researcher observed that most of the students consider English essential and are willing to learn it and desire the mother tongue to be used in the schools. The majority of the students opine that the teachers' teaching English to them is good. The classroom-interaction take place mostly in the students' mother tongue. 50% of the students cannot rightly construct sentences. Audio-visual aids are very less in use. Most students fail to appropriately grasp English. The classroom atmosphere is not proper enough to encourage the

students to learn English. The classrooms are overcrowded, thus checking the teachers from taking proper care of the students individually, while teaching them. The teachers need to be trained.

(B) Researcher's Name: Joy James Smith. **Name of the Topic:** The Problems in Developing English Language Proficiency at the High School Level in Nagaland. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 17.10.2013.

The researcher observed that the multilingualism of the Naga students influences their English-learning. The majority of the students are late in beginning their communication in English. Outside of the classroom, the students are very rarely exposed to the target language English. The students are conscious of the significance of the said language and therefore want to learn the same. Grammar, phonetics and lexis are found to be difficult for them to learn. Trained teachers and quality aids for aptly teaching are lacking, thereby affecting the teaching-learning phenomenon. The students need to take help of private tutors and have to make use of guide books in order to comprehend English. They are not competent enough, so that they can naturally use English. Listening and speaking are neglected in teaching-learning. The teachers need to be trained.

(C) Researcher's Name: Prashant Mothe. **Name of the Topic:** Teaching of Vocabulary at Secondary Level in Latur City. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 22.12. 2007.

The researcher observed that the students are quite poor in vocabulary. They are tremendously weak in meanings to words. They are unable in contextual meanings of words. They fail in word-formation. They also fail in sentence

construction even with the words they have. They are crippled in nearest and opposite meanings to words. They cannot correctly apply phrases and idioms. They cannot so rightly spell. They are weak in rhetoric. Properly teaching develops the students to a great extent. Being guided in the right way, the students succeed a lot. Being aptly taught, the students perform much more better. Appropriately teaching enhances the vocabulary of the learners. Innovative methods are successful in enabling the learners to anon learn vocabulary. The pilot test has been proved to be quite helpful in judging the capability of the learners individually.

(D) Researcher's Name: Mian Md. Naushaad Kabir. **Name of the Topic:** Causes of Secondary Students' Failure in Learning English in Bangladesh. **Category:** An M.A. dissertation submitted to the University of Dhaka. **Degree Awarded:** 2007.

The researcher observed that most of the students are willing to learn English. The urban students are better than the rural students in English. The majority of the students consider the English language very difficult to learn. Most of the students are afraid of grammar, phonetics and vocabulary of English. The students have to mug up. Most of the students fear the learning of the English language. The class-lectures are delivered in the students' mother tongue, thus depriving the students of being exposed to the target language-English. The teachers are not sincere enough in enabling the students in the four skills of English. Besides, the books cannot be meant for fostering the four skills. Innovative methods are seldom used for teaching English. The situation of the classrooms is not conducive to teaching-learning English; the classrooms are overcrowded.

(E) Researcher's Name: Esther Talang-Rao. **Name of the Topic:** The Problems of Teaching English Language at the Undergraduate Level in Khasi-

Jaintia Districts, Meghalaya. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 16.12.2008.

The researcher observed that the syllabuses are not suitable to enhance the learners' skills in the English language. Literary aspects are emphasised at the cost of linguistic items. Both the teachers and the students are, to a great extent, dependent upon cheap guide books. The students take recourse to rote learning. The classes are dominated by the teachers only. The methods used to teach English are ineffective. The teachers are not updated regarding the innovative methods and techniques in order to effectively teach English. The students are not motivated to adeptly learn English. Proficient teachers in English are seldom found.

(F) Researcher's Name: Pialtu Samson Vanlalfela. **Name of the Topic:** The Problems of English Language Teaching at College Level in Mizoram. **Category:** An M.Phil. dissertation submitted to the University of Pune, Pune. **Degree Awarded:** 13.08.2010.

The researcher observed that as the classes are overcrowded, both the teachers and the students have to have many obstacles in the teaching and the learning of the English language. The syllabi are extensively large. Interaction between the teachers and the students is almost nil. Amenities for a sound education are hardly present. The learners are not sufficiently exposed to the target language. The given time is not enough for English teaching-learning. The students are not willing to learn English. Quality aids are lacking. The majority of the students depend on cheap note books. The students are anxious lest they should be laughed at when they fail to correctly use the English language.

(G) Researcher's Name: Poothongoen Wirat. **Name of the Topic:** The Problems of English Language Learning-Teaching in Higher Secondary Schools: A Case Study in Yangtalang District, Kalasin Province, Thailand. **Category:** A Ph.D. thesis submitted to the University of Pune, Pune. **Degree Awarded:** 29.01.2007.

The researcher observed that most of the teachers are not qualified to teach English. They lack the command over the English language. The teachers teach simply because of the fact that it is their job to do such. Interaction between the teachers and the learners is lacking. It hampers both teaching and learning English. The classes suffer from over population of the students. The majority of the teachers are untrained to teach English. The curriculum and syllabus is porous. The students fear grammatical aspects of English. Listening and writing cause problems to the greatest extent. The textbooks are not suitable for teaching English the way it ought to be taught. The evaluation system is not up to the mark.

(H) Researcher's Name: Alemu Hailu Anshu**. Name of the Topic:** An Evaluative Study of ELT Practices in Secondary Schools in Ethiopia: 1994-2004. **Category:** A Ph.D. thesis submitted to The English and Foreign Languages University, Hyderabad. **Degree Awarded:** 2004.

The researcher observed that the communicative language teaching seldom takes place. Grammar is deductively taught at the cost of the students' oral competence and performance. The students' mother tongue affects teaching-learning English. Extracting meanings of words based on contexts is hardly practised. Writing in own words is rarely present. Aids to enrich the students' listening skills are not available. Enriching the students' speaking skill is not taken care of.

(I) Authors' Names: Badriyeh Mirzaie Rizi, Mohd. Akhtar Siddiqui, Reza Afshar Moghaddam and Shankar Mukherjee. **Name of the Title:** Deficiencies in Teaching English as a Foreign/Second Language in the Secondary Schools of Iran and India. **Category:** A published research article in IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL), ISSN(E): 2321-8878, ISSN(P): 2347-4564, Vol. 2, Issue 6, pp. 5-14. **Date of the Publication:** 06-06-2014.

The researchers observed that the students regard English as a very necessary language. Properly implementing audio-visual aids can help the students effectively learn English as a whole. English newspapers can also help the students to learn English to a great extent. Further, English magazines and journals, too, can help the students extensively learn English. English news can greatly help the students to learn English. English class should be increased in number. The students are constrained to attend private teaching to learn English. Aids outside textbooks are needed to fairly well teach English. Books meant for the teaching-learning English ought to be improved. The students' mother tongue influences the teaching-learning.

(J) Author's Name: Nitish Kumar Mondal. **Name of the Title:** Assessment of English Teaching Methodologies at Secondary Level in Bangladesh. **Category:** A published research article in Language in India: Strength for Today and Bright Hope for Tomorrow, ISSN 1930-2940, Vol. 12, pp. 310-327. **Date of the Publication:** 01-01-2012.

The researcher observed that the student-teacher interaction is absent in the classroom. The Communicative Language Teaching cannot be supported by the existing textbooks. Only reading and writing and not listening and speaking are taken care of. The teachers do not sincerely apply the methods to teach English. Audio-visual aids are seldom employed.

(K) Authors' Names: Nasir Ahmad, Farooq Nawaz Khan and Nargis Munir. **Name of the Title:** Factors Affecting the Learning of English at Secondary School Level in Khyber Pakhtunkhwa, Pakistan. **Category:** A published research article in the International Journal of English Language and Literature Studies, Vol. 2, Issue 2, pp. 95-101. **Date of the Publication:** June 2013.

The researchers observed that the teachers are not cut out to teach English in the secondary schools. Proxy teachers, too, most of the time, teach English. Only the outdated grammar-translation method is used. The teachers are not trained in the innovative teaching methods. The classes are overcrowded, thus adversely affecting the teaching-learning English in the right way. The medium of instruction is not the target language and consequently, the students cannot be exposed to it, which is very much necessary. The presence of audio-visual aids to teach the English language is absent.

(L) Author's Name: Dr. Mallika Tripathi. **Name of the Title:** Teaching English Language to Indian Students: the Truth behind the Curtain. **Category:** A published article in The Dawn Journal, Vol. 3, No. 2, pp. 947-955. **Date of the Publication:** July-December, 2014.

In this article, the author deals with the problems the teachers teaching English in the Indian classrooms have to meet with. According to her, theose teachers are expected to enable their students to excel at all of the four skills-listening, speaking, reading and writing (LSRW) but most of the time, they fail to do so. Huge syllabi stop students from being adept in communication because in this case, both the teachers and students' only aim is to somehow complete the syllabi in the stipulated period, so they hardly take care of the performance in English. Because the classes are overcrowded, the learners fail to avail themselves of having their teachers' individual attentions. Due to being overburdened with the other subjects, the majority of the students can give only a very less attention to the English subject. In addition to that, many a time,

they are discouraged to aptly learn the language. Because of being not properly taught English from the very beginning, in the later period, they have to suffer extremely and most of the time, fail to tide over the difficulties lying on the path of their learning English. Most English teachers lack in the innovative methods of teaching English; they are rather found not trained and very weak in the theoretical knowledge of this language, even. One of the most important aspects of English is its pronunciation. Special training is needed for the teachers to make them proficient in it. But it is utterly lacking, thus adversely affecting the teaching and the leaning of the English language. Demoralising the learners even in the very beginning when they have just begun learning English very badly mars their interest to learn it later on. It is not uncommon how the students poor in English are marginalised from the students rich in it. This phenomenon demotivates the majority of the learners to further learn English. The students' predisposed fearing and negative attitudes towards the language is not less responsible to retain them weak in it. That the students are allowed to use their mother tongue even in the English class is a gangrene, which spoils the potentiality of students who may otherwise be able to master English.

(M) **Author's Name:** Dr. P.G. Javalgi. **Name of the Title:** Teaching English as a Second Language in the Indian Context Perspectives and Problems at Macro Level. **Category:** A published article in the book, "English in Indian Contexts", published by Abeda Inamdar Senior College of Arts, Science and Commerce, Pune. 133-138. **Year of the Publication:** 2004.

In this article, the author focuses on the various problems surrounding the teaching of the English language as a second language in this country. He is of the opinion that English does not have a proper place in the curriculum. It should be given its due place. English should be taught in such a way that it can make the learners capable of using it without any difficulties in their practical day-to-day life. But it is not being done. Rather, different states have different

opinions regarding the class from which it ought to be taught. For instance, in the state of Tripura, it is taught from the nursery level, while the same is taught from class IV in Assam. It has at present created a mesmerised situation, thereby hampering the teaching-learning of English. Situations that impel learners to communicate in English should be created. It is conspicuously absent. The classes should get rid of being overcrowded. Various types of innovative and effective methods to teach English are needed. Trained teachers should be appointed and untrained teachers should be abstained from teaching English at the earliest. Quality books are needed in a huge amount.

(N) Authors' Names: Lalitha Krishnaswamy and N. Krishnaswamy. **Name of the Title:** Innovations in English Teaching. **Category:** A published article in the ELTI Journal, Rajasthan, ISSN No. 2250 317X, Issue: 6, pp. 5-11. **Year of the Publication:** March, 2012.

In this article, the authors criticise the traditional way of the teaching and the learning of the English language. They say that that due to this fact, the majority of the learners cannot at all learn English up to the mark. In their practical life, they cannot adeptly utilise this language. Although many recommendations are being given to improve this situation, the outcome is pathetic. Both the teachers and students have only one target- to complete the syllabus, which is tremendously vast. As a result of it, practical proficiency is not being enriched. It is as if teaching is for teaching's sake and learning is for learning's sake. Despite the existence of innumerable innovative methods all born abroad, teaching-learning English cannot be successful until and unless the Indian teachers come up with their own innovative methods because the foreign methods may be suitable for the teaching-learning the language in foreign countries but not to this country. The age-old curricula, syllabi, textbooks, methods, techniques, etc., should be changed if the ELT in the classroom in the country is to be improved, thus breaking a considerable amount of the convention of teaching-learning English.

(O) Author's Name: R.A. Naqvi. **Name of the Book:** "The Teaching of English in Indian Colleges and Universities" published by Aligarh Muslim University, Aligarh. **Year of the Publication:** 1970.

In this book, the author is primarily concerned with the different kinds of difficulties the teachers of English come across at the time of teaching English at the higher education level. He has jotted down that before coming to the college and university levels, the majority of students fail to acquire at least 2500 root words with their various forms and 275 sentence structures in total. Their listening, speaking, reading and writing skills are all lame. They make errors unlimitedly in their communication and writing both. It happens owning to the inappropriate teaching in the schools, where it is done merely to enable the students pass their examinations. The syllabus is quite huge. The teachers are not competent in both speaking and writing in the English language. Since the majority of the teachers are untrained and if at all trained then unwilling to do, only the age-old grammar-translation method (GTM) is employed by them to teach English to the students. The students' mother tongue is mostly used for the medium of instruction and it very horrendously affects their latent potentiality of being able to master the target language ever. Most teachers have no defined sound aims behind why they are teaching. The classrooms are overcrowded, hampering the teaching of English. Rote learning also affects teaching-learning the said language. Textbooks, examination systems, excessive fondness of the syllabus designers for literature, etc., give birth to many a problem in teaching-learning English.

(P) Authors' Names: Jack C. Richards and Theodore S. Rodgers. **Name of the Book:** "Approaches and Methods in Language Teaching" published by Cambridge University Press. **Year of the Publication:** 1986.

In this book, the authors render a very insightful delineation of the glaringly significant phenomena taking place since the 20th century to date in the

methods administered in order to teach language. Approaches and methods are, they have stated, complement to each other, although not the same. In teaching language, one must needs be acquainted with this plain fact. All the existing methods have been very nicely described and also sufficient information as regards why one method is followed by another has here been provided. The authors are of the opinion that for keeping pace with time, if the old methods are not replaced with the new ones, language teaching-learning is bound to be highly affected. To illustrate, if, in the communicative era, the traditional grammar-translation method is not replaced by the communicative language teaching (CLT) method, learners cannot cope with the changed scenario. The said book has neither appreciated and advocated nor stood against any particular method. Also, nor has it tried to teach teachers any particular methods. Rather, it has simply described all the methods until today serially and leave the matter of judging if one method should be preferred to the other one to its readers because they believe that methods can be good or bad, based on their employers.

1.15.2 Relevance of the Background Literature

The above-mentioned literary review plays a very pivotal role in the research under discussion, because based on this review, the present researcher has found it quite necessary to carry out a research work on the ELT at the secondary school level in the North Tripura District, which will also help improve the ELT situation Tripura over.

It should further be noted that this review reveals that the problems related to ELT are found to be more or less the same, such as untrained teachers, overcrowded classrooms, poor curricula and syllabi, non-standard textbooks, mother-tongue interference, lack of innovative methods and techniques and so on. It is furthermore found that if these obstacles are not systematically

resolved, ELT at the secondary level and also broadly, at any educational level, cannot at all flourish.

In addition to that, this review has also intimated the present researcher that as with the passage of time, methods for teaching English change, new methods should be adopted and applied for the betterment of ELT. Besides, this review has substantiated in one place of it that if the secondary school level is not freed from these problems, then higher education must become its victim. Thus, it has implicitly advocated the priority of conducting such researches in the secondary schools as the present researcher has undertaken.

Furthermore, from this review, the present researcher could be aware of with what aims, objectives and methods, he should approach the problems in the ELT in the said district, if he is to provide sound solutions to them for its improvement.

From the above discussion, it can, therefore, be very well proved that this review of background literature is indeed relevant to the present research.

1.16 Chapterisation

The research does comprise the following four chapters:

(i) INTRODUCTION, (ii) THEORETICAL FRAMEWORK, (iii) ANALYSIS OF DATA and (iv) CONCLUSION.

In the chapter entitled INTRODUCTION, an account of the reasons lying behind undertaking such a research endeavour, place of English all over the

world, the place of the English language in India, the place of English in Tripura, the problems in the teaching and the learning of English at the secondary level in the North Tripura District, statement of the problem, hypothesis, aims, objectives, plan of the research, methodology and techniques, scope of the study, limitations of the study, delimitations of the study, significance of the study, review of relevant literature, relevance of the background literature and chapterisation was provided.

In the second chapter having the heading THEORETICAL FRAMEWORK, a description of some of the most important approaches, methods, techniques and also some most important aspects very aptly related to the present research study along with a detailed account of the model of analysis applied in this very research work was delineated.

In the third chapter titled ANALYSIS OF DATA, a detailed account of the analysis of the collected data was given. The analysis was conducted via both of the methods- qualitative and quantitative. All of the data had through the questionnaire, proficiency test, informal discussions with the teachers and classroom observation were analysed.

At long last, in the fourth chapter bearing the head CONCLUSION, were proffered the major findings naturally emanated from the research followed by pedagogical implications, recommendations and scope for further research in the area concerned.

1.17 Conclusion

The teaching and learning of the English language at the secondary level in the North Tripura District very badly needs help to get rid itself of its sorry

state. For this reason this research study has been undertaken so that this endeavour will considerably contribute to the solution of the problems in ELT to a great extent and encourage similar research in future on the same line in order to understand the present state of the ELT affairs in the secondary schools of the North Tripura District.

CHAPTER II

THEORETICAL FRAMEWORK

2 Approaches, Methods and Techniques

2.1 Preliminaries

It is very important to know about the approaches, methods and techniques in any language teaching, here, it is the teaching of the English language. Although these three are interrelated, they are different from each other. To simply define them, an approach is the statement of what to do, a method is the statement of how to do, while a technique is the statement of what instruments and aids to be used. Approach leads to method, method leads to instrument, thus being dependent upon each other. This chain must be strictly retained, if language teaching is to be truly successful. In accordance with E.M. Anthony:

"An approach is a set of correlative assumptions dealing with..........the nature of languageteaching and learning. It describes the nature of the subject matter to be taught......an approachis axiomatic." (Anthony 63)

"A method is an overall plan for the orderly presentation of language material. No part of themethod evolved contradicts the principles of the approach on which it is based." (E.M.Anthony 65)

"A technique represents implementation; it is the actual implementation of a method in theclassroom..........Techniques must be consistent with a method, which in turn must be inharmony with an approach." (Anthony 67)

There are many approaches in ELT. Here, only the most popular ones are as follows:

2.1.1 Structural Approach

The Structural Approach is concerned with the different structures of a language, here, the English language. It believes that if one can have a very hefty command over the structures of a particular language which are believed to make up that language, one can definitely master that language. Vocabulary is extensively insignificant in this approach. Only structure and pattern are important here. It is worth mentioning that structure and pattern differ from each other. To illustrate, 'Rama went', 'Sita came' and 'Hunaman jumped' are three different structures having the same pattern 'S (Subject)-V (Verb)'. All four skills of language are presented in the natural way: listening-speaking-reading-writing.

According to this approach, the English language has 240 structures hierarchically and learning English simply means having a control over each of them fully. Practising pattern, structure and drilling are considered to be the crux in this approach. Speech is regarded as the principal item, because in language, it is speak which comes at first. This approach believes that to learn the target language, one needs to get rid of their first language (L 1) habits. Learners are considered to be more responsible than teachers. The simple and most common structures should be learnt before the complex and less common ones. Learning language situationally is believed to be very productive.

2.1.2 Communicative Approach

The Communicative Approach is the latest innovative approach in ELT. From the very beginning, it has been enjoying its tremendous popularity. This approach is very useful in enabling one to fluently communicate. Human beings need language to communicate. Though there are many ways of communication, the place of language meant for communicating cannot be replaced by any other means. Language is the easiest means via which one can communicate. This aim of learning a language can be successful by this approach. In other words, the sole target of this approach is to make one proficient in communicating fluently with ease and comfort.

The reason why this approach came into being is that it was observed that learners of a language, here, the English language, had failed to adeptly use the target language in their communication, thus utterly frustrating the very purpose lying behind learning English. They only mechanically knew the grammatical rules but could not utilise them in their daily life. It was furthermore observed that knowing only grammatical rules did not enable one to communicate; rather, to communicate, communicative competence, i.e., what to speak, how to speak, when to speak, why to speak, who to speak with, where to speak, etc., should be had. That phenomenon gave birth to the Communicative Approach. This approach stands against the structural approach

This approach is not at all rigid and therefore, it could last even till today and day by day, its use is very rapidly increasing. In the age of globalisation, innumerable people are doing jobs in those sectors which quite highly demand their communicative power. So, naturally, this approach is getting prioritised.

The basic rule of this approach is to get learners exposed to the target language as much as possible. Then, they can learn, nay, acquire the language exactly in the same way they acquired their mother tongues.

2.1.3 Eclectic Approach

The philosophy of this approach is to resist from preferring one particular method to another. This approach preaches that the teacher should not stick to any particular method; rather, he should adopt various methods and meticulously employ their combination in order to reach the students to their goal lying behind their learning the language. Furthermore, it says that no methods per se are not good or bad. Its being good or bad is dependent on them who administer the same. In other words, if, as a result of using a method, the learner can learn the language, then the particular method is good in that particular situation. It may be bad in other situations. In those situations, it may not prove effective. That is why, it is up to the teacher which method he deems fit, which can bring the output that he wishes to get by using the chosen method. Keeping in mind why he teaches, the size of the class, its population, aids, instruments, etc., a teacher ought to choose a method or methods.

2.1.4 Conclusion

Thus, it is found that there are some approaches in the teaching-learning English as a second language. It is these approaches which determine which method(s) should be adopted in teaching English. To illustrate, if the approach be the communicative approach, the method should be the communicative language teaching method or communicative language learning method. So, these approaches play a pivotal role in ELT.

2.2 English Language Teaching (ELT) Methods and Techniques

2.2.1 Preliminaries

A number of methods accompanied with techniques are existing in English language teaching. Some of them are old, while some new. Without these methods, it is next to impossible to teach English. Therefore, a teacher of English teacher should be well versant in the methods. He ought to remain updated even with the most recent method. Following is the brief description of the major ones of them.

2.2.2 Grammar-Translation Method

It is said that whether there had in existence been any methods before the grammar translation method is not at all known. Therefore, the journey of all the methods from the very beginning to date starts from the grammar-translation method. So, this method has been in use for a long time. It assumed myriad names, too. Among them, the classical method is one. In the very beginning, Greek and Latin used to be taught via this method. The father of this method is not known.

Its techniques are that students are asked to extensively read, translate from the mother tongue into the target language and the vice versa. Grammar is deductively taught. Memorisation is emphasised.

The principles in and salient features of this method are as follows:

(a) Learning English is for being enabled to read anything in English.

(b) Students must be enabled to translate from their mother tongue into the target language and the vice versa.

(c) Communicating in the target language is hardly given importance.

(d) Only reading and writing are taught.

(e) Classes are teacher-dominated.

(f) Learning grammar deductively is compulsory.

(g) Students must learn grammatical rules and vocabulary by rote.

(h) Errors by students are instantaneously corrected by teachers.

2.2.3 Direct Method

The reaction to the grammar-translation method gave birth to the direct method. Its main philosophy is not to take help of translating into the mother tongue. Only the target language must be used. It is also an old method. Who the father is of this method is unknown.

Its techniques are that students are asked to understand in the target language only. To make students understand word meanings, demonstration, realia., etc., are utilised. Students are made to speak in the target language as much as possible. Grammar is taught inductively. Syllabus is prepared using real life situations.

The principles in and salient features of this method are as follows:

(a) To read the target language is prioritised from the very start of teaching.

(b) Word meanings are made clear by demonstration, realia, etc.

(c) Students' mother tongue has no place inside the class.

(d) Communication in the target language is utterly emphasised.

(e) Grammar should inductively be taught only.

(f) The chain- LSRW- is bound to be maintained.

(g) Students are required to correct their errors on their own.

2.2.4 Audio-Lingual Method

The audio-lingual method has a very firm linguistic theory, which is lacking in the direct method. This method is one of the products of the structural approach. It advocates learning through the behavioural way. It also states that the native language habits must be tided over to master the target language. Charles Fries is the father to this method.

Its techniques are that the structures and patterns are drilled and reinforced, so that learners have a mastery over the target language.

The principles in and salient features of this method are as follows:

(a) The target language should contextually be taught and learnt.

(b) The native language should not interfere with the target language.

(c) Pronunciation should be taught.

(d) Language should be taught through repetition.

(e) Students' errors must be corrected quickly.

(f) For communicating is the language-learning.

(g) Students should be motivated.

(h) Learning vocabulary in the beginning is lacking.

(i) The target language should be learnt as the first language is acquired.

(j) The first language habits have to be over.

(k) Communication is given the priority.

2.2.5 Silent Method

The silent method emerged out of the reaction to the audio-lingual method. Unlike the audio-lingual method, this very method says that via conditioning, one cannot learn a language because if one can thus do such, the question is how one utters sentences which have not been ever heard by one. It further states that as habit can be developed, a language cannot be learnt. Rather, by mastering the rules which are not concrete, one can successfully learn a language. Caleb Gattegno is the founder of this method.

Its techniques are that fidel chart, sound colour chart, word chart and Cuisenaire rods are used to teach the target language. The teacher seldom breaks his silence while teaching, thereby involving the learners in learning quite actively.

The principles in and salient features of this method are as follows:

(a) Teaching should journey from the known to the unknown.

(b) Teachers should help learners only when the latter need it.

(c) Language cannot be learnt by repetition.

(d) From the actions of the learner, the teacher should come to know if learning has taken place.

(e) Learners are required to gradually fully stop being dependent upon teachers.

(f) Pronunciation should fairly well be taught and learned.

(g) Teachers should utilise the already existing knowledge of learners in giving them new knowledge.

(h) Teachers should involve learners in learning on their own to a great extent.

(i) Until and unless it is quite urgently needed, teachers should remain silent, thus enhancing learners' autonomy.

(j) Translation is absent.

(k) Errors are welcomed while learning.

(l) Learning happens gradually, not hurriedly.

(m) Learners should be very attentive.

2.2.6 Desuggestopedia Method

The founder of the desuggestopedia is Georgi Lozanov. According to him, one can learn a language, here, the English language if one can get rid of the negative mentality- one cannot learn. If the learner retains this mentality, he fails to utilise his complete mental capability of learning, thus being unable to learn. Rather, he can use his mental ability to learn to a very small amount, which is not at all countable. Therefore, he has suggested that such a mental barrier must be eliminated, i.e., desuggested; hence the name "Desuggestopedia".

Its techniques are that classrooms are beautifully decorated and classes are cheerfully taken. The target language grammatical items are displayed inside the classroom. English dialogues along with their translation in learners' first language translation are presented and read by teachers to the rhythm of a song and listened to by learners. Then, learners get involved in different learning activities.

The principles in and salient features of this method are as follows:

(a) Learning can best be done when the learning atmosphere is cheerful.

(b) Learners can learn from their immediate situation.

(c) Teachers should identify mental obstacles of students and then, try to eliminate them.

(d) Positivity should be inserted into learners.

(e) Grammar should be taught, but not emphasised.

(f) Learners need to accept the supremacy of teachers.

(g) Learners need to be made to feel secure while learning.

(h) The native language is allowed to be used.

(i) Communication in the target language is prioritised.

(j) Vocabulary is considered to be the most important aspect in the learning of the target language.

(k) Fine arts destroy learners' negative mentality in learning the target language, thus playing a very crucial role in learning the target language.

(l) Repetition, as is found in the audio-lingual method, is not encouraged.

(m) Errors made by learners ought to be corrected in a friendly manner.

(n) Learning the target language should be made cheerful.

2.2.7 Total Physical Response Method

The father of the total physical response method, James Asher, is of the opinion that learners begin to learn the target language via receiving and end producing. In other words, they, first of all, listen to others orally using the target language and at long last, start using it. It is exactly like a child acquires its first language. It listens to other people for a considerable amount of time. At that time, it does not utter even a single word; it then understands the utterances of theirs. It need not be advised to speak. It begins to speak, only after having been ready to do such. He further adds that learners, through totally physically responding to teachers' utterances, accomplishe the described tasks; hence the name "Total Physical Response Method"

Its techniques are that teachers command learners and have them act as per the commands, responding physically totally. This indicates that they understand utterances. After a considerable while, they begin commanding, thus indicating that they have now got prepared to speak.

The principles in and salient features of this method are as follows:

(a) The target language should be learnt by physical actions, responding to various commands in that language.

(b) The target language should be made out prior to speaking in the same.

(c) Learning via responding totally physically does comparatively take place quickly, unlike through other means.

(d) Learning can best be done in an anxiety-free atmosphere.

(e) Communication is emphasised.

(f) Errors are expected at the start of learners' using the target language.

(g) Grammar and vocabulary are prioritised.

2.2.8 Communicative Language Teaching Method

Man needs language for communicating and the principal target behind language teaching is to enable him to communicate in the language being taught. Teachers should teach the target language, here, the English language, in such a way that learners can practically use the language in their daily life the way they can use their native language. If this need cannot be quite properly met, the entire purpose lying behind language teaching-learning is constrained to be foiled. It is found that though inside the classroom, learners can use as much the target language as is needed to cover their specific syllabus, yet outside the class, they fail to adeptly utilise the same in their day-to-day activities. Furthermore, it is observed that learning the grammar of the target language is not at all enough to be able to communicate in the target language proficiently. To be so, one needs to have a mastery over is the communicative competence. This is the phenomenon which is responsible for the communicative language teaching. Applied linguists of Britain are the cause of the birth of this method.

Its techniques are that numerous activities like role-play and story-telling are used, thus getting learners extensively communicate. For example, learners are provided with a scenery and asked to describe it in the target language.

The principles in and salient features of this method are as follows:

(a) The target language to be presented must be authentic.

(b) To become proficient in communication, learners need to have the capacity to deduce the connotative meanings of utterances.

(c) The medium of instruction is only the target language.

(d) Learners should learn the pragmatic aspects of the target language.

(e) They should also learn the suprasentential aspects of the target language.

(f) The target language should contextually be taught.

(g) That learners make errors in learning the target language is considered to be very   natural and positive.

(h) Grammar is inductively taught.

(i) Teachers should create those situations that can compel learners to communicate in the target language very much.

2.6.9 Communicative Language Learning Method

The founder of this method, Charles A. Curran, opines that learners can learn the target language, here, the English language, best if their feelings are taken care of. The best way to do it is to ask learners to express their feelings from time to time. If teachers do such, learners can tide over their negative feelings which can otherwise abstain them from learning the target language.

He further adds that when one comes to learn a new language, one gets frightened due to the new atmosphere which one is to learn in. If, therefore, teachers, like a psychologist, can help the learner overcome this situation, there is every possibility on his part to become a successful language learner.

Its techniques are that learners speak in their mother tongue in bits, then teachers help them to translate the same and finally these translations are recorded. Later on, these translations are written to prepare a textbook and this textbook is what is worked by the learners.

The principles and salient features of this method are as follows:

(a) Teacher should be friendly with students.

(b) In order to enable students to get rid of the anxiety in learning the target language, teachers should at first intimate them of what they are going to learn.

(c) Learning language is meant for communicating.

(d) Teachers should not at all frighten students in learning.

(e) Teachers should be careful regarding the feelings of learners.

(f) To make learners feel an anxiety-free atmosphere, teachers should use learners' first language, accept what they produce, permit them to share their experiences with each other, inform them, in the very beginning, of how much they have to learn, be sensitive to them, etc.

(g) Learning activities should be given in small quantity.

(h) Teachers should motivate learners.

(i) Enough time should be provided for learning.

(j) Learners should sometimes be left to learn as per their own choices.

(k) Competition in learning is discouraged. Cooperation is welcome.

(l) Learners should have a sound community-feeling among themselves.

(m) Unknown things should not be taught at the cost of known things.

(n) Teachers should act as a counsellor.

2.2.10 Task-Based Language Teaching Method

In the task-based language teaching method, it is contended that the target language, here, the English language, should be taught through meaningful tasks. Tasks are prepared in such a way that learners find them related to their everyday life. This phenomenon motivates learners to learn the target language via using the same in order to accomplish the given tasks. This is the philosophy of this method. This method opines that learners need not separately learn the grammatical items of the target language; rather, they can learn them while completing tasks, using the target language. One of the founders of this method is Willis.

Its technique is that meaningful tasks related to daily life are given to learners, telling them to complete them, using the target language.

The principles and salient features of this method are as follows:

(a) The target language should be taught-learnt via meaningful tasks.

(b) It should be seen to whether learners find the given tasks relevant to their practical life.

(c) Teachers should see to whether learning takes place properly.

(d) Teachers should use the target language while teaching.

(e) Teachers should see to whether learners having different degrees of ability can

comprehend the given tasks and do them.

(f) Teachers should act as a quality model while teaching the target language.

(g) Learners' communication with each other is required.

(h) Learners' errors are very softly dealt with.

(i) Learners should be motivated by teachers.

(j) Presenting before the class enhances learners' correctness.

2.2.11. Bilingual Method

In the bilingual method given birth to by C.J. Dodson allows two languages-learners' native language and the target language, here, the English language, to be used while teaching the target language to students. To explain word-meanings, it is simply wasting time if they have to be explained through demonstration, realia, etc. The best way of doing so is to take recourse to the native language in order to explain the meanings. Hence, the native language is allowed to be used, although restrictively.

Its technique is that teachers teach the target language, using both the mother tongue of learners as well as the target language itself.

The principles and salient features of this method are as follows:

(a) The native language should be used but very restrictively.

(b) At the later stage, only the target language should be used.

(c) Demonstration, realia, etc., should not be used to explain meanings of words.

(d) Only teachers and not students should use the native language.

(e) Not words but sentences should be taught and learnt.

2.2.12 Conclusion

Thus, it is observed that many methods are employed in teaching the English language as a second language. But, at the same time, it, too, is observed that every method has its own strengths and weaknesses. It clearly indicates that no method can be termed as best. Teachers teaching English as a second language ought to be very careful as regards using any method. As time changes, methods change. This phenomenon leads to the replacement of one method by another. Therefore, teachers should adopt innovative methods as per the demand of time. They should keep in their minds whether the methods they are employing in teaching the language can reach the goal of teaching it. Even, if necessary, the combination of different methods should be used for better outcomes. Thereby, it can be jotted down that the success or failure of a method depends upon its users.

2.3 Miscellaneous Most Important Issues related to ELT

2.3.1 Preliminaries

There are many major aspects in ELT which should be taken into account by ELT teachers in order to teach the English language which should be much more result-oriented. Some of them are listening, speaking, reading, writing, curriculum, syllabus and testing. It would not be out of place to very briefly delineate them as follows.

2.3.2 Listening

In the natural chain which must be maintained for the purpose of the proper learning of the target language, which is here the English language, listening comes at the very start. It is a skill-based art and differs from hearing- a physical capacity. This skill enables the listener to comprehend what others

utter. Listening comes under the radar of the receptive skills. In leaning the target language, it plays a very pivotal role. It should be learnt by practice. In other words, it can be learnt by being extensively exposed to the listening of the target language. As for instance, one may listen to English news on television, English songs, speeches, etc. The more one will listen, the more one can be adept in this skill. Learners must get actively involved in learning the same. They need to identify its significance. Listening is an active activity; not a passive one, because listeners have to decode messages and also to prove that they have got them via responding to them aptly. A good listener is much more welcomed than a bad listener, for the former can accept innovative concepts, while the latter fails to do so. To become a proficient user of the target language, one is required to have a mastery over it and both phonetics and phonology are needed for the same.

There exist two processes- bottom up process where metalinguistic aspects of received messages are analysed and top down process in which listeners' contextual knowledge enables them to decode received messages through guessing. For instance, in a lecture on global warming, the adept listener's attention will be only to the major aspect, while the attention of a novice listener will be to each and every aspect. The former is known as the top down process and the latter bottom up process.

Listening is done for various purposes. One kind of listening is done for the sake of listening, with less attention to what is being listened. For example, songs. Another kind of listening is carefully done with a purpose. In this case, listeners try to make out what they are listening to. For instance, classroom-lectures. The other type of listening is done for pleasure and praising the skills of the speaker in his speaking. For example, dramas. There is another kind of

listening done for deducing the substance of what is being listened. For instance, political speeches.

There are various sub-skills in the skill- listening, which need to be aptly learnt in order to be a good listener. They are- to decode sounds, make out structures, guess meanings based on contexts, be able to do discourse analysis, comprehend connotative, denotative, social and contextual meanings, skim, scan, predict, using background knowledge, understand cohesion, coherence, stress, account, intonation, pitch, rhythm, etc.

To teach listening in the target language, ELT teachers may have students listen to the dictates they give and write down it; they may orally ask learners questions, read out to classes aloud, narrate stories, get them listen to songs, news, etc.

2.3.3 Speaking

Learners learn the target language, here, the English language, for becoming enabled to speak or communicate in that language. The principal intention of learning the target language is considered to be this. The majority of learners attempt to get a very sound command over it. Teachers are expected to help learners be not only grammatically proficient but communicatively adept even in the target language even. Speaking comes under the umbrella of the productive skills. Speaking involves both speaker and listener. They are complement to each other. The former encodes messages, while the latter decodes it. Thus, speaking can successfully happen.

The purpose behind teaching speaking is to enable the learner to communicate fluently. It enables the speaker to correctly and unhesitatingly speak, thereby being able to express himself. To make learners proficient in speaking, both grammatical competence and communicative competence are necessary to be taught. Sometimes, it is argued that only communicative competence is enough to be adept in communicating, but it cannot be accepted because if linguistic competence is neglected, intelligibility can be totally marred. Therefore, both the competences are taken care of in the communicative language teaching. That an educated person can speak both correctly and fluently is quite highly demanded at present. It makes the teaching of speaking while teaching the target language mandatory. Out of the four skills of English, it is speaking that is preferred to all the other ones, because it is a common known fact that language is mainly regarded as speech. Human beings speak before reading or writing. It is also claimed that if speaking skill is not leant appropriately, the reading and writing skills are compelled to suffer a lot. All ELT teachers must be conscious of this fact. As man speaks in his practical life, teachers should contextually teach speaking. Tasks meant for teaching speaking need to be aptly graded, so that they can help learners learn well the said skill.

The sub-skills of this skill, i.e., speaking, are to enable one to utilise right words, correct patterns and structures, express own self logically, call to memory words or pattern or structures soon, speak effectively, briefly, concisely, precisely, in a related way, interchangeably, intelligibly, maintain courtesies, etc.

To teach speaking, ELT teachers may get students read dialogues loudly, may give them pictures, asking them to orally describe them, may have them interact with each other in groups or pairs, may drill them in myriad ways, such

as substitution and transformation, may take their interview, may get them work in groups, which will necessarily involve them in communication, etc.

2.3.4 Reading

Reading is the third skill in the hierarchical chain of the four skills needed to be learnt in the learning of the target language, here, the English language, and belongs to the receptive skills. Compared to all the other skills, the reading skill is more difficult to teach. It involves a number of complex processes which have to be learnt to be a successful reader. Symbols, sounds and sense are all involved in reading. To illustrate, when one reads the symbol "book" in writing, one firstly has a sight of the symbol and then translates it to a particular sound, simultaneously signifying mentally the object known as "book" of which the symbol is the signifier. It indicates that both eyes and brain are required to make out what are in writing. It should be remembered that there is existing an intimate relationship between what is being read and why it is being done. That is why, teachers need to teach it very carefully and judiciously.

Various purposes are lying behind reading- it is done for enjoyment, e.g., reading plays; it is also done to survive, e.g., reading labels on medicine bottles; it is furthermore done for studying, e.g., textbooks; it is done for work, too, e.g. official letters. Now, it is up to the reader what he reads for. Reading can be done in six ways- skimming, scanning, intensive, extensive, loud and silent. To very briefly describe them, skimming is done in order to get the substance of the text being read. For instance, when one, while reading a book, quickly goes through it and gets the overall idea instantly, it means that one has skimmed the book. Scanning is done in order to soon have only that particular piece of information which is being attempted to get. This skill appears to be very useful. For example, while reading a newspaper, the reader searches for a

particular of information, not all the pieces of information available in the newspaper and in doing so, he quickly goes through the newspaper. This is called scanning. Reading is intensively done to have a control over the words and sentence structures of what is being read. In this case, reading is done in detail. This kind of reading enables the reader to have a summary of what he is reading and also to answer any question from the same. This type of reading is higher than the other kinds of reading. Students need this type of reading in their studies. Reading intensively is needed in order to make out a text along with its connotative, denotative, contextual and social meanings, contexts, author's intentions, etc. Reading extensively is done to enhance the fondness for reading. This practice rids readers of remaining a dependant reader. Outside their textbooks, whatever students read belong to the extensive reading. Enjoyment, information, time-pas are all possible via this type of reading. Through this process, one can learn fully on one's own. Besides, it extensively exposes readers who read in English to different kinds of easily accessible authentic materials of English, thereby becoming very useful in ELT. Reading aloud is done especially in the very beginning of when one begins learning the target language. It helps one have a very sound command over the language. While someone reads loudly, his incorrect pronunciations can be corrected. When teachers teach students how to read loudly, they ought to take care of phonetics, phonology, punctuation, pronunciation, stress, accent, pitch, intonation, rhythm, etc. Reading silently, i.e., reading without making a sound, is preferred to reading loudly. It enables readers to read faster, because one's sight of words is much more faster than one's uttering the same. This process is very comfortable, cheerful, natural and empowers readers with word-power and grammatical competence. All of the skills needed to become a proficient reader find a place in reading silently.

The sub-skills had by reading comprise understanding words, utilising background knowledge, context, identifying cohesive devices, rhetoric, forms,

functions, connotative, denotative, social and contextual meanings, linguistic nuances, etc.

To teach reading, ELT teachers may get learners read newspapers, poems, stories, etc.; may further get them do word-matching, sentence-matching, inference; may also get them do comprehension, etc. To do any of them, students are constrained to read and comprehend very well first of all.

2.3.5 Writing

The very last skill in the world of LSRW is the skill of writing. It is also considered to be a difficult skill to learn, because learners have to imagine. It is under the radar of the productive skills. Through this skill, learners write sentences in the target language, here, the English language. Learners get enough time to choose the most appropriate words to write, unlike they get in speaking and are generally required to write only such sentences as carry logicality. They should take care of grammar, spelling and punctuation, not pronunciation, pitch, etc. It is observed that most of learners find it comfortable when they are permitted to write, the major reason being that while speaking, if they have to pause a good many times just to pick up a more suitable words, they are laughed at; but, in writing, this is not at all the case. Writing demands the logical and systematic presentation of thoughts. In other words, both coherence and cohesion must be maintained for writing well enough. While coherence stands for logicality in thoughts to be expressed in writing, cohesion for logical use of various kinds of conjunction.

Writing is found to be of four types- narrative, descriptive, persuasive and expository. The first type is used in order to narrate incidents as are found in newspapers, write reports, etc. It can be used for fiction and fact both.

Generally, this kind of writing is done by using the past tense as it describes only those events which had already taken place. The second kind is used for giving information as regards incidents, ideas, etc. Also, it is used for private letters, laboratory projects, etc. It is majorly used. Enough information needs to be accumulated before one begins writing. The third type is used to compose advertisements, prospectuses, etc. Conciseness, preciseness, extensive care, judiciousness, use of chosen words, etc., are necessary to be a successful writer, because he should be able to persuade readers. The fourth and last kind is used for the purpose of writing advice, suggestions, explanation, etc. Cause-effect relationship is retained in this type. For instance, when he called his brother, his brother responded to his call. Thus, it is necessary to state what takes place consequently, although all incidents may not necessarily have a cause-effect relation. Readers must be intimated how incidents have a cause-effect relationship. Via the using of cohesive devices, it can be accomplished.

Writing is a very complex process. Topic-choice, reader-choice, gathering thoughts, judiciously selecting words, making a draft, to edit and redraft it and only then finally prepare- these are the stages that require to be strictly followed for quality writing.

The sub-skills involved in writing are- having a very good command on grammar, especially syntax, vocabulary, cohesion, coherence, both spoken and written English, logicality, clarity, good handwriting, explicitness, implicitness, reasonability, contextuality and being aware of what kind of reader writing is done for.

To teach writing, ELT teachers may dictate something and ask learners to jot it down in their note books, get them do matching and writing, have them

answer to questions, give one pattern and then ask them to write sentences, based on it, get them practise transformation, re-arrangement of sentences, making sentences, writing essays, letters, paragraphs, notices, advertisements, narrations, summaries, substances, gists, précis, etc. In other words, whatever can involve learners in writing can be used by teachers in order to teach them writing.

2.3.6 Curriculum and Syllabus

The words "Curriculum" and "Syllabus" were coined in America and Britain respectively. Some use them interchangeably, but in reality, they differ from each other, although they are very closely related to each other, thereby being complement to each other. ELT teachers should know this. Otherwise, the entire purpose of curriculum and syllabus will be a failure. ELT teachers ought to take care of the needs, aims, goals, etc., of learners of the target language, here, the English language and only then should prepare both of them and administer only those ELT methods and techniques suitable for that purpose. For instance, if the curriculum and syllabus are made with a view to teaching learners communication properly in the target language, ELT teachers should apply the CLT, not the GTM; if ELT teachers are to teach English grammar to students, the former should employ the GTM, not the CLT.

To simply state, curriculum is with what goals what to teach in total in which ways, while syllabus lays the outline of how to accomplish a curriculum within a stipulated academic period bit by bit successfully, thereby the former is a structure while the latter is a super-structure. To illustrate, if the secondary curriculum for classes VI to X is to teach parts of speech, articles, prepositions, tenses, narration and transformation, this curriculum will be completed bit by bit, such as in class VI, parts of speech will be taught; in class VII, articles will be taught, in class VIII, prepositions will be taught and thus, when learners are

in class X, transformation will be taught, thereby completing the said curriculum. In other words, syllabus is the means to complete the entire curriculum. If curriculum is a book, syllabus is its pages. Thus, a curriculum is the total planning, informing what need, in total, to be taught and learnt; is purely administrative and holds the entire structure of education, while a syllabus specifies items to be taught and learnt in different parts of a curriculum, which go into its making; its nature is academic; and holds only the superstructure of education. Syllabus is the route to the completion of curriculum. The former reflects the latter.

The constituents of a sound curriculum are designing, implementing, evaluating and renewal. To design means to include the kind of learners, the aims, objectives, how syllabus will be accomplished, etc. Implementing consists of backgrounds of students, time, course, etc. This evaluating takes place when not the target students, but the curriculum is evaluated via feedbacks in order to identify if the curriculum could meet the needs which it has been brought into existence for. Prior to, in the middle of and at the end of implementing, there can be evaluation for the curriculum, thus renewing the same from time to time in accordance with the demands of the situation. Similarly, needs of students, goals behind the syllabus, contents, techniques to cover the syllabus and evaluating the syllabus need to be considered while making a good syllabus. Here, what learners need to learn in the target language- English- in a particular class are said to be the needs of the learner. For instance, learners in class X need to learn the voice change. So, this need should be the content of the syllabus for this class. At the same time, what the syllabus attempts to do are its objectives. So, the objective is, here, to teach the students the voice change. Now, ELT teachers teach the voice change either deductively or inductively- it constitutes the techniques to teach this particular content. A good syllabus also needs to suggest the ways of how to get learners

evaluated from time to time to check if learning has properly taken place or not.

2.3.7 Testing

It is not sufficient on the part of ELT teachers only to know what to teach and how in order to enable learners to adeptly use the target language- the English language, but also to test them to find out if they have learnt. Tests constitute testing. Two kinds of testing are there- one is for various skills, such as syntax, phonetics, phonology and spelling, very much required to learn the target language and the other one is meant for the cultural, social, contextual, cultural, etc., knowledge of the target language. Generally, testing can be done either subjectively or objectively. When learners are asked to write paragraphs, letters, essays, etc., it is called subjective testing and when learners are asked to do word-matching, tick marking, etc., it is called objective testing. Generally, school-examination comes under the subjective testing, while various competitive examinations come under the objective testing. All the productive and receptive skills can be tested. Testing can be done either directly or indirectly. When someone, in his real life, speaks, using the target language, others can measure whether he is competent in speaking in the target language or not, without passing any judgements, it means that he is being indirectly tested and when it is, through an artificial real life situations, tested whether one is competent in speaking in the target language or not, it means that one is being directly tested. Testing can be formative or summative. Formative testing includes unit-test, while summative testing includes annual examination.

Testing can be conducted for the following purposes:

A. To test whether one learner's performance in the target language is better than another.

60

B. To test whether the learner could properly grasp the target language.

C. To test how much the learner has been successful in mastering the target language.

D. To test whether the syllabus is suitable for properly teaching the learner the target language.

The salient features of a sound testing are below:

A. It meets the needs for which it has been done.

B. It takes learners' background knowledge into account.

C. It helps teachers to review their methods to successfully teach the target language.

D. It must be very effective.

2.3.8 Conclusion

Thus, it should be contended that to be a successful ELT teacher, one should know not only about the ELT methods but also the above mentioned most significant factors. Otherwise, his use of methods will be facile and therefore, cannot help him to teach learners the target language in such a way as will enable them to utilise the same in their practical lives outside their classroom. In other words, merely being aware of the ELT methods does not suffice.

2.4 The Model of the Analysis

2.4.1 Preliminaries

The present researcher has conducted the field research in order to accrue the data needed for the research undertaken by him and also analysed the same in the following ways.

2.4.2 Methodology

The Qualitative and Quantitative are the two methods which have both been applied in this research work in order to analyse the necessary data. The qualitative method has been used to analyse and describe the collected data in words, whereas the quantitative method has been used to, by using table, delineate the same data statistically , that have, in words, been analysed and described via the qualitative method. Both these methods have been used to bring about the credibility and authenticity in the presentation of the data.

2.4.3 Planning of the Field-Work

The topic selected by the researcher for his research work entitled *PROBLEMS IN TEACHING ENGLISH IN SECONDARY SCHOOLS IN NORTH TRIPURA DISTRICT* having been accepted, the researcher had rushed to the very district- North Tripura- of his own state- Tripura, where he conducted his field work in the secondary schools to be selected by him. Immediately, after reaching there, he approached the Headmasters of his targeted schools, gave applications to them, stating what he wanted to do in their respective schools and convinced them that such a research work as had been undertaken by him was meant for the betterment of the secondary schools of that district in the case of the ELT, thus having been kindly permitted by them to conduct the field work in their schools.

The researcher did select the schools for his field work in such a way that they could well represent the secondary schools of the whole of the North Tripura District- a combination of both rural and urban areas. He therefore selected 4 schools in total- three from the rural areas Kanchanpur, Dashda and Bilthai and one more from the urban area Dharmanagar- all the areas belonging to the North Tripura District and well representing the secondary level schools al around the district.

All the schools are Government secondary and also vernacular medium schools, which very greatly helped the researcher have a homogeneous sample. Private secondary schools being very less in number in the district, the researcher excluded them from his research work, keeping it in mind that they could not represent the secondary schools the district over; rather it would bring about many such extraneous variables as curricula and teaching-learning differences.

It should be mentioned here that all the selected schools were said to be secondary schools in the sense that the researcher had taken only the secondary level of those schools, although they were up to the higher secondary level. It is further be mentionable that only Class X of each of those schools was by the researcher chosen for the field-work. Besides, it, too, should be stated that the researcher selected only the secondary level schools because it is assumed that it is at the period of the secondary level that the North Tripura District learners can properly learn the English language provided that they are taught properly and teaching-learning can properly be done only when the problems afflicting it can be systematically found out and solved. The researcher believed that his research must accrue a lot of benefit consequent upon the process of selecting the said schools. The field-work engulfed one month.

The names of all of the schools selected found their mention below as well as their abbreviations were as follows provided next to them within the brackets:

(1) From Kanchanpur:

    (a) Kanchanpur Class XII School (KCXIIS)

(2) From Bilthai:

    (b) Bilthai H.S. School (BHSS)

(3) From Dasda:

    (c) Durgaram Reang Para XII Class School (DRPXIICS)

(4) From Dharmanagar

    (a) Chandrapur Govt. H.S. School (CGHSS)

2.4.4 Instruments for the Field-Work

To have the necessitated data from the selected schools, in which the field-work was conducted by the researcher, the following instruments were deployed:

(A) Questionnaire: The researcher had made one questionnaire in order to give away copies of the same to each of the 80 select students contained in the sample. Randomly, these students were selected from Class X of each of the selected schools.

(B) Proficiency Test: A proficiency test was taken by the researcher in order to test the already existing English linguistic competence of each of the 16 students selected from those outside the said 80 students. These 16 students, too, were selected randomly.

64

(C) Informal Discussion with the Teachers: The researcher had an informal discussion with 4 English teachers individually- 1 teacher from each of the selected schools- in order to come to know about the status quo of the teaching of the English language in the secondary schools of the North Tripura District. Each of these teachers, as a subject teacher, teaches English to the students of Class X of each of his respective school, where the researcher conducted the field-work.

(D) Class Observation: An observation was, in each of the classrooms, by the researcher, made use of, so that he could directly experience and detect myriad factors, such as whether the classes are overcrowded, what activities take place in teaching, the sizes of the classes, the student-teacher interaction, the medium of instruction and the methods and techniques in teaching, which have extensively been influencing the ELT situation in the classrooms of the secondary level schools.

2.4.5 Preparations of the Questionnaire and Proficiency Test

The instruments- questionnaire and proficiency test- were applied by the researcher in his field-work. Having kept well the aims and objectives of the research work on the tablet of his memory, the researcher prepared those instruments. The following are the details of how the instruments both were prepared:

Questionnaire: The questionnaire having 25 multiple choice type questions in total was solely meant for collecting information from the 80 select students. The students were told to simply encircle the number of the apt option from the options available for each of the questions provided. In the very start of the questionnaire, the general information of each of the selected students as regards their names, ages, genders, schools' names, class in which they read, roll No. and academic year had been to be written by them before they began

answering the questions. The sample of this questionnaire can be found in Appendix I.

Proficiency Test: The proficiency test had 25 questions for the said 16 students. It was out and out a multiple choice question type test. Each question bore 4 options, out of which the students were asked to pick up only the correct one by circling its number. All the questions were related to grammar because that test was to examine the linguistic proficiency of the students selected for the test. In the very beginning of the proficiency test question paper, the general information of each of the selected students concerning their names, ages, genders, schools' names, class in which they read, roll No. and academic year had to be written by them before they started to answer the questions. The specimen of this proficiency test question paper has been supplied in Appendix II.

2.4.6 Scopes of the Questionnaire and the Proficiency Test

The following are the details of the scopes possessed by the questionnaire and proficiency test:

Questionnaire: There were 25 questions in total in the questionnaire. The first 5 questions from 1 to 5 made an attempt to have the general information regarding the respondents' attitude to, use of and mindset toward the English language and its learning. The immediate next 5 questions ranging from 6 to 10 aimed at the difficulties which were being encountered by them in learning English. Then, the next 10 questions beginning from 11 to 20 sought to find out the views and beliefs regarding the teaching of English in the classrooms and also matters very closely related to it. At long last, the rest 5 questions ranging from 21 to 25 were meant to collect other various kinds of such information,

for instance, as language laboratory, libraries in the schools and English syllabus.

Proficiency Test: The proficiency test consisted of 25 questions in total. The first 5 questions beginning from 1 to 5 were concerned with the tenses; the immediate next 5 questions ranging from 6 to 10 were as regards the changing of the mode of narration; the next 5 questions beginning from 11 to 15 dealt with the voice change; the next 5 questions ranging from 16 to 20 were as regards the transformation and the last 5 questions beginning from 21 to 25 were about the selection of the correct verb form, thereby testing all the crucial aspects of the linguistic competence of the selected students.

2.4.7 Ethics

The ethical factors were taken into consideration. All the participants had well been informed about the aims and purpose of this research endeavour before they actually participated. They were made quite sure that their privacy was guaranteed and confidentiality was rest assured. Their identities must always remain anonymous.

2.4.8 Sample of the Population

The field-work comprised in this research work must needs have contained a sample of the population, having, in total, 80 students, selected randomly, who were the respondents to the questionnaire and for the proficiency test, 16 students were randomly selected from the students not included in the said 80 ones. These 80 students comprised both male and female students. The total number of the male students was 40- 10 male students from each of the 4 select schools and the total number of the female students was also 40- 10 female

students from each of the schools selected. Likewise, these 16 students, who sat for the proficiency test, had both male and female students. The total number of male was 8- 2 male students from each of all of the selected schools, while the total number of the female students was also 8- 2 female students from each of the select schools.

This sample has as follows been in detail shown in ***Table No. 1***.

Table No. 1

Sr. Nos	School-Names	Class	Nos of the Questionnaire-Respondents		Total	Nos of the Students who sat for the Proficiency Test		Total
			Male	Female		Male	Female	
1.	KCXIIS	X	10	10	20	2	2	4
2.	BHSS	X	10	10	20	2	2	4
3.	DRPXIICS	X	10	10	20	2	2	4
4.	CGHSS	X	10	10	20	2	2	4
	TOTAL		40	40	80	8	8	16

2.4.9 Reliability

If this present research work can again be conducted in the very same way this time the same has been done and then provides the similar result as it has given this time, it can safely be articulated that the research work under discussion obviously has reliability.

2.4.10 Validity

The present research work is valid because it could measure whatever it had been meant to measure, thus proving the construct called 'hypothesis', via having collected the data and its analysis, for which the latter had been accomplished through the particular procedure mentioned above.

2.5 Conclusion

The researcher did thus try to the best of his ability and sincerity in order to extract the necessitated data, having very adeptly utilised the instruments delineated above. He believes that the information accrued by him via the field-work cannot but to a very great extent help in the case of bringing about the betterment of the ELT situation in the secondary schools situated in the North Tripura District. It is worthy of being mentioned over here that the Headmasters, teachers as well as students all stretched their very helpful arms towards the researcher, thereby tremendously helping him in myriad ways have the called-for date for the purpose of his research work.

CHAPTER III

ANALYSIS OF DATA

3.1 Preliminaries

In this chapter, the data which could be accrued from the field research have very meticulously-cum-carefully been analysed. All of pieces of information have been collected via the questionnaire for the selected students, proficiency test, informal discussion with the 4 English teachers and class-observation. The said questionnaire, proficiency test, informal discussion and class-observation have below been sequentially analysed.

3.2 Analysis of the Questionnaire

The questionnaire for the students has, in total, 25 multiple-choice type questions. The students have simply and honestly encircled the numbers of the options they have chosen. They have been assured that the identities of theirs must aye remain quite confidential. In addition, they have been suggested to request the researcher to clarify the question(s) if need be. They have also been instructed to answer all the questions within the 20 minutes with effect from the time of their receiving the questionnaires.

The randomly selected 80 students in total from class X of the 4 selected Govt. vernacular medium schools are the respondents. Out of them, 40 are males, while the rest are females. From each of the schools- KCXIIS, BHSS, DRPXIICS and CGHSS, 20 students- 10 males and 10 females- have become the respondents.

The questionnaire-respondents sample has, in *Table No. 2* as follows, been delineated:

Table No. 2

Sr. Nos	Schools-Names	Class	Nos of the Questionnaire-Respondents		Total
			Male	Female	
1.	KCXIIS	X	10	10	20
2.	BHSS	X	10	10	20
3.	DRPXIICS	X	10	10	20
4.	CGHSS	X	10	10	20
	TOTAL		40	40	80

Now, all the questions consisted in the questionnaire have one by one been **analysed and also a very brief comment (i.e., generalisation) after each of the analyses has been provided** as follows:

Table 3.2.a

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. a				
				What is your mother tongue?				
				Bengali	English	Assamese	Manipuri	Others
1.	KCXIIS	X	20	17	-	-	-	3
2.	BHSS	X	20	18	2	-	-	-
3.	DRPXIICS	X	20	15	-	3	-	2
4.	CGHSS	X	20	20	-	-	-	-
	TOTAL		80	70	2	3	-	5

Question (a) has asked the students what their mother tongues are. It has been found out that out of the 80 respondents, 70 have said that their mother tongue is Bengali, 2 have English as their mother tongue, Assamese is used as the mother tongue by 3 respondents and 5 respondents' mother tongue(s) does/do not fall under any of the names of the given mother tongues. It suggests that the classrooms are multilingual. Thus, this question has attempted to find out whether the classrooms where the researcher has administered the questionnaire have students speaking in different languages. Because multilingualism in the classroom exerts a great influence on teaching-learning English as a second language. The more the similarities between the learner's mother tongue and the target language will be, the more ease the learner will feel in learning the latter. But the vice-versa greatly hampers it, especially, pronunciation, syntax, etc.

Table 3.2.b

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. b Are you interested in learning English?	
				Yes	No
1.	KCXIIS	X	20	20	-
2.	BHSS	X	20	18	2
3.	DRPXIICS	X	20	15	5
4.	CGHSS	X	20	18	2
	TOTAL		80	71	9

Question (b) has asked the students whether English interests them. Out of the 80 respondents, 71 have positively answered, while 9 have negatively. It

implies that the English language is liked by most students and also indicates their internal motivation to learn English as a second language. This question has thereby attempted to find out whether they have any interest in learning it. Because learners' interest, which comes under the radar of internal motivation necessary for learning a language as foreign or second language, is very much needed in learning English as a second language. The more the learner will be interested in learning, the more sound the output will be.

Table 3.2.c

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. c				
				Do you use English at home?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	5	3	3	9	-
2.	BHSS	X	20	6	3	2	9	-
3.	DRPXIICS	X	20	3	8	-	8	1
4.	CGHSS	X	20	1	17	-	2	-
	TOTAL		80	15	31	5	28	1

Question (c) has asked the students whether, at home, English is used by them. It has been found out that out of the 80 respondents, 31 have negatively replied, while 49 ('yes'+'often'+'sometimes'+'always') have positively. It indicates that in their practical life, most of the students do not use the target language. Thus, this question has attempted to find out whether the students utilise this language in their daily activities in an attempt to gain the perfection in the same. Because using the language being learnt as a second language in day-to-day activities has a pivotal role in learning the same. The more the

learner will use the target language, the more her/his learning will be successful and thereby, s(he) will be perfect in the language targeted.

Table 3.2.d

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. d According to you, is English important to learn?	
				Yes	No
1.	KCXIIS	X	20	20	-
2.	BHSS	X	20	19	1
3.	DRPXIICS	X	20	18	2
4.	CGHSS	X	20	20	-
	TOTAL		80	77	3

Question (d) has attempted to find out whether the students consider the learning of the English language as a second language important. It has been found out that out of the 80 respondents, 77 have positively answered and 3 have negatively. It suggests that the majority of the students foster a positive approach toward the English language they are learning as a second language. Unless and until the learner has a positive approach towards the language being learnt as a second language and considers its learning important, it is almost next to quite impossible on her/his part to have a reasonable mastery over the same. Positive approach very highly motivates the learner to learn the target language.

Table 3.2.e

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. e Do you fear English?	
				Yes	No
1.	KCXIIS	X	20	12	8
2.	BHSS	X	20	18	2
3.	DRPXIICS	X	20	18	2
4.	CGHSS	X	20	12	8
	TOTAL		80	60	20

Question (e) has attempted to find out whether the students are afraid of English. It has been found out that out of the total 80 respondents, 60 have positively answered and 20 negatively, thus having crystal clearly suggested that the majority of the students learning English as a second language face the problems created by the fear for it in learning the same. The fear of the language the learner is learning as a second language has a very negative role in the learning of the target language. It does, to a great extent, abstain the learner from successfully learning the language because the more the learner will fear it, the more s(he) will refrain her/him from being involved in learning it.

Table 3.2.f

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. f Do you think that English is difficult to learn?	
				Yes	No
1.	KCXIIS	X	20	13	7
2.	BHSS	X	20	17	3
3.	DRPXIICS	X	20	18	2
4.	CGHSS	X	20	13	7
	TOTAL		80	61	19

Question (f) has attempted to find out whether the students bear the notion that English is difficult to learn. It has been found out that out of the 80 respondents, 61 have positively answered and 19 negatively. It indicates that most of the students have the unnecessary notion of difficulty as regards the English language and it checks them from learning the language reasonably well because if the learner learning English carries demotivating factors like this, s(he) cannot achieve success in learning the same.

Table 3.2.g

Sr. Nos	School- Names	Class	Nos of the Respondents	Q. g What problems do you face in learning English?			
				Poor teaching	Poor books	No interest	Not easy
1.	KCXIIS	X	20	10	1	5	4
2.	BHSS	X	20	17	1	2	-
3.	DRPXIICS	X	20	11	3	3	3
4.	CGHSS	X	20	20	-	-	-
	TOTAL		80	58	5	10	7

Question (g) has attempted to find out what the major problem(s) is (are) which affects/affect the students' learning of English as a second language. It has been found out that out of the 80 respondents, 58 have considered the poor teaching the major problem, 5 have regarded poor books as the main problem, 10 have considered having no interest to be the principal problem, while the rest 7 have regarded their finding English uneasy as the major problem. It clearly suggests that the majority of the students have blamed the teachers' poor teaching for making them face the problem in learning the language. If the teacher is poor in teaching, the taught is constrained to extensively suffer while learning. Other problems, such as poor quality books, not finding English easy and not being interested in the language, are also no less to blame for hampering the learner's learning.

Table 3.2.h

Sr. Nos	School- Names	Class	Nos of the Respondents	Q. h Can you understand the English of your textbooks without any guidebooks?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	5	12	1	2	-
2.	BHSS	X	20	1	16	-	3	-
3.	DRPXIICS	X	20	2	14	1	2	1
4.	CGHSS	X	20	-	18	-	2	-
	TOTAL		80	8	60	2	9	1

Question (h) has attempted to find out whether the students are able to grab their textbook-English without the help of any guidebooks. It has been found out that out of the 80 respondents, 60 have answered that they cannot and 20 ('yes'+'often'+'sometimes+'always') have answered that they can. It indicates that most of the students are unable to understand English on their own. When the learner always fails to make out English on her/his own, it hampers a lot their attempt to master the language.

Table 3.2.i

Sr. Nos	School- Names	Class	Nos of the Respondents	Q. i Do you have to depend upon any private tutors to learn English?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	15	4	-	1	-
2.	BHSS	X	20	3	16	-	1	-
3.	DRPXIICS	X	20	9	-	1	4	6
4.	CGHSS	X	20	16	4	-	-	-
	TOTAL		80	43	24	1	6	6

Question (i) has attempted to find out whether the students can independently learn English as a second language. It has been found out that out of the 80 respondents, 56 ('yes'+'often'+'sometimes'+'always') have answered that they are dependent on others, i.e., private tutors to learn English, while 24 have answered that they are not so. It suggests that the majority of the students fail to utilise their own faculties to learn English. Rather, there is all the probability for the students to learn by rote the notes dictated to them by their teachers. It is very corrosive because if the learner learns by rote English as a second language, her/his learning the language can hardly be successful.

Table 3.2.j

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. j Can you correctly write answers in your own words in your English examinations?	
				Yes	No
1.	KCXIIS	X	20	9	11
2.	BHSS	X	20	3	17
3.	DRPXIICS	X	20	3	17
4.	CGHSS	X	20	6	14
	TOTAL		80	21	59

Question (j) has attempted to find out whether the students have the capacity to correctly construct sentences. It has been found out that out of the 80 respondents, only 21 have positively answered, while 59 negatively. It indicates that most of the students learning the English language as a second language lack in the knowledge of the syntax of the same. Lacking in the knowledge of the syntax of English affects both speaking and writing in English more or less.

Table 3.2.k

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. k Do/does your teachers/teacher in English communicate with you in English in the classroom?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	6	12	-	2	-
2.	BHSS	X	20	3	16	1	-	-
3.	DRPXIICS	X	20	-	20	-	-	-
4.	CGHSS	X	20	5	15	-	-	-
	TOTAL		80	14	63	1	2	-

Question (k) has attempted to find out whether during the English class, the English teachers/teacher communicate/communicates with the students in English. It has been found out that out of the 80 respondents, 63 have negatively answered and 17 ('yes'+'often'+'sometimes') have positively answered. It suggests that the majority of the students are not exposed to the target language even for a very short span of time, i.e., during the class. If the learner is not properly exposed to the target language, her/his learning the language is tremendously disturbed.

Table 3.2.l

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. l Do you enjoy learning English in the classroom?			
				Yes	No	Often	Sometimes
1.	KCXIIS	X	20	15	4	-	1
2.	BHSS	X	20	4	16	-	-
3.	DRPXIICS	X	20	2	12	-	6
4.	CGHSS	X	20	7	13	-	-
	TOTAL		80	28	45	-	7

Question (l) has attempted to find out whether the students enjoy the learning of the English language inside the classroom. It has been found out that out of the 80 respondents, 45 have negatively answered and 35 ('yes'+'sometimes') have positively answered. It indicates that most of the students do not relish learning English within the classroom. When the learner does not enjoy learning, this phenomenon checks her/him from learning aptly because enjoyment while learning is a very crucial factor in a successful learning because this factor, too, does motivate one to appropriately learn.

Table 3.2.m

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. m Are you taught all the language skills: Listening, Speaking, Reading and Writing?	
				Yes	No
1.	KCXIIS	X	20	5	15
2.	BHSS	X	20	1	19
3.	DRPXIICS	X	20	-	20
4.	CGHSS	X	20	2	18
	TOTAL		80	8	72

Question (m) has attempted to find out whether all four skills needed to learn in order to learn English as a whole are taught to the students. It has been found out that out of the 80 respondents, 72 have negatively answered, while 8 have positively. It suggests that the majority of the students are deprived of all of the four skills which are quite necessary for learning English holistically as a second language. If the learner is not systematically taught these four skills, s(he) cannot be expected to learn the language as expected.

Table 3.2.n

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. n Are you got to practise writing in your own English words?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	4	12	-	4	-
2.	BHSS	X	20	2	17	-	1	-
3.	DRPXIICS	X	20	1	15	-	3	1
4.	CGHSS	X	20	6	14	-	-	-
	TOTAL		80	13	58	-	8	1

Question (n) has attempted to find out whether the students are got to practise writing in their own English words. It has been found out that out of the 80 respondents, 58 have negatively answered and 22 ('yes'+'sometimes'+'always') have positively answered. It indicates that most of the students do not practise the writing of the English language, using their own words. If the learner does not practise writing in their own English words, it damages the learner's faculty of using the target language in black and blue.

Table 3.2.o

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. o What kind of grammar do you learn?	
				Traditional	Functional
1.	KCXIIS	X	20	16	4
2.	BHSS	X	20	19	1
3.	DRPXIICS	X	20	19	1
4.	CGHSS	X	20	15	5
	TOTAL		80	69	11

Question (o) has attempted to find out whether the students learn the traditional or functional grammar. It has been found that out of the 80 respondents, 69 have answered 'traditional', while 11 have answered 'functional'. It suggests that the majority of the students learn the traditional grammar. It greatly damages the learner's learning English as a second language. Because English as a second language should be learnt in the descriptive way and not in the prescriptive one. The traditional grammar confines the learner to learning the target language prescriptively. On the other hand, the functional grammar leads the learner to learning the target language descriptively. The latter makes one adept in communication.

Table 3.2.p

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. p Do you like your English class?	
				Yes	No
1.	KCXIIS	X	20	7	13
2.	BHSS	X	20	20	-
3.	DRPXIICS	X	20	17	3
4	CGHSS	X	20	12	8
	TOTAL		80	56	24

Question (p) has attempted to find out whether the English class is liked by them. It has been found out that out of the 80 respondents, 56 have positively answered and 24 have negatively answered. It indicates that most of the students like their English class. When the learner likes her/his target language class, it means that the learner looks at the language positively.

Table 3.2.q

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. q What is(are) the reason(s) behind your learning English?			
				To be highly respected in the society	To be able to pursue higher studies with ease	Because learning English is compulsory	Following others learning
1.	KCXIIS	X	20	5	4	6	5
2.	BHSS	X	20	2	-	1	17
3.	DRPXIICS	X	20	1	1	15	3
4.	CGHSS	X	20	-	2	18	-
	TOTAL		80	8	7	40	25

Question (q) has attempted to find out why the students learn English as a second language. It has been found that out of the 80 respondents, 40 have answered that they learn English since it is mandatory to learn it in the curriculum; 25 have answered that they learn the language as others learn it; 7 have answered that they learn it in order to become enabled to easily pursue their higher studies, while 8 have answered that they learn it for high respect in the society. It suggests that the majority of the students learn it simply because they have to learn it as a compulsory subject in the curriculum. The reasons play a very vital role in the learner's learning English as a second language. Learning English for the purposes of high respect in the society and higher studies is considered to be a very good phenomenon but learning the same because of its being mandatory in the curriculum and because others learn it is regarded as a very bad phenomenon.

Table 3.2.r

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. r Do you any read English books outside your English textbook?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	5	10	-	5	-
2.	BHSS	X	20	2	17	1	-	-
3.	DRPXIICS	X	20	-	14	1	5	-
4.	CGHSS	X	20	1	18	-	-	1
	TOTAL		80	8	59	2	10	1

Question (r) has attempted to find out whether the students read English from sources other than their textbooks. It has been found out that out of the 80 respondents, 59 have negatively answered, while 20 ('yes'+'often'+'sometimes'+'always') have positively answered. It indicates that most of the students do not engage in learning English by reading it from besides their textbooks. It means that the students are not autonomous in learning English. If the learner does not autonomously learn the target language, her/his learning does, to a great extent, remain crippled.

Table 3.2.s

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. s Can you speak in English reasonably well?	
				Yes	No
1.	KCXIIS	X	20	1	19
2.	BHSS	X	20	-	20
3.	DRPXIICS	X	20	4	16
4.	CGHSS	X	20	8	12
	TOTAL		80	13	67

Question (s) has attempted to find out whether the students are able to communicate in English well enough. It has been found out that out of the 80 respondents, 67 have negatively answered and 13 have positively. It suggests that the majority of the students cannot speak in English, which indicates that they are not appropriately learning the target language, because the proper learning of the language must include speaking in the same reasonably well, which is lacking in this very case.

Table 3.2.t

Sr. Nos	School- Names	Class	Nos of the Respondents	Q. t Can you understand others speaking English reasonably fluently?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	1	12	-	7	-
2.	BHSS	X	20	1	16	-	3	-
3.	DRPXIICS	X	20	-	15	-	3	2
4.	CGHSS	X	20	5	15	-	-	-
	TOTAL		80	7	58	-	13	2

Question (t) has attempted to find out whether the students can make out what others fluently speak, using English. It has been found out that out of the 80 students, 58 have negatively answered, while 22 ('yes'+'sometimes'+'always') have positively. It indicates that most of the students are unable in understanding in the target language. Understanding in the target language is one of the most crucial factors in learning this language. If it is lacking, learning is bound to be extremely disturbed.

Table 3.2.u

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. u Does your school have any language laboratories?	
				Yes	No
1.	KCXIIS	X	20	-	20
2.	BHSS	X	20	2	18
3.	DRPXIICS	X	20	2	18
4	CGHSS	X	20	1	19
	TOTAL		80	5	75

Question (u) has attempted to find out whether the schools where the field work has been accomplished by the present researcher have language laboratories. It has been found out that out of the 80 respondents, 75 have negatively answered and 5 have positively. It suggests that the said schools hardly have any language laboratories. It also indicates that the students of these schools do not get actively involved in the learning of the target language in the real sense of its meaning because the target language is learnt especially for the effective communication in the same and it is the language laboratory which can effectually train the learner in this matter; e.g., the language laboratory efficiently teaches the learner all the aspects of phonetics and phonology of the target language.

Table 3.2.v

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. v Does your school organise any activities in which you participate and use only the English language?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	-	19	-	1	-
2.	BHSS	X	20	-	18	-	2	-
3.	DRPXIICS	X	20	1	19	-	-	-
4.	CGHSS	X	20	-	15	-	-	5
	TOTAL		80	1	71	-	3	5

Question (v) has attempted to find out whether the schools where the field work has been conducted organise programmes where the student-participants must use English only. It has been found out that out of the 80 respondents, 71 have negatively answered, while 9 ('yes'+'sometimes'+'always') have positively. It indicates that the said schools do not arrange for any activities in which the students must use only the target language. Secondary schools should, from time to time, arrange activities that will get the students affluently use the target language before the audience. It thus gradually gives the learner of the target language the confidence in the case of using the target language in any real life situation and also makes her/him a good English public speaker.

Table 3.2.w

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. w				
				Do you listen to news in English?				
				Yes	No	Often	Sometimes	Always
1.	KCXIIS	X	20	1	12	1	6	-
2.	BHSS	X	20	-	9	-	11	-
3.	DRPXIICS	X	20	1	15	-	4	-
4.	CGHSS	X	20	-	20	-	-	-
	TOTAL		80	2	56	1	21	-

Question (w) has attempted to find out whether the students listen to any kind of English news. It has been found out that out of the 80 respondents, 56 have negatively answered and 24 ('yes'+'often'+'sometimes') have positively. It suggests that the majority of the students are not used to listening to any English news. The learner should listen to any kind of news in the target language in order to improve her/his vocabulary, pronunciation, syntax, communication, etc. Thus, this is one of the very useful tools in learning the target language.

Table 3.2.x

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. x Can you read reasonably fluently?	
				Yes	No
1.	KCXIIS	X	20	6	14
2.	BHSS	X	20	2	18
3.	DRPXIICS	X	20	4	16
4.	CGHSS	X	20	5	15
	TOTAL		80	17	63

Question (x) has attempted to find out whether the students are able to fluently enough read the target language. It has been found that out of the 80 respondents, 63 have negatively answered, while 17 have positively. It indicates that most of the students are not properly taught and trained in reading the target language, thereby attacking the third metal ring "Reading" of the natural chain- 'Listening-Speaking-Reading-Writing'. To learn the target language proficiently, this very chain ought to be maintained as it is.

Table 3.2.y

Sr. Nos	School-Names	Class	Nos of the Respondents	Q. y Do you like your English curriculum?	
				Yes	No
1.	KCXIIS	X	20	9	11
2.	BHSS	X	20	6	14
3.	DRPXIICS	X	20	6	14
4.	CGHSS	X	20	2	18
	TOTAL		80	23	57

Question (y) has attempted to find out whether the English curriculum is liked by the students. It has been found out that out of the 80 respondents, 57 have negatively answered and 23 have positively. It suggests that the majority of the students dislike their English curriculum, which implies that the curriculum is monotonous, non-functional, non-innovative and has not also been revised-cum-modified for a considerable amount of time. The target language curriculum should be revised and modified for being functional and innovative, so that it can help the learner learn the target language very well.

3.3 Analysis of the Proficiency Test

A proficiency test has been taken in order to test the competence in linguistics of the students randomly selected from outside those who have not been asked to respond to the questionnaire. The test carrying 25 questions having 1 mark each from five aspects of grammar- tense, narration, voice, transformation and verb forms- and a period of 20 minutes has attempted to find out how much competent they are in the grammar of the target language. It has been found out that they are very poor in the said grammar, especially in

the tense and verb forms which are considered to be the most important aspects in learning English as a second language. The result of this test is in the table below:

Table 3.3.1

Sr. Nos	School-Names	Class	Nos of the Students who sat for the Proficiency Test	Average Marks got out of 25	Average Percentage of Marks
1.	KCXIIS	X	4	12.25	49%
2.	BHSS	X	4	9.5	38%
3.	DRPXIICS	X	4	10.75	43%
4.	CGHSS	X	4	6	24%
	TOTAL		16	Overall Average: 9.62	Overall Average Percentage: 38.48

From the above table, it has become crystal clear that KCXIIS has scored the highest average marks- 12.25 and CGHSS has gotten the lowest average marks- 6. On the other hand, DRPXIICS has scored the average marks- 10.75, while BHSS has got the average marks-9.5. That apart, it has also been found out that KCXIIS has also scored the highest percentage of the marks- 49% and CGHSS has had 24%. On the other hand, DRPXIICS has gotten 43%, while BHSS has scored 38%. In this way, it can be observed that even both the highest average marks and highest average percentage marks are much less. So, it does suggest that one of the most important aspects needed in the case of the

learning of English as a second language is not at all aptly taught and learnt and that is why, learning the target language is bound to be extensively affected.

3.4 Informal Discussion with the English Teachers

From the informal discussion with the 4 English teachers, it has, to the current researcher, been, by them, intimated that the phenomena of the teaching and the learning of the English language as a second language have, since its very inception, been indescribably suffering because of the untrained teachers in English. They said that the teachers of the other subjects than English are quite often entrusted with teaching English, thus adding to the already worsened condition. They further added that they are simply an M.A. in English Literature and have no knowledge of ELT. Not only this but also they have heard about the very term ELT for the very first time from the present researcher only. Besides, it was observed that they have never pursued any courses like PGCTE and PGDTE which could have made them adept in teaching English very proficiently. In addition to that, they said that their salary is not up to the expectation, thereby insinuating that this phenomenon extensively impedes their interest in becoming innovative in any way in teaching. Rather, they have to do private tuition at the cost of teaching properly in the classroom. Also, the students, as they told the researcher, seldom take care of their learning English as a second language. At long last, they informed the said researcher that no apt initiatives have been being taken by the Govt. of the state in order to improve this ramshackle situation.

3.5 Class-Observation

The classroom-observation has, by the researcher, been executed in order to come to know of the conducts, attitudes, making out, etc., by the students and also the approaches, methods, techniques, etc., employed by the teachers. Thus, the researcher could observe the real situation of the teaching-learning of the English language at the time of the English classes. During the said observations, 60, 64, 58 and 75 students were present in the classes of KCXIIS, BHSS, DRPXIICS and CGHSS respectively.

From the observation, it has been found out that none of the selected schools have any modern aids like audio-visual aid and projector; only the traditional aids, such as blackboard and white chalk, are used. Although the students paid attention to what were being taught and also behaved themselves, they seldom willingly answered any questions posed to them by the teachers. Rather, the teachers had to force them to answer. The classes were not at all communicative; rather, unidirectional: Teacher->Taught and not the vice-versa. All of the teachers were found teaching only in the students' native language. The target language was thereby out and out replaced with the mother tongue even in the English class. That phenomenon was tremendously refraining the students from being adequately exposed to the language they were attempting to learn. It is indeed quite pathetic. The teachers' pronunciation is extremely influenced by the native language.

It ought to be jotted down that it, too, was observed that except only the writing skill, all the other three skills- listening, speaking and reading- which are quite doubtlessly necessary for learning the target language were not being taught and learnt. In addition to it, no innovative ELT methods were found being employed by any of the teachers to teach English to the students. Only

and only the traditional and almost outdated Grammar-Translation Method (GTM) was being made use of.

3.6 Conclusion

In fine, it should be stated that all the instruments employed for having the necessitated data have been proved considerably useful in helping the researcher accomplish the very task which he has utilised them for. Furthermore, it ought to be jotted down here that all the pieces of information rendered by the duo students and teachers may not be authentic, for they may be biased while providing some of them, but it could hardly affect the researcher in getting as much data as are needed. All the students and the teachers have greatly helped the researcher in this mission of his. The researcher is, that is why, wholeheartedly indebted to them both.

CHAPTER IV

CONCLUSIONS

4.1 Preliminaries

In this chapter, all the major findings accumulated via the data gathered through the field work the researcher has undertaken have been rendered. In addition, some pedagogical implications have thereafter been proffered and very briefly discussed.

4.2 Major Findings

There are a number of major findings emerging from the field research through the questionnaire, proficiency test, informal discussion with the teachers and class-observation. These are jotted down as follows:

i. Most of the students at the secondary schools in the North Tripura District are multilingual. This phenomenon affects their learning English as a second language, because their respective native languages influence their learning the target language in different ways, such as pronunciation and syntax.

ii. The majority of the students want to learn English as a second language, which shows their internal motivation for the learning of the target language.

iii. Most of the students learn English as a second language. They attempt to gain perfection in the use of the target language.

iv. There is a positive attitude of the students toward the English language. They realise that it is very necessary to learn English for good job opportunities, better lives, et cetera.

v. The majority of the students have a fear of English as a second language. Attempts should be made to remove their unnecessary fear of English.

vi. Most of the students are of the opinion that it is difficult to learn English. Learning English should become fun for them. It should become an easy process for them through various fascinating methods. It should not be taught to them mechanically.

vii. Teaching English is replete with many problems like poor teaching, non-quality books, disinterest of the learners and their stance towards English, which, to a great extent, damage the teaching-learning of English as a second language. But out of all of these problems, it is the 'poor teaching', which is, by the majority of the students, considered to be the most corrosive one.

viii. Most of the students cannot make out the English of their textbook without any guidebooks. The teachers do not teach sincerely and carefully, which constrains them to be helped by guidebooks.

Furthermore, it clearly suggests that the majority of the students are not capable of understanding English on their own.

ix.   The majority of the students have to be helped by private tutors in order to learn English. It points to the phenomenon that the teachers neither teach properly nor have the ability to do so in the classroom and it compels the pupils to rush to private tutors and simply learn by rote the notes dictated by those tutors, which tremendously weaken them in the use of the target language.

x.   Most students fail to write English on their own using their own words. It brings out the fact that they are poor in the syntax of the target language, which affects not only writing but also speaking in the target language.

xi.   It has been found that the teachers do not communicate in English while teaching English. Rather, they teach the target language in the native language. As a consequence, the students are hardly appropriately exposed to English and resultantly, they remain weak in the communication skills of the target language.

xii.   Most of the students do not enjoy learning English in the classroom. The teachers fail to make their teaching interesting by using innovativeness in the teaching and as a result, the students lose their interest to learn English as a second language.

xiii. The scientific chain, i.e., listening, speaking, reading and writing, is disrupted in teaching English. Only reading and writing are practised and listening and speaking are neglected and that is why the students remain poor in communicating in the target language.

xiv. The majority of the students do not practise writing English in their own words, which mars their faculty of being proficient in black and blue in this language and consequently, they fail to practically use English in writing.

xv. The focus in these schools is on the traditional grammar of English instead of the functional grammar. Therefore, the students are weak in communication, since the former cannot make one proficient in the target language.

xvi. Most students are forced to learn English simply because it is a compulsory subject in the curriculum. They do not have any willing inclinations to learning it. It makes their learning just a mechanical job and they do not actively participate in their learning.

xvii. The majority of the students do not read any English books outside their prescribed English textbooks nor are they encouraged to be an independent learner.

xviii. Most of the students are unable to speak English fluently. They are not taught this very essential skill in learning English as second

language. Thus, both teaching and learning English as a whole-listening, speaking, reading and writing- is spoilt.

xix.   Due to the reason stated in (xviii), most students fail to understand those who speak in English reasonably fluently.

xx.   Language laboratory has no existence in the schools and therefore, the correct pronunciation of the target language sounds cannot be practised as a result of which the pronunciation by the students is highly crippled and so jeered at.

xxi.   The schools do not arrange linguistic activities that can encourage the students to be good speakers of English. Their sincere involvement in such activities can boost their communicative skills.

xxii.   The majority of the students do not to listen to English news, which could otherwise have strengthened their English vocabulary, syntax pronunciation, etc., to a considerable amount.

xxiii. Because of the cause mentioned in (xviii), most students are unable to read adeptly.

xxiv.   The syllabus is traditional and monotonous. It has not been rectified and modified for a long time. It is not innovative, too. Thus, it affects the teaching and the learning of English as a second language.

xxv. The students are very poor in the grammar of English. The most defective areas are tenses, narration, voice, transformation, verb form, etc. It quite dangerously hampers their learning.

xxvi. The teachers are untrained to teach English as a second language properly. It affects the ELT in the schools. They, ergo, need special training in this case.

xxvii. Proxy teachers often teach English, as a consequence of which, the students are denied proper teaching and so, they fail to learn the target language successfully..

xxviii. The Govt. of the state seems to be reluctant enough to take any initiative to improve the ELT situation in the secondary schools of the North Tripura District. Besides, it does not provide the teachers a handsome salary, which greatly mars their willingness to attempt to teach in a result-oriented way in the classroom and they are foced to engage themselves in private coaching.

xxix. The English class is not interactive. It is unidirectional- teacher->student. In addition, only the mother tongue is used. These phenomena completely close all the doors for the students of becoming communicatively expert in the target language.

xxx. The teaching and learning of English as a second language out and take place through an age old and almost backdated method- the Grammar-Translation Method.

4.3 Pedagogical Implications

The following are the pedagogical implications extracted from this research:

i. The eclectic method is found to be very useful and helpful in teaching-learning English as a second language.

ii. This research work indicates that the students should be exposed to the target language, i.e., the English language and the more they use it in real life situations, the better.

iii. Audio-visual aids can enable the students to grasp English very well.

iv. The target language needs to be specially taught and learnt communicatively.

v. This research points out that teacher's authority in the classroom needs to be curtailed and the learner-centred approach should be adopted.

vi. This study furthermore implies that if at all the native language has to be used in the classroom as per the demand of the situation, it should be used very carefully, judiciously and only to a very little extent.

4.4 Suggestions

Here, the researcher wishes to provide some suggestions that will help a lot to improve the ELT situation at the secondary schools in the North Tripura District. They have been proferred below:

a. The Government of Tripura ought to take all the necessary steps at the earliest in order to improve the ELT situation in the secondary level schools of the North Tripura District via supplying enough funds as well as executing relevant plans in this matter.

b. The School Education Department should make it mandatory for all the teachers of English to pursue any short time ELT courses, such as PGCTE and PGDTE, which will strengthen them in teaching English as a second language with adroitness and exterity.

c. All the English teachers ought to have the knowledge of the myriad ELT methods, so that they can be innovative in teaching, which will lead the learners towards learning English much more successfully.

d. Each and every school should possess a language laboratory, which can teach the students correct pronunciation, which is considered to be one of the most important aspects of the teaching of English.

e. The students should be trained to write in English, using their own words and refrained from rote learning, thus making them adept in the skill of writing.

f. The interaction during the English class ought to be in English purely, so that the students can be exposed to the target language and they become proficient in listening and speaking in English. The mother tongue should be hardly used.

g. The students should be taught only those aspects of grammar which will immediately help them in understanding, speaking, reading and writing. In other words, they should be taught the functional grammar and not the traditional grammar.

h. The skills of reading ought to be enhanced.

i. The curriculum-cum-syllabus designers need to ensure that all the four skills- listening, speaking, reading and writing (LSRW, in short), which must be taught and learned appropriately for becoming skilful in using English- are quite aptly taken care of, while teaching English.

j. The teachers should desperately attempt to make the students independent learners through encouraging them to read anything in English according to their choice, thereby transforming them into a self-dependent learner of English.

k. Proxy teachers need to be prohibited to teach English. In addition, the English teachers should resist themselves from being perfunctory in teaching at the cost of the students' learning.

l. Audio-visual aids should be utilised in the classroom so as to make the students much more interested to understand and learn what is taught.

4.5 Scope for Further Research

The present researcher wishes to provide some topics for further research. They are:

i. Influence of Native Language on Teaching-Learning English as a Second Language in Vernacular Medium Schools.

ii. Importance of Inductive Method of Teaching English Grammar.

iii. English Language Teaching Situations in Secondary Schools.

iv. Reasons behind Failure of Communicative Language Teaching (CLT) Approach in Secondary Schools.

Thus, there are many possible topics on which research should be carried out for the improvement of English Language Teaching, especially in vernacular medium schools.

4.6 Conclusion

This is a humble attempt undertaken for the betterment of the ELT situation presently prevailing in the North Tripura District. This research endeavour deals with various factors relating to the teaching and learning of English in the secondary schools of the North Tripura District. Attempts have been made to judiciously select the instruments to conduct the field work and to offer the findings-cum-credible that might help improve English Language Teaching situation in the state of Tripura.

Appendix I : Questionnaire for the Student

Name of the Student: ....

Age: ....

Gender: Male/Female

Name of the School: ....

Class: ....

Roll No.: ....

Academic Year: ....

Time Allotted: 20 Minutes

Encircle the number of the correct option from the options against each of the following questions:

(a) What is your mother tongue?

 1. Bengali 2. English 3. Assamese 4. Manipuri 5. Others

(b) Are you interested in learning English?

 1. Yes 2. No

(c) Do you use English at home?

 1. Yes 2. No 3. Often 4. Sometimes 5. Always

(d) According to you, is English important to learn?

 1. Yes 2. No

(e) Do you fear English?

1. Yes 2. No

(f) Do you think that English is difficult to learn?

1. Yes 2. No

(g) What problems do you face in learning English?

1. Poor teaching 2. Poor books 3. No interest 4. Not easy

(h) Can you understand the English of your textbooks without any guidebooks?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(i) Do you have to depend upon any private tutors to learn English?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(j) Can you correctly write answers in your own words in your English examinations?

1. Yes 2. No

(k) Do/does your teachers/teacher in English communicate with you in English in the classroom?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(l) Do you enjoy learning English in the classroom?

1. Yes 2. No 3. Often 4. Sometimes

(m) Are you taught all the language skills: Listening, Speaking, Reading and Writing?

1. Yes 2. No

(n) Are you got to practise writing in your own English words?

1. Yes 2. No 3. Often 4. Sometimes 5. Always

(o) What kind of grammar do you learn?

    1. Traditional 2. Functional

(p) Do you like your English class?

    1. Yes 2. No

(q) What is(are) the reason(s) behind your learning English?

    1. To be highly respected in the society

    2. To be able to pursue higher studies with ease

    3. Because learning English is compulsory

    4. Following others learning

(r) Do you read any English books besides your English textbooks?

    1. Yes 2. No 3. Often 4. Sometimes 5. Always

(s) Can you speak in English reasonably well?

    1. Yes 2. No

(t) Can you understand others speaking English reasonably fluently?

    1. Yes 2. No 3. Often 4. Sometimes 5. Always

(u) Does your school have any language laboratories?

    1. Yes 2. No

(v) Does your school organise any activities in which you participate and use only the English language?

    1. Yes 2. No 3. Often 4. Sometimes 5. Always

(w) Do you listen to news in English?

    1. Yes 2. No 3. Often 4. Sometimes 5. Always

(x) Can you read reasonably fluently?

    1. Yes 2. No

(y) Do you like your English curriculum?

    1. Yes 2. No

Appendix II : Proficiency Test

Name of the Student: ....

Age: ....

Gender: Male/Female

Name of the School: ....

Class: ....

Roll No.: ....

Academic Year: ....

Total Marks- 1x25=25; Time Allotted: 20 Minutes

(i) Circle the number of the correct tense of each of the following sentences:

(A) She had been reading a book for a long time.

   1. Present perfect tense 2. Present perfect continuous tense 3. Past perfect continuous tense 4. Past perfect tense

(B) My friend has gone to market.

   1. Past perfect tense 2. Past indefinite tense 3. Past continuous tense 4. Present perfect tense

(C) What is your name?

   1. Present indefinite tense 2. Future perfect tense 3. Past perfect continuous tense 4. Future continuous tense

(D) She had gone to the temple before I went.

1. Future continuous tense 2. Past perfect continuous tense 3. Future perfect continuous tense 4. Past perfect tense

(E) When did you come?

1. Past indefinite tense 2. Present perfect tense 3. Future perfect tense 4. Past continuous tense

(ii) Encircle the number of the correct indirect speech of each of the following direct speeches:

(A) He said to her, "Are you fine?"

1. He asked her if she had been fine.

2. He had asked her if she was fine.

3. He asked her if she was fine.

4. He asked her if she was being fine.

(B) My friend said to his friend, "What are you reading?"

1. My friend asked his friend what he was reading.

2. My friend had asked his friend what he was reading.

3. My friend asked his friend what he had been reading.

4. My friend has asked his friend what he was reading.

(C) She said to her sister, "I was dancing."

1. She told her sister that she had danced.

2. She had told her sister that she had danced.

3. She told her sister that she had been dancing.

4. She has told her sister that she had danced.

(D) The old man said to his son, "Have you got the book?"

1. The old man asked his son if he had got the book.

2. The old man has asked his son if he had got the book.

3. The old man asked his son if he got the book.

4. The old man asked his son if he has got the book.

(E) The priest said to the devotee, "I had worshipped."

1. The priest told the devotee that he worshipped.

2. The priest told the devotee that he had worshipped.

3. The priest told the devotee that he was worshipping.

4. The priest told the devotee that he has worshipped.

(iii) Circle the number of the correct passive voice of each of the following sentences:

(A) I am doing the work.

1. The work is being done by me.

2. The work is done by me.

3. The work was done by me.

4. The work was being done by me.

(B) My friend has read a story.

1. A story is being read by my friend.

2. A story has been read by my friend.

3. A story was being read by my friend.

4. A story was read by my friend.

(C) Her brother was writing a letter.

1. A letter had been written by my brother.

2. A letter has been written by my brother.

3. A letter was being written by my brother.

4. A letter has been written by my brother.

(D) They wrote a poem.

1. A poem was being written by them.

2. A poem was written by them.

3. A poem is being written by them.

4. A poem has been written by them.

(E) He sees him.

1. He has been seen by him.

2. He was being seen by him.

3. He had been seen by him.

4. He is seen by him.

(iv) Encircle the correct transformation of each of the following sentences:

(A) This pen costs three rupees. (Use the noun form of 'cost')

1. The cost of this pen is three rupees.

2. This pen is costing three rupees.

3. This pen has cost three rupees.

4. This pen has been costing three rupees.

(B) He is too obstinate to obey his parents. (Omit 'too.....to')

1. He is so obstinate that he cannot obey his parents.

2. He is so obstinate that he has not obeyed his parents.

3. He is so obstinate that he does not obey his parents.

4. He is so obstinate that he did not obey his parents.

(C) He cannot but go. (Make positive)

1. He will go.

2. He shall go.

3. He is going.

4. He must go.

(D) I must go. (Make negative)

1. I must not go.

2. I cannot but go.

3. I shall not go.

4. I cannot go.

(E) Only he can go. ('Omit only')

1. He can go.

2. He will go.

3. He must go.

4. None but he can go.

(v) Circle the correct verb form for each of the following sentences:

(A) He did not .... to school.

    1. went 2. gone 3. go 4. gone

(B) He had been .... to market.

    1. going 2. gone 3. went 4 go

(C) He has .... me.

    1. tells 2. telling 3. told 4. tell

(D) The man .... walking since morning.

    1. is 2. was 3. has been 4. will have

(E) The teacher will be .... the students.

    1. teaches 2. teach 3. taught 4. teaching

BIBLIOGRAPHY

Ahmad, Nasir, Farooq Nawaz Khan, and Nargis Munir. "Factors Affecting the Learning of English at Secondary School Level in Khyber Pakhtunkhwa, Pakistan," *International Journal of English Language and Literature Studies.* 2.2 (2013): 95-101. Web.

Amritavalli, R. *English in Deprived Circumstances: Maximising Learner Autonomy.* New Delhi: Foundation Books, 2007.

Anshu, Alemu Hailu. "An Evaluative Study of ELT Practices in Secondary Schools in Ethiopia: 1994-2004." A Ph.D. thesis submitted to The English and Foreign Languages University, Hyderabad, 2004.

Anthony, E.M. "Approach, Method and Technique", *English Language Teaching* (1963): 63-67.

Arora, Navita. *English Language Teaching: Approaches and Methodologies.* New Delhi: Tata McGraw Hill Education Private Limited, 2012. 13.

Aslam, Mohammad. *Teaching of English: A Practical Course for B.Ed. Students.* New Delhi: Foundation Books, 2003.

Balasubramanian, T. *A Textbook of English Phonetics for Indian Students.* Chennai: Macmillan Publishers India Limited, 1981.

Bansal, R.K. *The Intelligibility of Indian English.* 2nd ed. Hyderabad: Central Institute of English and Foreign Languages, 1976.

Barker, Ian. *Cambridge International Diploma for Teachers and Trainers.* New Delhi: Foundation Books, 2006.

Brown, H. Douglas. *Principles of Language Learning and Teaching.* 4th ed. New York: Addison Wesley Longman, 2000.

Crystal, David. *English as a Global Language.* 2nd ed. Cambridge: Cambridge UP, 2003.

Dash, Neena, and M. Dash. *Teaching English As An Additional Language.* New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2007. 14-15.

Dhaka, Mahendra Singh. "English Language and Communication Skills." *English Language Teaching: Recent Approaches.* Ed. Mohit K. Ray. New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2010.

Dhanavel, S P. *English Language Teaching in India: The Shifting Paradigms.* New Delhi: Tata McGraw Hill Education Pvt. Ltd., 2012.

Javalgi, Dr. P.G. "Teaching English as a Second Language in the Indian Context Perspectives and Problems at Macro Level," A published article in the book *English in Indian Contexts.* Pune: Abeda Inamdar Senior College of Arts, Science and Commerce. 2004. 133-138.

Kabir, Mian Md. Naushaad. "Causes of Secondary Students' Failure in Learning English in Bangladesh." An M.A. dissertation submitted to the University of Dhaka, 2007.

Krishnaswamy, N, and Lalitha Krishnaswamy. *Teaching English: Approaches, Methods, and Techniques.* New Delhi: Macmillan India Ltd, 2003. 6-10.

Krishnaswamy Lalitha, and N. Krishnaswamy. "Innovations in English Teaching," *ELTI Journal,* 6 (Mar. 2012): 5-11. Web.

Larsen-Freeman, Diane. *Techniques and Principles in Language Teaching.* Oxford: Oxford UP, 1986.

Mondal, Nitish Kumar. "Assessment of English Teaching Methodologies at Secondary Level in Bangladesh," *Language in India: Strength for Today and Bright Hope for Tomorrow.* 12 (1 Jan. 2012): 310-327. Web.

Mothe, Prashant. "Teaching of Vocabulary at Secondary Level in Latur City." An M.Phil. dissertation submitted to the University of Pune, Pune, 2007.

Nagaraj, Geetha. *English Language Teaching: Approaches, Methods, Techniques.* 2nd ed. Hyderabad: Orient Blackswan Pvt. Ltd., 2008.

Naqvi, R.A. The *Teaching of English in Indian Colleges and Universities*. Aligarh: Faculty of Arts, Aligarh Muslim University, 1970.

Rajimwale, Sharad. *Elements of General Linguistics, Vol. II*. 9th ed. New Delhi: Rama Brothers India Pvt. Ltd., 2013.

Richards, Jack C., and Theodore S. Rodgers. Approaches and Methods in Language Teaching. 2nd ed. Cambridge: Cambridge UP, 2001. 3.

Rizi, Badriyeh Mirzaie, Mohd. Akhtar Siddiqui, Reza Afshar Moghaddam, and Shankar Mukherjee. "Deficiencies in Teaching English as a Foreign/Second Language in the Secondary Schools of Iran and India," *International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL).* 2.6 (6 Jun. 2014): 5-14. Web.

Salim, B. *A Companion to Teaching of English.* New Delhi: Atlantic Publishers and Distributors (P) Ltd, 2001.

Sangma, Tangme Marchina. "The Problems of Teaching and Learning English at the Secondary School Level in Meghalaya with Special Reference to East Garo Hills District, Meghalaya." An M.Phil. dissertation submitted to the University of Pune, Pune, 2013.

Saraswathi, V. *English Language Teaching: Principles and Practices.* Hyderabad: Orient Longman Pvt. Ltd., 2004. 4.

Shankar, Prem. *Teaching of English.* New Delhi: A P H Publishing Corporation, 2015. Sharma, Diwakar. *Teaching English as a Second Language.* New Delhi: Deep and Deep Publications Pvt. Ltd., 2007.

Sharma, Diwakar. *Teaching English as a Second Language.* New Delhi: Deep and Deep Publications Pvt. Ltd., 2007.

Sinha, Dr. Moham. *English Language and Communication Skills.* Jaipur: Yking Books, 2014.

Smith, Joy James. "The Problems in Developing English Language proficiency at the High School Level in Nagaland." An M.Phil. dissertation submitted to the University of Pune, Pune, 2013.

Talang-Rao, Esther. "The Problems of Teaching English Language at the Undergraduate

Level in Khasi-Jaintia Districts, Meghalaya." An M.Phil. dissertation submitted to the University of Pune, Pune, 2008.

Thompson, M.S.H., and H.G. Wyatt. *The Teaching of English in India.* New Delhi: Sarup Book Publishers Pvt. Ltd., 2013.

Tickoo, M L. *Teaching and Learning English: a Sourcebook for Teachers and Teacher-Trainers.* Kolkata: Orient Blackswan Pvt. Ltd. 2009.

Tiwari, Dr. Saket Raman. *Teaching of English.* New Delhi: A P H Publishing Corporation, 2014. 9.

Tripathi, Dr. Mallika. **"Teaching English Language to Indian Students: the Truth behind the Curtain,"** The Dawn Journal, 3.2. (July-Dec. 2014): 947-955. Web.

Vanlalfela, Pialtu Samson. **"The Problems of English Language Teaching at College Level in Mizoram."** An M.Phil. dissertation submitted to the University of Pune, Pune, 2010.

Verghese, C Paul. *Teaching English As A Second Language.* New Delhi: Sterling Publishers Pvt. Ltd., 1989.

Wirat, Poothongoen. **"The Problems of English Language Learning-Teaching in Higher Secondary Schools: A Case Study in Yangtalang District, Kalasin**

Province, Thailand." A Ph.D. thesis submitted to the University of Pune, Pune, 2007.

Yardi, V.V. *Teaching English in India Today.* Aurangabad: Saket Prakashan Pvt. Ltd., 1977.