CHAPTER- V
FINDINGS AND SUGGESTIONS

5.1. Findings

5.1.1. Goal of Teaching English

After analyzing the questionnaires, it is seen that majority of the teachers as well as students think that we need English to fulfil some specific purposes- either to get job or to pursue higher education or to handle computer or to become connected with the outer world through internet. Only a very small number of teachers and students show interest in learning English as status symbol or as a fashion of the new generation. For 60% of the teachers, the main goal of teaching English is to enable the students to communicate in English in different real life situations; while 62.5% of the students feel that scoring good marks in examination is equally important with the ability to communicate in the language. For 13.75% of the students, scoring good marks in examination is even more important than the ability to communicate in the language. 26.67% of the teachers believe that developing the ability to write English for different purposes is the main goal of teaching English; while only 6.67% of the teachers think that enabling the students to read and comprehend the language is the main goal of teaching English. Almost all students think that English should be taught as a compulsory subject of the curriculum, and the few students who believe that English should not be taught as a compulsory subject, justify their point by saying that as English is only a foreign language, it does not deserve so much attention. Some students do not want to learn English as a compulsory subject only because of its difficulty, while some others fear that learning English as a compulsory subject may bring crisis to our ethnic identity.
From the present study now it is well realized that the students are in need of an English course which can create different opportunities for them or at least prepare them for the job market. A mere literary text and isolated teaching of grammatical items may not be much useful for that purpose. Again, it is observed that whatever may be the teacher's consideration of the goal of teaching English, for students, "scoring good marks" in examination is always a guiding factor in the process of learning. The students, irrespective of the teacher's goal of teaching may prefer to follow the way in which they will get more scope to decorate their mark-sheets. Therefore, the learning system to a great extent is guided by the evaluation system. The students will be more interested in learning those items, which may be asked in their examination. They will be naturally more developed in that particular language skill, which will be tested in their examination. If the English teacher provides them with mere answers to some probable questions, instead of doing hard labour for developing the language skills, they will be glad to learn them by heart. Therefore, in order to attain the desired goal of teaching English, apart from designing the syllabus carefully and adopting a proper evaluation system, the teaching has to be methodical. The English language teachers should not merely simplify their job by translating the English text into the students' mother tongue.

Now, it is well realized that the teaching of English should be learner-centred and need based. Again, whether the goal of teaching English is "to get a job" or "to explore the world of knowledge" or "to communicate in day-to-day life", the teaching of English as second language should aim at developing the language skills in the learners. For that the teachers should be well aware of their role and must be systematic and methodical in delivering their duty. The study also reveals that
English is now no more a language of prestige but a language of opportunity. Therefore, what we want today is not the textual English, but the real English.

5.1.2. The Classroom Management of the English Teachers

Now, as the language-learning goal has shifted from “language comprehension” to “communicative competence”, an overall demand has arisen for “need-based” syllabus and a “client-centred” teaching. The language teaching is perceived as a bi-directional process, where it is believed that in order to ensure effective teaching, the students’ participation in the process is essential. The traditional teacher dominated classrooms, where the students’ duty is to listen silently and to follow what the teacher says is found to be less effective in developing the communicative competence in the learner. Now an interactive classroom where the students take active participation in the process of learning is preferred to a classroom with pin-drop silence where the teacher speaks and the students listen silently. But the present study reveals that more than one fourth of the teachers consider a classroom with pin-drop silence to be the ideal classroom for teaching English. More than half of the teachers say that the students keep silence either when they can follow everything what the teacher teaches or when they do not have any doubt to clarify. Only 30% of the teachers think that the students keep silence because they fear that if they make any noise, the teacher will scold or punish them. It reveals that even today, most of the teachers of the Assamese medium high schools prefer to teach in an atmosphere where they will be in supreme command and the students will have nothing to do. The teaching of English is still considered as a mono-directional process, where the teacher will tell, and the students will follow. The focus is on teaching, not on learning.
Infrastructure of the most of the English classrooms is found to be very poor. Only half of the classrooms are found to have electric fan, while only one fourth of the classrooms have electric light. Only a few schools are found to have some other minimum facilities like charts, maps, diagrams, lecture dais, book-shelf, different models etc. None of the schools have any electronic aid to support language teaching. Again, more than half of the classrooms have thirty to fifty students in it. But in spite of having such poor and improper infrastructure, almost all teachers of Assamese medium high schools consider their classrooms to be ideal or good. It means most of the teachers do not feel any need of different infrastructural facilities for teaching English as second language. They are well satisfied with the existing classroom infrastructure, may be because they are not much familiar with different modern technologies which can be used in classroom teaching or may be because the methods they follow for teaching English can be applied even in a classroom with minimal infrastructural facilities. The study reveals that only 45% students find their English class to be equally interesting with other classes; 15% students find it more interesting than the other classes, while as much as 40% students say that their English class is either less interesting or not interesting or very boring one.

When the students make noise, though majority of the teachers say that they try to draw the students’ attention by doing/saying something interesting; there are some teachers who say that they try to make their students silent either by applying his/her power as a teacher or by threatening them by saying that, he/she will inform the principal about their misconduct. There are even a few teachers who think that their duty is to teach, it is up to the students whether they want to learn or not. Therefore, they do not react in such situations. Hence it can be said that though most of the English teachers consider the development of the communicative competence
to be the main goal of teaching and learning English, there are some teachers who still prefer to teach in a classroom, where they will speak and the students will listen silently. The students are expected to open up their mouth only when they are asked by the teachers to do so, otherwise it will be considered as violation of discipline, for which they may be punished by their teacher or by the school authority. Again, though the infrastructure of the most of the classrooms is very poor, the teachers have no complaint against it because they are well adjusted with the existing system and may be, not much exposed to the recent developments of the classroom teaching of English.

5.1.3. The Adopted Methods of Teaching English and Their Effectiveness

Regarding the methods of teaching English, more than half of the students say that their teacher starts a new lesson by giving the meanings of the difficult words in Assamese; while one fourth of the students say that their teacher starts a new lesson by telling its summary in Assamese. After starting the lesson, as much as 85% of the teachers proceed by translating each and every sentence into Assamese; only a very small number (6.25%) of teachers teach English by using the English language. At the end of the class, 42.5% teachers ask their students to read out the lesson by translating it into Assamese, 35% of the teachers conclude their teaching by discussing the questions/activities given at the end of the lesson, while 16.25% teachers try to find out the important questions and dictate their answers to the students. From the students’ responses it is found that in Assamese medium high schools, the teaching of a new lesson of the English text book usually starts with writing down the meanings of the difficult words of the lesson in students’ mother tongue, then the teacher proceeds by translating each and every English sentence into Assamese and finally
concludes his/her teaching either by asking the students to read it out by translating the lesson into their mother tongue as the teacher himself/herself did or by discussing the questions given at the end of the lesson. Therefore, it is seen that though the goal of teaching English is to develop the communicative competence in the language learners, in practice, the entire classroom communication takes place in Assamese and whatever may be the ideal goal of teaching English as second language, the classroom teaching is done by translating the English text into the students' mother tongue; so that they can understand the meaning of the lesson without any difficulty. Therefore, it can be said that in the name of teaching English, many teachers of Assamese medium high schools just teach the students how to translate something from English to Assamese. One more thing the teacher wants that the students should be able to answer the questions given at the end of the lesson, so that they can score good marks in the examination. And in order to help the students in this purpose, some teachers try to find out some important questions on the basis of their chances of coming in the examination and prepare their readymade answers, so that to the students can learn them by heart and write down in the examination. But this type of classroom teaching practice seems to be greatly deviated from the actual goal of teaching English as second language, as it cannot help much in developing the language skills.

A teacher, instead of only delivering what he/she knows, should try to meet the needs of the students. Therefore before teaching, the teacher should analyse the need of the students. Moreover, he/she should take special care of the mental ability of each individual learner. The gradation of the items to be taught should be made carefully, so that they match the mental ability of the learner. It is true that the teacher has to do everything within the confinement of time and the prescribed syllabus, but even then he/she can be innovative in playing his/her role as second language teacher;
otherwise there will be a large gap between teaching and learning of English. But the present study reveals that majority of the teachers do not do any need analysis of the students. The term “syllabus” itself denotes some kinds of restrictions or limitations and above all, as the syllabus has to be covered within a limited period of time, for the best utilization of time and systematic presentation of the teaching materials, the teacher should make a proper lesson plan before he/she starts teaching. But the present survey discloses that almost all teachers do not prepare any lesson plan before starting a new lesson. To some of them, it is not possible to teach according to the lesson plan, while some others reveal that they do not know how to prepare a lesson plan. Only 6.67% teachers prepare lesson plan before teaching and take their classes accordingly.

The extensive reading is prescribed in the syllabus with a view to develop the reading habit in the students. But though lessons meant for extensive reading is included in the syllabi of class IX and X, more than half of the students do not even know that they have extensive reading lessons in their syllabus. This may be due to the indifferent treatment of the lessons meant for extensive reading. Like other lessons of the syllabus, the teacher usually explains the meaning of the text meant for extensive reading in the students’ mother tongue. When the students are verbally asked whether they had extensive reading in class VII and VIII, even those students who say that they do not have any extensive reading in the present syllabus, tell that they had rapid reader or extensive reading in class VII and VIII. That means most the students only then can realize that they have a rapid reader, when apart from the main course book, they get a separate text book. Otherwise, if it is included as an additional chapter of the main book, most of the students cannot differentiate it from other
lessons of the English syllabus. That means, as the result of the indifferent way of its teaching, a rapid reader or an extensive reading text fails to serve its desired purpose.

There is a common view among the English teachers as well as the students that proficiency in second language can be achieved by mastering the rules of its grammar. Therefore, grammar is always treated with greater importance than the rest part of the syllabus. Grammar is considered as something that the students must know or at least learn by heart in order to learn a language. With that view, in the lower classes, the students are asked to learn the rules of grammar by heart and to remember those rules for ever. The rules are taught in isolation and a chapter of a traditional grammar book that is prescribed in the syllabus usually starts with the definition of a particular grammatical item, followed by a few examples. In the present study, when the students are asked, how does their teacher teach grammar, as much as 90% students say that first, the teacher gives them the rule/definition of a grammatical item and then explains it with the help of some examples. Only 6.25% students say that their teacher first gives examples and thereafter derives the rules/definition; while 3.75% students say that in the name of teaching grammar, their teacher just practises some important questions. Hence the study shows that in the Assamese medium high schools, grammar is taught deductively. The grammatical items are taught in isolation and sufficient practice is not done to make the students understand the use of those items. Consequently, though the students know the rules of grammar, they cannot contextualize and apply those rules in practice. On the contrary, over emphasis on grammar causes grammatical overdose, which in turn creates confusion in using English for communicative purpose. Therefore, the knowledge of grammar cannot help them much in using the language for communicative purposes. At the same time, the deductive method of teaching grammar makes it a very uninteresting subject for
the students. Therefore, though the students consider grammar to be a very important portion of the English syllabus, they find it uninteresting and irrelevant.

Though most of the students are found to be comparatively more developed in writing skill, in the name of teaching composition, more than half of the teachers do nothing. The grammar portion of the syllabus gets good deal of attention, while the composition portion is almost left out. In conversation with the English teachers and students it is learned that if no common question is asked in the examination the possibility of scoring good marks in the composition is very low. The present study also reveals that in the name of teaching composition, the teacher selects some probable questions and gives their answers which the students have to learn by heart and reproduce in examination. As much as 10% of the students say that the composition portion of their syllabus is never taught. That means, though the students are comparatively more developed in writing skill than the other three language skills, this development is not a result of any systematic effort. The development in writing skill is probably caused by the examination system, as the examination system mainly tests the students' ability to answer the questions in written form. Even then the system has its own limitations, as the questions asked in the examinations are basically textual in nature and to some extent can be guessed beforehand. Therefore, a student can score good marks even by analysing the old question papers, finding out the probable questions, learning their ready-made answers by heart and finally reproducing those in the examination. That means the students' capability of writing English for examination purpose does not necessarily mean that they are capable of writing real English. The students know only that English, which is found in their prescribed textbook. They can write only those applications or essays which have the possibility of coming in the examination. Whatever English the students know is
basically textual, not real. As the present syllabus of class IX and X is literary in nature, the students' ability to answer questions on Wordsworth, Ruskin Bond or Rabindranath Tagore does not ensure that they will be able to use English for ordinary communicative purposes, such as talking to someone, writing the diary etc.

Depending upon the goals that the syllabus designers intend to achieve through a particular textbook, some exercises are given at the end of a particular lesson. Accordingly, the exercise portion of the existing textbooks of class IX and X are divided in different divisions, e.g. notes on words and expressions, comprehension, understanding the text, talking about the text, thinking about the language, working with words, things to do, noticing form etc. It is expected that discussion of the questions in proper way not only will give a better understanding of the text but also will help in developing the language skills in the learners. But in the study, 43.75% of the students say that their teacher dictates the answers of the questions/activities and they have to write it down and learn by heart. 37.5% of the students say that their teacher assigns those exercises as homework. 10% of the students say that their teacher either skips to the next lesson or finishes their duty just by advising the students to answer those questions on their own but never bothers to check their answers. Only a few students say that their teacher discusses the questions/activities with them and then encourages them to write the answers in their own words. That means, most the teachers are not serious about utilizing the exercises given at the end of a particular lesson in a proper way; they prefer only to simplify their duty of teaching by translating the text into the students' mother tongue or at the most, by preparing the students for examination.

It has already been mentioned that along with the goals of teaching English as second language, the teaching philosophy has also undergone a sea change. Now the
focus is on learner centredness, where learning gets priority over teaching. Learning is in fact a bi-directional process and teaching may not always ensure learning. The modern methods of language teaching redefine the teacher as a counsellor, who manages the process of language learning. The teacher is expected to be a role model for the students, so that even without his/her direct instruction, the teacher can lead the students by his/her own instances. The present study discloses that apart from a very small number of teachers who think that above all a teacher should be a teacher, therefore should be the most dominating figure in the classroom, all other teachers believe that the teacher, instead of dominating the classroom should counsel the students and facilitate learning. Majority of the teachers agree to the point that the teacher should be the role model for the students. That means the English teachers of the Assamese medium high schools of Assam have a clear-cut idea about what should be their role as second language teacher in present context. Most of the English teachers well realize that for effective classroom teaching of English as second language, apart from the textbook and the blackboard, authentic materials such as newspapers, magazines, audio-visual aids are also required; only 13.33% teachers think that the textbook and the black-board are all that required for teaching English as second language. But in the survey, more than half of the students reveal that their teacher never uses any teaching aid in classroom teaching. Again, 93.75% students say that their teacher never makes use of any role play, language task and language game in his/her classroom teaching. That means though the teachers feel that use of teaching aids and authentic materials can influence the teaching-learning process in a positive way, their classroom teaching does not reflect their belief.

Exposure plays a crucial role in learning a second language, especially in a situation where the target language is not used for day-to-day communication. In case
of English medium schools, English is used as the language of instruction for all subjects. Apart from discussing textual matters, almost all other classroom communications also take place in English. In some schools the students are compelled to use only English inside the school campus. Some English medium schools even punish or fine a student who violates this role. There are lots of controversies regarding the matter but even then it cannot be denied that the students of those schools get better exposure to learn English than the students of the Assamese medium schools, as in those schools English is used not only for textual communication but also for other ordinary communicative purposes. But in case of Assamese medium schools, the students communicate among themselves only in their mother tongue and apart from English, all other subjects are taught in Assamese. Therefore, if English is not used inside the English classroom, the exposure to learn the language is almost zero. But in the present study, as much as 66.25% of the students say that they use only Assamese; while one third of the students say that they use both Assamese and English in their English class. Again, those students who say that they use both Assamese and English in their class, 69.13% of them say that they use English inside the classroom only to discuss textual matters or to answer textual questions. 22.22% of the students say that they speak English only under compulsion, and it is seen that situations hardly arise when the students are compelled to speak English. Only 6.17% of the students are found to speak English voluntarily; on the other hand, only 2.47% of the students say that they use English to talk to their teacher. Again, almost all of those students, who say that they speak English in their English class, reveal that instead of speaking connected English sentences, they use English words amidst Assamese sentences. That means even those students who say that they speak English, do not speak connected English sentences; rather they speak
English words only. On the other hand, majority of the students who do not use English in their English class say that they hesitate to speak English because they feel that they cannot speak the language; some of them fear that if they make any mistake in speaking English, their classmates will laugh at them. 10.26% of the students say that they do not speak English because in our society, speaking English is considered as showing too much. There are some students, who reveal that they cannot dare to speak English because their teacher will scold or punish them if they make any mistake in speaking English. Most of the teachers also say that their students speak English only when they have to ask or answer a textual question. Thus the lines extracted from the textbook is the only English that the students use in the classroom, while some others say that in the English class, most students always prefer to remain silent.

From the findings of the study now it is well realized that though in order to learn English as second language it is essential that the students get a favourable atmosphere where they can open up their mouth freely, in case of the students of Assamese medium high schools of Assam the situation is not so. For the students of those schools, apart from the textbook as there is no other source of exposure to learn English, the teacher has to be the role model from whom the students can learn English. In the present survey, majority of the teachers also admit the same. Being a role model, it is the responsibility of the teacher not only to prepare the students with textual matters but also to provide them with sufficient exposure to learn real English. Apart from helping the students in understanding the textbook and answering the textual questions, the English teacher by his/her own instances should inspire the students to use English for ordinary communicative purposes. But in this survey, majority of the students say that the teacher uses English only to discuss the textual
matters, otherwise he/she speaks Assamese. More than one third of the students even say that their teacher uses English only to read out the English textbook, otherwise he/she uses only Assamese in the class. Again in the name of speaking English, half of the teachers speak English words only, not connected English sentences. When the teachers are asked, which language should be used in the English classroom, 70% of the teachers support that both mother tongue and the target language should be used in the classroom teaching, may be in varying degree. Justifying their point they say that if they do not translate the text into the students’ mother tongue, there will be a huge gap between teaching and learning because the students will not be able to understand what the teacher teaches. However, there are a few such teachers who believe that English should be taught only in English and they justify their point by saying that the main problem with our students is that they cannot use the language for ordinary day-to-day communication and in order to overcome this problem, there is no other option than teaching English in English.

Majority of the Assamese medium students believe that the English medium students can do better in English than the Assamese medium students because at the high school level, though the students of both Assamese and English medium schools have to follow the same syllabus, the English medium students get comparatively better exposure to learn English than the Assamese medium students.

As a foreign language, English has a different speech pattern than that of Assamese. Therefore in order to maintain a universal intelligibility, the students should be made aware of all these unique properties of the language. Moreover, the proper training of pronunciation, stress and intonation of English can protect the second language from undesirable influences of the mother tongue. Again, developing familiarity with the English speech pattern is a part of listening skill development
programme, as a learner who is not familiar with the English speech pattern may not be able to understand ordinary radio or television programmes, movies or songs, or the speech of a native speaker. In the present study, 66.67% of the teachers support that English should be taught with proper pronunciation, stress and intonation; while 23.33% of the teachers think that due to the time constraint and minimal infrastructural facilities all these things cannot be taught in our traditional classrooms. A few of the teachers admit that as they themselves are not much familiar with all those things, they cannot help the students in learning the same. Almost half of the students disclose that proper English pronunciation, stress and intonation are never practised in their classroom teaching. Some of the students say that they have not even heard of those things. It shows that though majority of the English teachers believe that English should be taught with proper pronunciation, stress and intonation, they never practise it in their classroom teaching of English.

Communicative approach to second language learning believes that a language can be learned best in the process of struggling to communicate. In a communicative classroom, the teacher has to create communication gap so that the learners get sufficient scope to use their own language. A teacher should not determine the language of the students. But present study reveals that while answering a question, many teachers dictate the answers of the questions and want the students to follow exactly what they have said. Some teachers encourage the students to imitate the sentences from the textbook; while only one third of the teachers encourage the students to answer the questions using their own words.

Regarding the use of English for ordinary communicative purposes, present study shows that as much as 82.5% of the students feel that they cannot use English for day-to-day communicative purposes. Showing reason for their inability to speak
English, they say that apart from writing the answers of the textual questions, they do not get any scope to use English in their classroom as well as in real life situations. On the other hand, the English textbook prescribed by SEBA is basically literary in nature and in answering a textual question, the students usually extract some words and sentences from the textbook and arrange them in such a formal way which is hardly used in real life situations. Therefore, answering textual questions do not help much in developing the communicative competence in the learner. Some students say that they do not feel any urge to use English and till now, such situation has not arisen where they have to speak English. Only 3.75% of the students feel that they can speak English fluently. It shows that the teacher neither properly motivates the students to communicate in English nor creates such situations where the students can communicate without any hesitation. Consequently, the students feel neither any urge nor any compulsion to speak English. In the study most of the teachers say that only less than 10% of their students feel free to speak English for non-textual communicative purpose. Assuming the reasons behind the students’ unwillingness to communicate in English, half of the teachers say that the students hesitate to speak English because they fear that they may make mistake. But for effective learning of a second language, it is essential that the students get such an atmosphere where there is no pressure on them, so that they need not have to resist themselves in fear of making mistake. Moreover, the students should get enough freedom to use own language.

When the teachers are asked, in which language skill their students are lagging behind, majority of them admit that it is speaking skill. On the basis of the data collected from the teacher’s questionnaire, the lack of development of the language skills in the students of Assamese medium high schools can be arranged in the following order:
1. Speaking (52.38% teachers say that the students are not developed in this skill)

2. Listening (21.43% of the teachers say that the students are not developed in this skill)

3. Reading (16.67% of the teachers say that the students are not developed in this skill)

4. Writing (9.5% of the teachers say that the students are not developed in this skill)

According to the language acquisition principles, the sequence in which the language skills should be acquired by a learner are- listening, speaking, reading and writing. That means, before acquiring the speaking skill, the learner should acquire the listening skill and before the developing the reading skill, the learner should acquire the listening and speaking skills to some degree. Similarly, before trying to develop the writing skill the learner should have some kind of mastery over the other three skills. But the study shows that this gradation is not followed in the second language teaching-learning process of the Assamese medium high schools. In case of the students of the Assamese medium schools of Assam, the skill development starts not from the beginning but from the end. That means the skills which should be developed at an earlier stage do not get proper attention at the right time, while the skills which should be developed at a comparatively later stage get good deal of importance right from the beginning of schooling. It indicates that teaching of English, especially at the lower classes is not at all methodical. Right from the beginning of the formal education, the focus is always on "writing". And this "writing" stands not for the "development of writing skill" but for "writing correct answers". Speaking about the probable reasons behind improper development of
language skills, the teachers mainly blame the teaching methods and the existing examination system. Some of them blame the classroom infrastructure and the English syllabus as well.

When the teachers are asked whether they are aware of different methods of teaching English, 66.67% of the teachers, instead of giving a direct answer to the question say that instead of following a particular method of teaching English, they prefer to teach the students by using their own method. Some teachers say that they do not use those methods in their teaching because due to lack of detail knowledge of those methods, they do not feel confident to apply them in their actual classroom teaching. Only 6.67% of the teachers say that they are well aware of different methods of teaching English as second language and practise the suitable one in their own teaching. Now it is realized that since the introduction of the methods of teaching second language, though various developments have been made in order to meet the demands of the contemporary time, the teaching-learning scenario of Assamese medium high schools remains almost unchanged because all those innovations could hardly touch the English teachers of those schools. Due to the lack of knowledge of the methods of teaching English as second language, most teachers say that they prefer to teach in the traditional way - the way in which the teacher himself/herself was once taught. In that way of teaching, no distinction is made between language teaching and the teaching of a content subject like history, biology, sociology, or political science. The teaching of a content subject aims at “comprehension” or “making the conception clear”. But learning second language for communicative purpose is like learning how to drive a car or like learning how to swim, for which mere theoretical knowledge of the content does not help much. Learning a second language for communicative purpose needs skill development, and in order to develop
the language skills in the learner, the teaching must be methodical. But this is not happening in the Assamese medium high schools of Assam. Though the method of teaching English in those schools seems to be somehow close to the Grammar Translation Method or the Bilingual Method, it is in fact none of these two; on the contrary, the present study reveals that most of the teachers of those schools have no clear idea about any well established method of teaching second language. Therefore, the conclusion, it can be said that the classroom teaching of English of the Assamese medium high schools takes place in a most unmethodical way. Though the teachers of those schools are somehow aware of the contemporary goals of teaching English as second language, due to the lack of systematic knowledge of how to carry out their task, the desired goal is not achieved.

When the students are asked how much do they understand what their English teacher teaches, 28.75% of the students say that they understand all; 52.5% of the students say that they understand most of it; while 17.5% of the students say that they understand only a little bit. On the other hand, when the teachers are asked how do they learn whether the students are following their teaching or not, majority of the teachers say that they learn it by asking question to the students; if a student can give the correct answer of the question, then the teacher assumes that the student is following what the teacher is teaching. Some of the teachers say that they can guess it from the facial expression of the students; while some others say that if the students remain silent in the classroom or do not say that they have not understood, it indicates that they are following what their teacher is teaching.

There may be many interpretations of the students' silence and the most probable one is- they may think that if they do not keep silence, it will be considered as violation of discipline, for which they may be punished. Again, students may
remain silent because they may not find the class interesting and may not be able to follow what their teacher teaches. Therefore, from the students’ silence if the teacher merely assumes that they do not have any doubt to clarify, it may be a misleading belief. At the same time, this type of belief reveals that there are some English teachers who still consider “silence” as the standard to measure their control over the classroom as well as their success in teaching, while an ideal language class always has to be interactive and lively. The modern linguists feel that the learning should get priority over teaching; the teacher, rather than delivering lecture on a topic, should assist the students in the process of learning. The teaching should be learner-centred, where the teacher will manage the process of learning by counselling the students. But the present study shows that there are some teachers who have not yet understood the role of a second language teacher properly.

Again, when a student fails to understand what is taught or fails to answer what is asked, almost three fourth of the teachers blame either the students for not paying proper attention in the classroom or make their mental ability responsible for that. Only 16.67% of the teachers blame themselves for their inability to make the students understand. 29.63% of the teachers say that they evaluate their success by the students’ ability to use the language in different formal situations, such as in the classroom, offices, interviews etc. 25.93% of them say that they measure their success by the students’ ability to use English in different real life situations; 14.81% of the teachers say that they learn it from the students’ immediate reaction in the classroom; 11.11% of the teachers say that they consider themselves to be successful when they can teach just in the way in which they have planned to teach.

The effectiveness of teaching greatly depends upon the personality of the teacher. Even after remarkable development of the teaching technology, teaching is
still a humanitarian business and nothing can replace a human teacher. The term “good teacher” does not merely refer to someone who teaches methodically; instead, it includes many aspects of the teacher’s personality. The present study reveals that as much as 21.25% of the students have more or less negative impression about their English teacher and this type of negative impression certainly acts as a hindrance in effective teaching. 27.5% of the students also reveal that when their English teacher enters the classroom, they feel horrified, worried or captive. It shows that for many students, attending the English class is a horrible and unpleasant business. In such situations, the teacher will be less effective in his/her business.

5.1.4. The Efficiency of the English Teachers

When the students are asked to evaluate their English teacher in 10 point scale, 37.5% of the students give full marks, 21.25% of the students give 9 marks, 20% of the students give 8 marks, 8.75% of the students give 7, 7.5% of the students give 6, and 5% of the students give 5 marks to their English teacher. That means 21.25% of the students evaluate their teacher by giving them 7 marks and below, while 78.75% of the students give 8 marks and above. And commenting on their English teacher’s proficiency in spoken English, 27.5% of the students say that their English teacher can teach English but cannot speak it fluently; 5% of the students say that their teacher can speak English fluently but cannot teach it effectively; 2.5% of the students say that their English teacher can neither speak nor teach English properly; while 65% of the students say that their English teacher can speak as well as teach English well. It will infact be very difficult for an English teacher to be the role model for the students, if he/she does not possess the desired proficiency in spoken English. Because apart from giving instructions; the teacher should be able to create instances
for the students to follow. Again, some teachers are found to be insincere and irregular in his/her duty, either he/she does not take his/her classes regularly, or he/she is always late to class.

Investigating the educational and other qualifications of the English teachers, it is found that 66.67% of the teachers are only graduates (without any other additional degree), 13.33% of the teachers are post-graduates, 16.67% teachers are graduates with B Ed degree, and 1.33% teachers are MA, B Ed. One major problem with the existing English teachers is that almost three fourth of them reveal that they have never undergone any training and those who say that they have participated in training, say that they participated in it more than three years ago. Again, none of them have participated in such training which was especially meant for the English teachers. It may be the main reason behind the teacher's ignorance of the modern methods of teaching second language because, as the study of the second language teaching methods are not included in the syllabi of the undergraduate and post-graduate courses, it will not be a wonder if a graduate or a post-graduate teacher has not even heard of those methods. An English teacher has to learn those methods either in his/her own initiation or in any training programme which is specially meant for the second language teachers. And the chance of learning those methods in own initiation is always rare. Even if the English teacher somehow becomes familiar with a particular method of language teaching, without proper training he/she cannot feel confident to apply that method in his/her classroom teaching. Consequently, the teacher cannot think of any other method than the one in which he/she was once taught by his/her teacher. In this process, the convention of unmethodical teaching of English continues from one generation to another generation.
5.1.5. The Teachers' Views on the English Syllabus and the Evaluation System

Commenting on the existing English syllabus, only 43.33% of the teachers say that it is proper and up-to-date. The other 56.67% of the teachers find various shortcomings in the existing English syllabus. They feel that the English syllabus is outdated, not need based, uninteresting to motivate the learners, too literary, less practical and above all, it cannot help in language learning. A few of the teachers also feel that the syllabus has not given proper emphasis on grammar and composition. Giving suggestions for the improvement of the existing syllabus, the teachers say that the literature portion should be reduced, so that the teacher can get sufficient time to practise real English. Some of them suggest that more emphasis should be given on grammar and spoken English. Most of the English teachers of Assamese medium high schools still have a belief that the grammar portion is the most important portion of the syllabus and the only way to learn a language is to master the rules of its grammar. This type of believe is incarnated in structural approach to language teaching, which is based on the belief that a language can be mastered by mastering the rules of its grammar. On the other hand, the modern language teaching philosophy, which is based on the communicative approach to language, believes that a language can be learned best in the process of struggling to communicate. Therefore, it can be said that though most of the teachers consider developing the communicative competence in the learner to be the main goal of teaching English as second language, the approach they adopt is not the communicative approach, but the structural approach to language. Accordingly, they prefer a syllabus which gives more importance on grammar.

The examination system is designed to assess the students' achievement in a particular subject or topic. Therefore, the immediate goal of teaching a subject is to
enable the students to score good marks in examination in that particular subject. Good performance in examination is often considered as the reflection of effective teaching. Whatever may be the ultimate goal of teaching and learning of English as second language, that goal has to be achieved through the immediate goal of scoring good marks in examination. Scoring good marks in examination always gets priority over anything else. Therefore, the examination system should be designed in such a way that it can lead the students towards the ultimate goal of learning. In other words, if the ultimate goal of learning English is to achieve the communicative competence in the learner, then the examination system should be able to measure that particular ability of the learner. A student, who scores good marks in examination, should have better possibility of acquiring the communicative competence. Commenting on the examination system Ramachandran and Ramkumar say:

The examination system thus, cannot be discussed in isolation. The whole education system has to be so structured and designed that independence of thinking is promoted from the earliest stage of child's life. This can happen if education content connects with daily life and practical living and helps students to obtain skills to cope with their problems. Also the methodology of teaching and mentoring adopted must be such as to make all learning joyful and interesting. . . . Now, we need both memory and analytical skills as well as a solution oriented approach to problems. We have to state, unfortunately, that indeed we have an examination-oriented education system, which holds out no challenge either for the teacher or for the taught.

There is almost a desperate need to bring in a system which would ensure the increase in the capacity of the student to analyse, think for himself
and come up with answers. For, in the present set-up, "self-learning" is not encouraged, much less, is answering in one's own words. (342)

The examination system has been facing continuous criticism even since pre-independence years, yet the situation remains almost the same. The Hartog Committee (1929)'s criticism was directed at the nature of course offered, which did not help students to obtain position in industry, trade, commerce or business and hence the examinations, they felt were theoretical. The Sargent Plan of 1944 also felt that high school examinations served only the purpose of determining whether a student was eligible for college or university admissions. The Mudaliar Commission on Secondary Education (1952-53) and almost every Commission/Committee thereafter suggested the maintenance of a proper system of records for each student, so that there could be an assessment of all-round progress of the student on a continuous basis. The periodical assessments should be further counted in the final assessment. Similarly, "grading" system has always been considered as a better way of showing results as compared to "giving marks".

V. Natarajan suggests- "The syllabi should be revised to make clear to the student the type of competence he is expected to develop and on which he will be examined. The syllabi should encourage independent thinking and study in the student and should aid him by defining not only the minimum requirements but also the fullest possibilities in the learning." (312)

The Kothari Commission in 1964-66 also made recommendations on examination reform. It felt that the written examination should become a reliable and valid measure for judging educational attainment and that what could not be measured in this way had to be done through other techniques. The quality of paper setters must be improved, objective type questions along with other scientific scoring measures
must be included. Advocating for the examination reform, The National Policy on Education, 1986 states:

8.23 Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvements in education.

8.24 The objective will be to re-cast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. In functional terms, it would mean:

i) The elimination of excessive element of chance and subjectivity;

ii) The de-emphasis of memorization;

iii) Continuous and comprehensive evaluation that incorporates both scholaristic and non-scholaristic aspects of education, spread over the total span of instructional time;

iv) Effective use of the evaluation process by teachers, students and parents;

v) Improvement in the conduct of examination;

vi) The introduction of concomitant changes in instructional materials and methodology;

vii) Introduction of the semester system from the secondary stage in a phrase manner; and

viii) The use of grades in place of marks.

(Rao 30)

From the experiments done in the field of evaluation, it has been seen that there is no “one size fits all” concept in evaluation. But everyone agrees that
continuous internal assessment is one of the best ways to involve both teachers and the students. The right type of internal assessment promotes better methods of learning and improved attitudes to learning. Proper mechanism should be introduced to maintain transparency and avoid biasness in the process of evaluation.

In the present study, almost one third of the teachers blame the examination system and the English syllabus for the students’ unwillingness and inability to communicate in English. Justifying their point, they say that as the communicative ability is not properly evaluated in the examination system, the students do not feel any compulsion to open up the mouth and consequently, classroom communication does not take place. Suggesting the need for examination reform, most of the teachers say that the examination should not be based on common question. The questions should be set in such a way that they can measure the actual language ability of the students. They also say that though there is “practical” or “internal assessment” marks in the English syllabus, it is “only for giving marks, not serving any other purpose”. Some of them suggest that the examination should be more “practical” in nature, rather than being “theoretical”. As the “oral” portion of the syllabus is not well defined; no oral practice is done in the classroom. Therefore they demand for a more elaborate English syllabus with more emphasis on “oral” practice. They also suggest that there should be “50% practical and 50% theory in the final examination” and “the practical examination should test the students’ speaking skill” moreover, “There should be more questions on comprehension in the final/annual examinations, so that the students can learn to construct English sentences”. In the present examination system, 90% of the teachers feel that, scoring good marks may not always reflect the students’ ability to communicate in different real life situations. Therefore, the study reveals that for many teachers the existing examination system is more or less
defective. This dissatisfaction with the examination system as well as the English syllabus certainly affects the teacher's role, as a dissatisfied teacher may be less dedicated in carrying out his/her duty.

Modifying the existing mark division of High School Leaving Certificate and Assam High Madrasa examinations, the Board of Secondary Education, Assam published a notice (Notification No.- SEBA/AB/Syll/33/2004/3 dated Guwahati the 26th July, 2011) stating that: "the course content for HSLC/AHM Examination of 2012 will be remain same as in 2011 except English and Mathematics. The practical marks and English and General Mathematics have been revised and increased to 20 in place of 10." The revised mark division of English is detailed below-

**English (Second Language)**

**Class- X**

<table>
<thead>
<tr>
<th>Marks- 100</th>
<th>Time- 3hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sl. No.</strong></td>
<td><strong>Lessons/ Units/ Sub-Units</strong></td>
</tr>
<tr>
<td>1</td>
<td><strong>Prose</strong></td>
</tr>
<tr>
<td></td>
<td>Father's Help, Earthquake in Assam</td>
</tr>
<tr>
<td></td>
<td>Preparation for England, A Child Speaks</td>
</tr>
<tr>
<td></td>
<td>The Ant Community</td>
</tr>
<tr>
<td>2</td>
<td><strong>Poetry</strong></td>
</tr>
<tr>
<td></td>
<td>Lucy Poems, In the Bazaar of Hyderabad</td>
</tr>
<tr>
<td></td>
<td>The Light of Other Days, The Professor</td>
</tr>
<tr>
<td>3</td>
<td><strong>Extensive Reading</strong></td>
</tr>
<tr>
<td></td>
<td>The Bishop’s Candle Sticks</td>
</tr>
<tr>
<td></td>
<td>The Cabuliwallah</td>
</tr>
<tr>
<td>4</td>
<td><strong>Grammar</strong></td>
</tr>
</tbody>
</table>
5 Composition

a) Translation/ Substance Writing
   of Unseen Passage or Poem 8

b) Essay Writing/ Story Writing 6

c) Letter Writing, Formal or Informal Report
   Writing 6

   80

6 Internal Assessment
   20

100

Internal Assessment

a) Oral English- Marks 10

b) Projects- Marks 10

Projects

1) Students will be asked to read a story book/novel/biography/travelogue, etc. in
   English at home and write a brief account of it in about 100 words, mentioning the
   title, the author, the publisher and the subject matters- Marks 5

2) Students will be asked to report in writing in about 100 words a real event
   (festival, celebration/observance of an important day, etc.) that has happened in
   their locality - Marks 5

A further notice (Notification No: SEBA/AB/Syll/33/2004/6 Dated Guwahati
the 14th September, 2012) was published by the Board of Secondary Education,
Assam, mentioning a few minor changes made in the grammar and the composition
section of the English course for HSLC/AHM, 2013. As per this new notice-
In English subject, there are minor changes in allotment of marks in grammar and composition section. The revised marks in English grammar are 16 in place of 20 as voice and preposition have been dropped from the course. Marks in essay have been revised to 10 in place of 6.

Now, from the above mark distribution of the HSLC and AHM examinations it is seen that though 20 marks are assigned as internal assessment, the “Oral English” portion is not defined and the teachers also do not take any initiation to utilize this portion of the syllabus properly. When the students are asked verbally whether their teacher takes any class or anyway practise this oral part of the syllabus, the students’ reply was always negative. “Our teacher does nothing” to practise oral English, they say. In the HSLC or AHM examination, the teacher can give the internal assessment marks at his/her own discretion. The present study discloses that in the oral examinations, most of the teachers ask questions like- “What is your name?” “Where are you coming from?” “What is your father’s name?” or at the most, “Tell something about your school” “Tell something about your family” “Tell something about your home” etc. Even if there is no clear cut instruction regarding the “oral” section of the English syllabus, the teacher can utilize it as an opportunity to practise the speaking skill. But instead of being innovative, most of them seem to escape this “oral” section of the syllabus without doing anything. In the final examination also, instead of testing the oral proficiency of the students, the teacher gives the internal assessment marks by applying his own power of discretion. Similarly, in case of “projects” most of the students instead of trying to prepare any report on the basis of their own study, just copy it from a popular essay book. When this investigator examined the project reports submitted by the students, it was found that the subject matters as well as the language of many reports were the same. Therefore, it can be said that the “internal
assessment” portion of the syllabus is not serving any purpose and the English teachers can be mainly made responsible for this. Because here, instead of utilizing the liberty given by the English syllabus, most teachers just prefer to reduce his workload by escaping this very important part of the syllabus.

In conclusion, it can be said that even after considering all the drawbacks of the English syllabus and the examination system, the English teacher can certainly bring some change to the teaching-learning scenario. Therefore, along with reformation of the examination system and the English syllabus, it is necessary that the teachers become sufficiently resourceful and innovative to face the challenges of teaching English even with limited resources.

5.2. Suggestions

On the basis of the findings of the study, the following suggestions can be put forward:

1. English should be taught as a language, rather than as a content subject. The main goal of teaching English is to enable the learners to communicate in that language, rather than comprehending the content of the text. Therefore, the focus should be on skill development.

2. Instead of focusing only on writing skill, second language teaching should aim at sequential development of all four language skills.

3. The teacher must realize that teaching and learning is a bi-directional process and teaching may not ensure learning. For effective teaching, the learners’ participation in the process is very much essential. Therefore while teaching, the teacher should take care of the process of learning. At the same time, the teacher should not forget that nowadays, the students
have become somehow different from those of earlier times; some of them are in fact very difficult to handle. Therefore, the teachers need to be equipped with new skills to meet the new demands of their profession.

4. The contemporary goal of teaching and learning English in India is to develop communicative competence in the learners. Communicative competence is developed in the process of struggling to communicate. Therefore, the teacher should create such situations where students feel some urge to communicate in English. Instead of following the language of the textbook and the teacher, the students should be encouraged to use their own English.

5. Instead of dominating the classroom, the language teacher should create a favourable and friendly atmosphere for the students where they can feel comfortable to open up their mouth. The teacher should be a counsellor or a manager in the process of learning.

6. The English teacher should be a role model for the students. They should be proficient in spoken English and should take special care to speak with correct pronunciation, stress and intonation, so that the students can listen and follow.

7. The target language should be the language of the classroom. The use of mother tongue in the second language classroom should be judicious and purposive. Though in order to explain some abstract and complex ideas, the teacher may take help of the students’ mother tongue, the students should be encouraged to use only English.

8. The students should be encouraged to read English newspapers, journals and other books of their own interest, so that they can grow a habit of
reading. They should be encouraged to start with comparatively simple and attractive books and then gradually move towards the complex ones. The school library should have sufficient number of English books which are interesting as well as suitable for different levels of students.

9. Whenever any difficult word is confronted, the teacher should encourage the students to consult a good dictionary. Whenever a new word is found, the students should be advised to learn its pronunciation and use. The teacher should encourage the students to use the new words in their written and spoken language. Words should not be taught in isolation.

10. The teacher should use different audio-visual aids in their classroom teaching. Moreover, the students should be encouraged to watch some selective radio and television programmes in English language which will be helpful in developing the language skills. As the students of rural Assamese medium schools get very limited exposure to learn English, the government should supply audio-visual aids like television, radio, projector etc. to such schools and the teachers should be trained up, if necessary, to utilize those teaching aids in their classroom teaching.

11. The students should be encouraged to communicate in English inside the English class, with friends and if possible, with parents and other people, who can communicate in that language.

12. Grammar should be taught inductively. Grammatical rules should not be taught in isolation. Special care should be taken to see that the students do not suffer from grammatical overdose. Over consciousness for the rules of grammar may hinder the verbal fluency of the students.
13. Phonetics should be introduced at an early stage and language laboratory should be established in every school. The teacher should take special care for his/her own pronunciation and should encourage the students to follow the correct pronunciation. The unfamiliar sounds of the second language should be taught carefully and practised rigorously. Special care should be taken to avoid the unnecessary influence of mother tongue on the speech pattern of the second language. The speech pattern of both the mother tongue and the second language should be explained to the students by pointing out the similarities and differences between these two.

14. The pronunciations should be taught contextually, not incidentally. Mere correction of the wrong pronunciation of the learners is not enough, as in that case, the learners do not take the matter seriously. Moreover this process may only improve the pronunciation of a particular word uttered in isolation.

15. The teaching and learning of English can be made more enjoyable and effective by applying various teaching aids. Training should be provided to the second language teachers about how to use different teaching aids in classroom teaching. Application of the modern education technologies should be encouraged and the teachers should be trained up to use those technologies in their classroom teaching. The National Educational Policy of 1986 suggests:

8.11 Educational technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc. both in formal and non-formal sectors. Maximum use
will be made of the available infrastructure. In villages without electricity, batteries or solar packs will be used to run the programme. (Rao 28)

At the same time the teachers can use their own innovation in using different low-cost or cost-free teaching aids. The teacher can use different language games, role plays etc. to create communication gap among the students which will encourage them to communicate in English. Workshops should be conducted to make the teachers familiar with the use of different modern teaching techniques.

16. Pre-job training, specially designed for the second language teachers should be made compulsory for all English teachers. Thereafter, they should be trained up at a regular interval of time. The in-job trainings may have shorter duration than the pre-job training, but even then all recent developments in the field of second language teaching should be informed to the English teachers from time to time.

17. The teacher appointment should be done on merit basis. The entire appointment system should be transparent. The teacher appointment should be made free from any political influence. Criticizing the present teacher recruitment system, Ramachandran and Ramkumar say- “Systems of recruitment have to be looked into to get the best teachers through conducting appropriate skill, attitude and psychometric tests on them. . . . Unfortunately, often the post of teacher is ‘auctioned’ to the highest bidder, and merit may not be a consideration at all.” (377)

In this regard, the suggestions put forward by the National Policy of Education, 1986 should be considered seriously:
9.2 The methods of recruiting teachers will be recognized to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the posting and transfers of teachers. A system of teacher evaluation—open, participative and data-based will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for no-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes. (Rao 31)

The Secondary Education Commission of 1953 also suggested some recommendation for the secondary education. The recommendations were accepted in their original form by the Government of India. Regarding the improvement of the teaching staff, the commission suggested for a reasonably uniform procedure for teacher selection and appointment. "There should be some small Selection Committee in all the privately managed schools and those under the control of local boards with the Head of the Institution as an ex-officio member. . . . The Commission laid special stress on social security measures being adopted in order to liberate
the teacher from anxieties about their own and their dependents' future which would affect the efficiency of their work.” (Rawat 314)

18. The teacher training programmes should be practical in nature. The use of different methods of teaching English as second language should be demonstrated to the teachers with the help of rigorous practice. Workshops on different teaching methods should be conducted frequently to make the second language teachers familiar with the different methods of teaching English, so that they can feel confident to apply those methods in their own teaching. The teacher education gets high priority in almost all Five-Year Plans. “The different components of the programmes included- (1) large-scale orientation of teachers; (2) establishment of District Institutes of Education and Training (DIET); (3) strengthening of SCERTs; and (5) strengthening some university departments to become Departments of Educational Studies. Central assistance was to be provided to those programmes on the basis of systematic identification of institutions, assessing their requirements and organization of a rigorous system of teacher education after phasing out inadequate institutions.” (Ramachandran and Ramkumar 280-281)

19. Instead of following a particular method blindly, the teacher, after finding out the most suitable method should take his/her freedom to add own innovations to the existing method; so that it fits to his/her personality in a better way. In other words, after becoming familiar with a particular method, the English teacher should try to modify that method in his/her own way, keeping in mind his/her own personality as well as classroom environment in which the method is to be applied. The National Policy of
Education, 1986 suggests- “Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capacities of and the concerns of the community” (Rao 31).

20. Private tuition should be discouraged. If a student does not understand what his/her teacher says, then the guardians instead of immediately arranging a private tuition should approach the English teacher and if necessary he/she can inform the matter to the Head Master/Principal.

21. The schools should organize parent-teacher meet at a regular interval of time, so that the students’ grievances can be redressed without much delay.

22. As majority of the English teachers and some of the students express their dissatisfaction with the existing syllabus for not being need-based and helpful in language skill development, modification of the existing syllabus is required. A communicative syllabus which allows more language flexibility is preferable for the learners rather than a structural or literary syllabus.

23. One immediate goal of learning is to score good marks in examination. Usually the learners prefer to learn those items which have more probability of asking in the examination. The examination system should aim at evaluating the communicative competence of the learner by giving equal stress on the development of all four language skills.

24. More emphasis should be given on practical part of the syllabus. The teacher should utilize this portion of the syllabus in a proper way and he/she should be judicious in giving the practical marks to the students.
5.3. **Scopes for Future Research**

The study was delimited to the teacher’s role of classroom teaching of English in Assamese medium high schools. However, further research can be carried out in the following fields:

1. Studies can be conducted to look at the different methods of teaching English in the Assamese medium high schools of Assam and their effectiveness.

2. The problems found in the field of teaching and learning of English in the Assamese medium high schools can be probed in detail.

3. The problems related to the skill development among the English learners of the Assamese medium high schools can be studied in detail.

4. Study can be conducted to analyse the students’ behaviour in the English classroom.

5. A study can be undertaken to compare the effectiveness of the teaching of English in Assamese medium and English medium high schools of Assam. Similar type of studies can be done to compare private and government, rural and urban schools as well.

6. A critical study of the English syllabus of the Assamese medium high schools can be done.

7. Study can be undertaken to find out the problems and prospects of the existing evaluation system of the Assamese medium high schools of Assam.

8. Problems of teaching English in different stages of formal education can be studied in detail.
WORKS CITED


