LIST OF TABLES

Table-1: The English Syllabus of Class IX 13
Table-2: The English Syllabus of Class X 18
Table-3: Name of the Schools and Number of the Respondents Considered for the Study 135
Table-4: The Total Number of Schools, Enrolment and Teachers of Assam 139
Table-5: The Total Number of Schools, Enrolment and Teachers of Lakhimpur District 139
Table-6: Should English be Taught as Compulsory Subject? 143
Table-7: Reasons behind the Necessity of Teaching English as Compulsory Subject 144
Table-8: Reasons against Teaching English as Compulsory Subject 145
Table-9: The Main Aim of Learning English 145
Table-10: How Interesting is the English Class? 146
Table-11: Use of Teaching Aids in Classroom Teaching 147
Table-12: Use of Role-play, Language Task or Language Game by the English Teacher 147
Table-13: Infrastructural Facilities Available in the English Classroom 148
Table-14: Methods of Starting a New Lesson 149
Table-15: Methods of Teaching a New Lesson 150
Table-16: Methods of Summing up Lesson 151
Table-17: Methods of Teaching of Extensive Reading/Rapid Reader 152
Table-18: Methods of Teaching Grammar 153
Table-19: Methods of Teaching Composition 153
Table-20: Methods of Discussing Exercises Given at the End of a Lesson 154
Table-21: Teacher’s Reaction against the Student’s Mistake 155
Table-22: Language Used by Students in the English Class 156
Table-23: Use of Mother Tongue by the Students in the English Class 157
Table-24: Reasons behind Students’ Unwillingness to Speak English 158
Table-25: Use of English by the English Teacher inside the Classroom 159
Table-26: Types of English Used by the English Teacher inside the Classroom 160
Table-27: Teaching of English Pronunciation, Stress, Intonation 161
Table-28: Type of English that the Teacher Encourages the Students to Use while Answering a Question 162
Table-29: Student’s Ability to Speak English for Day-to-Day Communicative Purposes 163
Table-30: Reasons behind Students’ Inability to Communicate in English 163
Table-31: Are the English Medium Students Better in English than the Assamese Medium Students? 165
Table-32: Reasons behind the English Medium Students’ Better Performance in English than the Assamese Medium Students 165
Table-33: Students’ Views about Their English Teacher 166
Table-34: Students’ Impression about the English Teacher when He/She Enters the Classroom 167
Table-35: How Much Do the Students Understand What Their English Teacher Teaches? 168
Table-36: English Teacher’s Proficiency in Spoken English 169
Table-37: Assessment of the English Teacher in 10 Point Scale 169
Table-58: The Way in Which the Teacher Became Familiar with Different Methods of Teaching English 187
Table-59: Does the Teacher Analyse the Need of the Students? 187
Table-60: Preparation of Lesson Plan before Teaching 188
Table-61: The Way in Which the Teacher Draws the Students’ Attention towards a Lesson 189
Table-62: The Way in Which the Teacher Assesses His/Her Effectiveness 190
Table-63: Who is to Blame for Students’ Inability to Understand? 191
Table-64: The Process in Which the English Teacher Evaluates His/Her Success 192
Table-65: Participation in Teacher Training 193
Table-66: If Yes, How Many Years Ago? 194
Table-67: Teacher’s Participation in Training, Which was specially Meant for the Language Teachers 194
Table-68: Teachers’ Views on the Existing English Syllabus 195
Table-69: Is a Student Who Scores Good Marks in Examination is also Good in Real English? 196
Table-70: Teachers’ Views on the Existing Examination System 197
Table-71: Problems Faced in Teaching English in Assamese Medium High Schools 198