CHAPTER 1

INTRODUCTION

This study presents an insight into the practice of English language teaching (ELT) in the high schools of Cachar district (Assam, India), along with quality questions in English language teaching both in vernacular and English medium schools. In the present world perspective, English is an important language. It is spoken and understood by a vast majority of people living on the globe. It is, therefore, a world language. Knowledge of English is essential for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world. India cannot afford to remain isolated from the rest of the world. For such active participation, study of English is a must, for it is a window to the world and also it has been assigned the role of a library language. English language is rich in humanistic, scientific and technical literature. Mastery of English means an easy access to the vast treasures of knowledge. It has been 67 years that we have attained independence and instead of diminishing the importance of English, it has increased far beyond anybody envisaged at the time of independence. Hence, we find that English still occupies and may continue to occupy an important place in our educational system and curriculums at different levels are constructed accordingly.

The practice of English language teaching is the outcome of the language policy in school education which emerged as a political and social consensus. Such policy, though established equality among the languages in school education, is somehow heading for a competitive bi/multilingualism where the English language is perceived to outscore other Indian languages. On the contrary, the quality of English language education in majority of Indian schools, especially in rural areas, presents a very appalling picture. In this competitive world
today, it is quintessential that the quality of education is improved. As defined by UNICEF (2000), quality education includes certain key features such as the performance of the learners, the environment of learning with adequate resources and facilities, excellence in knowledge and skills in learning as well as in developing the societal attitude. Until independence, education was confined to the upper classes of the society; but now it is available to all sections of the society. The policy makers and education planners of independent India today recognize the value of education. The Government of India has raised the status and priority level of education in its Amendment Bill 2001 of the Constitution of India in its effort to make elementary education free and compulsory.

Education is not only seen to raise skill, willpower and knowledge of the masses, but also seen to act as a contributor towards economic growth (Chakraborty and Bhattacharya, 2004). It is evident enough that poor quality of learning has many long-term effects on the achievement level of the learners (Aggarwal, 2000). The improvement in quality requires a multi-tiered and planned reform in teacher training, teacher motivation, a change in the style of teaching to make it attractive to the students as well as improvements in the facilities and infrastructure in schools (Aggarwal, 2001). Despite repeated recommendations by different education commissions constituted by the Government of India, the position of English in the curriculums and methods of teaching have always been in a state of flux. While some elite private schools have almost complete system of teaching-learning in English, not many can afford to send their children to such schools. But the condition of teaching-learning of English in government schools seems to be mostly pathetic. It is often alleged that the standard of achievement in the subject has been falling day by day. Moreover, in most cases the teacher of English has no idea of the goal he/she is to achieve and the old Translation-
Grammar Method still reigns supreme. The so-called Functional Communicative Approach associated with the series of text books has not helped either. We are yet to evolve a uniform method of teaching English as a second language keeping its socio-economic set-up, available resources and existing infrastructure without importing it from any other country.

1.1. Rise and Spread of English Language Teaching in India:

1.1.1. Pre-independence:

It can be well said that the imperial rule is directly correlated with the growth of English in India. After 1765, the East India Company became a political power in India. Universal dissemination of Christianity in India became one of the primary motives for introducing English in the education system of India. The impact of missionary activity was spreading fast and a substantial part of the elite started feeling that the access to education and knowledge was possible only through English. Wadia (1954) points out, the Rajas of Tanjore and Marwar had agreed to open English Medium schools as early as in 1795. English was gradually taking shape in the socio-historical context and the first book written to teach English was produced in India in 1797. The culmination of the missionary activities can be seen in Macaulay’s Minute of 1835. Macaulay was convinced that there was no merit in Indian history, Literature or Science and that the Indian people could be educated only through the medium of English. His objective was to create a class of persons who are, “Indian in blood and colour, but English in opinions, in morals, and in intellect” and this group was not only to act as an interpreter between the rulers and the ruled but also to be responsible for rejuvenating and modernizing Indian languages and dialects. Wood’s
Despatch (1854) clearly outlined the British government’s agenda for a comprehensive educational policy in India. He believed that ‘Indian vernaculars’ are only important to the extent that they could be used for the dissemination of western knowledge (Agnihotri and Khanna 1997). Lord Bentick directed that “all the funds........be henceforth employed in imparting to the native population knowledge of English literature and Science, through the medium of the English language.” Hardinge later threw bait by giving employment to those who were trained in English. As a result, English became the sine quo non for the scholars, the job-seekers and the affluent in the society. By the middle of the 19th century, English had replaced Persian as the court language and there was a vertical split in society, which is visible till date. While the upper class elite were associated with English language, the lower classes were associated with Indian vernacular languages. By the 1920s, English had become the language of political discourse, intra-national administration, and law, a language associated with liberal thinking. Raja Rammohan Roy was committed to the idea that the "European gentlemen of talent and education" should be appointed to instruct the natives of India. (Kachru 1986). English was eventually used against Englishmen, their roles and intentions as it became the language of resurgence of nationalism and political awakening: the medium, ironically, was the alien language. Mohandas K. Gandhi (1869-1948), for instance, although struggled to create consensus for an acceptable native variety as the national language, expressed his message to the elite in English. Since there was no common language in India, he tried to create awareness against the British in English itself and he became successful in his drive to a great extent.
1.1.2. Post-independence:

By the time India became independent, English had already consolidated its position in the school and university education. The debates of Constituent Assembly held in 1949 clearly indicated the significance of English in India. While Hindi was seen as a threat (a symbol of north Indian supremacy) by south Indians, English was seen as the continuation of colonial rule. Hindi was declared to be the official language of the Union and English was given the status of an Associate Official Language for a period of fifteen years. Its importance as a language of wider opportunities and international contact was increasingly recognized. One can see a reflection of this in the constitution of India. According to Article 343 of the Indian Constitution: “… for a period of fifteen years from the commencement of this Constitution, the English language shall continue to be used for all the official purposes of the Union for which it was being used immediately before such commencement”. Moreover, special provisions were made for the retention of English language under the discretion of the parliament even after the 15 year period for the following purposes:

a) All proceeding in the Supreme Court and the High Courts.

b) Authoritative texts of Bills, Acts, Ordinances, Order, Rules, Regulations and Bye laws issued under the constitution or under any law. (Kochhar)

In the academic field too all the education commissions appointed after India’s independence have laid stress on the use of Indian languages as media of instruction at different stages of education, recommending at the same time, the study of English as an international link language, as a window (to) on the world and as library language which can be summed up as:
1. (i) For the medium of instruction for higher education English is replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties.

(ii) English is to be studied in high school and in the university in order that we may keep in touch with the living stream of ever-growing knowledge.

   (University Education Commission, 1948-49)

2. The curriculum will consist of the following:

   (i) “Mother tongue or regional language or a composite course of the mother tongue and a classical language.”

   (ii) “Hindi / English / Modern Indian language / Foreign language / Classical language.”

   (iii) Classical language or any one from (ii)

   (Secondary Education Commission, 1952-53)

Even the Kothari Commission and the Education Policy of 1968 had emphasised the “…three language Formula which included Hindi, the regional language and English in the curriculum. At present, socially English is recognized and upheld as a mark of education, culture and prestige. In this era of globalization, the importance of English is growing rapidly. The first English Language Teaching Institute (ELTI) was established in Allahabad in 1954 with the collaboration of the British Council. The structural syllabus prepared by the London School was brought to India by the British Council and introduced in Madras in 1952. Around the year 1995, the whole paradigm began to change. The liberalisation of the economy led to the advent of multinationals resulting in many developments like varied job opportunities that demanded a command of English, more English channels on the television, an increasing number of English publications and international lifestyles becoming a tempting option. The position paper of the
National Focus Group on Teaching of English for NCF – 2005 makes it clear when it addresses the ‘English language question’: “English is in India today a symbol of people’s aspiration for quality in education and a fuller participation in national and international life. Its colonial origins now forgotten or irrelevant, its initial role in independent India, tailored to high education now felt to be insufficiently inclusive socially and linguistically, the current state of English stem from its overwhelming presence on the world stage and the reflection of this in the national arena…”

1.1.3. The Language Policy in India:

As opposed to the pre-colonial India, the emphasis shifted to mother tongue as a medium of education in post-colonial period. One is therefore not surprised that in 1961, government of India proposed a three-language formula, which was subsequently modified by the Kothari Commission (1964-66) seeking to accommodate the interests of group identity (regional languages), national pride and unity (Hindi), and administrative efficiency and technological progress (English). The Three Language Formula which emerged as a political consensus on languages in school education was a strategy (not a policy) to accommodate at least three languages within the ten years of schooling. As the report of the Education Commission (1964-66) rightly describes it, “the impelling considerations were more political and social, than educational. In effect the formula established equality between the Hindi and the non-Hindi areas…” India today has 92.07% schools at the primary stage teaching through mother tongue, and the rural and urban comparison shows 92.39% schools in rural areas and 90.39% school in urban areas teaching through mother tongue. At the Upper Primary stage 91.34% are taught through mother tongue which consists of 92.71% in rural areas and 87.37% in urban areas.
12.14% at the primary stage, 14.47% schools at upper primary and 18.53% at the secondary stage have two or more media of instruction. It is also interesting to note that 91.95% of schools in the country at the primary stage teach two or more languages. With regard to number of languages taught 90.61% of schools at the upper primary stage follow three language formula, 84.86% of schools follow the formula at the secondary stage. (7th AISSES - NCERT 2007). The National Curriculum Framework (NCF) – 2005 strongly advocates multilingualism in school education. This confers definite cognitive advantages. Bilingual children not only have control over several different languages but they are also academically more creative and socially more tolerant.

1.1.4. English Language Teaching Situation in India:

English language teaching situation presents a mixed picture from top to very low level in terms of teacher proficiency (TP) and the exposure of pupil to English in and outside school, i.e. the availability of English in the environment of language acquisition (EE). (Nag-Arulmani, 2000, NCERT 2005). Kurien (2005) identifies four types of schools as given below

a. ↑↑TP, ↑↑EE (e.g. English-medium private / government-aided elite schools) Proficient teachers; varying degrees of English in the environment, including as a home or first language

b. ↑TP, ↑EE (e.g. New English-medium private schools, many of which use both English and other Indian languages): teachers with limited proficiency; children with little or no background in English; parents aspire for upward mobility through English.
c. \(\text{TP, EE}\) (e.g. Government-aided regional-medium schools): schools with a tradition of English education along with regional languages, established by educational societies, with children from a variety of background.

d. \(\text{TP, EE}\) (e.g. Government regional-medium schools run by district and municipal education authorities): they enroll the largest number of elementary school children in rural India. They are also the only choice for the urban poor (who, however, have some options of access to English in the environment). Their teachers may be the least proficient in English of these four types of schools.

Most of the rural schools in India today fall under the fourth category where we have children with almost nil or no exposure to the language, teachers’ language proficiency is in question and here are the parents who cannot support their wards in learning the language.

1.2. The Prevailing Education System and English Teaching Methodology:

The present education system in India follows the 10 + 2 + 3 pattern: 10 years of lower secondary, 2 years of senior secondary and 3 years of first degree education (Sood, 1988). There exist two distinct traditions in school education parallel to the social division: Expensive private English-medium schools (generally known as “public schools”), where English language teaching begins from the primary level, focusing on the spoken skills, exist along with regional language-medium schools (“government schools”) run by local bodies where English is taught as a subject generally from class I or later. There is a considerable variety in the standard of
English teaching within these school systems. In terms of teaching methodology, English education in Indian schools had been influenced by the Grammar-Translation Method for over sixty years since its introduction in the 1950s. According to Agnihotri & Khanna (1997), the grammar-translation method continued to be the basis of English language teaching in state-funded schools. The majority of Indians still learns English through the grammar-translation method and prescribed texts. Another important method of teaching English in Indian schools was the Direct Method (Gautam, 1988). This method secured wide acceptance at the official level and had a good success in schools, especially English medium schools. Recently, many beneficial changes and reforms have been introduced. The Ministry of Education published a Policy Perspective in 1985 to shift the focus from teacher-centered programmes to learner-centered programmes, and introduced new syllabi and new instructional materials as per Communicative Language Teaching Approach, organization of systematic in-service training and the setting up of English Language Institutes in various states to perform the functions of training, material-production and research.

To sum up, in India, English is a medium of instruction as well as a subject of study in most schools and a means of official and informal communication. But typical instructional techniques used in the classroom are rote learning and pattern drillings. Rote learning; i.e., the teaching the rules of the language, was especially applicable to the learning of grammar, which is an important component of the prevalent syllabi. Grammar is still taught, explained, memorised and used in sentences for examination purposes, contextualized learning is thoroughly ignored. Pattern drillings similarly, propel the pupils towards the examination. Familiarity of the examination questions is the centre of the technique; pupils are drilled with past examination questions. Repetitions are common as most teachers think that their pupils easily forget what
they learnt previously. The ELT curriculum explicitly states that the oracy (listening and speaking) skills should be focussed, especially in the early years. The pupils would be able to pick up and learn the language in a meaningful way, and later they could be able to use that in reading and writing. It is important therefore that pupils should be provided with the language before they are expected to produce it. Gradually control can be released as they are given the opportunity to use the language freely. However, as oracy skills (listening and speaking) are not tested in the examinations, the skills are practically neglected in the schools. The school and education authorities do not bother with the development of oracy skills in the schools. What counted are the literary skills, which constitute major components in the English language question papers.

1.3. English Language in the North-East and Assam:

English language plays dominant role in the social and academic arena of the north eastern states of India also. English is the state language of four states in the North East – Arunachal Pradesh, Meghalaya, Nagaland and Sikkim. It is the medium of instruction at the postgraduate level, and it is taught as a second language at every stage of education in all the states. It is taught as a first language in all stages of schooling, i.e., from primary to post graduate level in Arunachal Pradesh, Meghalaya, Nagaland and Sikkim, while in Mizoram it is taught as a first language from senior secondary onwards. Other states offer it as a second language. It is the only medium of instruction in the Upper Primary and Secondary Schools of Arunachal Pradesh and Meghalaya. It is introduced in Class I or earlier in all the eight states of the North East.
Assam is one of the eight states of North East India. Dispur is the capital of Assam. Demographically the state can be divided into Brahmaputra Valley and Barak Valley. The official language of the Brahmaputra Valley is Assamese, while Bengali is followed in Barak Valley. Like all states in India, Assam is a multilingual state. Apart from the Assamese language, Bengali, Hindi, Bodo, Bhojpuri, Nepali, Rajasthani etc. languages are also used by different communities. There are also schools teaching several languages spoken by the members of the Scheduled Tribes.

Major Jenkins took initiation in English education in Assam. He believed that in a backward province like Assam the education should be a state’s responsibility. Therefore, Jenkins sent a letter to the Government of India, on 21st June, 1834, demanding to establish an English medium school at the Sadar stations— Goalpara, Guwahati, Nagaon, Darrang and Biswanath. He also suggested sending some Assamese young men to Calcutta for necessary training. Following the instruction of Jenkins, the General Committee on Public Instruction gave recommendation for the establishment of the English school at Guwahati in June, 1835 and in the following month Mr. Singer was appointed as its headmaster on a salary of Rs.150.00 per month. The school (New Collegiate High School) started with an enrolment of 58 students. As this new education opened immense job opportunities to the youth, the higher classes not only showed their interest in it, they also became patrons of this education system. This new story of success led to the establishment of a number of branch schools around Guwahati at Pandu, Kamakhya, Beltola, Amingaon and North Guwahati. Thus, during the following ten years there was a considerable increase in the number of Government English medium and private schools. The private schools are established and maintained either by individuals or by organizations. But for the beginners it was not easy to learn English both as subject and language. Because of this
unintelligibility many students left school even after taking admission. This hasty fall compelled
the government finally decide to convert both schools at Guwahati and Sibasagar into Anglo-
vernacular medium schools. In the post independent period there was a considerable increase in
the number of high schools and higher secondary schools in Assam. Prior to 1962 secondary
education was under the control of Gauhati University. But in 1972, the Board of Secondary
Education, Assam (SEBA) was formed and it took over the responsibility of the Secondary
education of Assam.

Regarding the language teaching, the Education Commission of 1964-66 advocated for
only one language at the primary level (up to Class IV), at the lower primary level mother tongue
or the regional language, at the option of the pupil, should be studied compulsorily. Two
languages should be taught at the higher primary stage (Class V-VIII)- (i) The mother tongue or
the regional language and (ii) Hindi or English. Apart from that, facilities should be provided to
study a third language as an optional subject, so that students in Hindi areas whose mother
tongue is not Hindi and the children in non- Hindi areas who select English as the second
language may study the official language. At the lower secondary level the commission
suggested that the state government should adopt. ‘Three language formulae’- i.e. the study of
three languages should be made compulsory. Apart from his mother tongue or regional language
and the second language, which is either Hindi or English, students should be compelled to adopt
either the official language of the union or the associate official language, which had not been
elected at the higher primary stage. Earlier in the schools of Assam, Assamese was taught right
from the beginning while English was introduced at class V. Under Axom Sarba Siksha Abhijan,
English was introduced at class III, while Hindi was introduced at class V. On the other hand, in
case of private Assamese medium schools like Sankardev Sisu Niketans and Jatiya Vidyalayas,
Assamese is taught from the pre-primary classes while both English and Hindi are introduced at class I. In these schools Sanskrit is also taught from class II. All these four languages are treated as compulsory subject up to class VII, while both Hindi and Sanskrit are treated as optional subject after class VIII. In English medium schools English is taught right from the beginning while Assamese/Bengali and Hindi are taught from class I. Now, the Assam Government has introduced English right from the pre-primary class in all Assamese/Bengali medium schools under Axom Sarba Siksha Abhijan. But controversy arises regarding the matter. Many people, including some linguists and educationaists remarked that this new policy will handicap the nationalism.

The state has introduced the Three Language Formula in its educational system. English was earlier introduced in the vernacular medium schools at class V; recently it is being introduced in standard I. English is studied as a compulsory subject up to the Matriculation (HSLC) level. Thereafter, English is studied for two years in the +2 stage and three years at the under-graduate level. In other words, English is studied as a core subject for eleven years. The time allotted for English class is same as to other subjects, i.e., five/six periods of forty/fifty five minute’s duration per week. The Board of Secondary Education, Assam (SEBA) is the academic authority of the secondary schools of Assam. It also conducts the final examination, i.e., High School Leaving Examination (HSLC) of class X. The curriculum and textbooks of English followed in the secondary level are prepared by SCERT (State Council of Education Research and Training). It also conducts English teaching trainings to teachers of secondary level. The Sarva Shiksha Aabhijan (SSA) Assam, too, prepares textbooks and these are prescribed for use up to class VIII since the introduction of the Bill of Compulsory Education for all children up to 14 years of age. The Provincialised schools are the aided schools of the state. The state
government sanctions grants to these schools. The teaching and the non-teaching staff are provided with salary by the state government. Management responsibility rests with that of the administration of the school. The students are not required to pay fees. There is a general belief among the people that most of the Provincialised and non-provincialised vernacular medium schools fail to provide quality education; especially the English language attainment level is very low. The students from vernacular medium schools are generally not well-conversant in English language and are more or less ‘scared’ of English. A good number of students from such schools pass the HSLC examination every year at the mercy of the policy holders in the form of ‘grace marks’. It is believed that even the most brilliant students from the vernacular medium schools may fail to achieve the standard achieved in the English medium schools. Because of their inability to speak fluent English, a good number of students from the vernacular medium schools show poor performance in interviews for job recruitment drive. They are not able to communicate well in day-to-day transactions where English is required.

The salaried and business classes of towns and villages favour English medium schools because it has become a status symbol across caste and religions. It has rooted in some complex socio-economic realities which cannot be ignored by policy makers and school administrators alike. So much so that staunch Hindu ideologues, seeped in Hindi chauvinism, too send their children to English schools and not to the nearest vernacular medium schools. Vernacular medium schools are often poorly funded with crumbling infrastructure and teaching facilities. Further, as educational awareness spreads among lower caste and classes, students in government schools increasingly have a diverse caste profile. Thus, children of social “touchable” have to now study with the “untouchables”, a situation parents try their best to avoid. The presence of ‘socially backward’ children is still highly limited in private English
medium schools in small towns and villages, and therefore the caste composition of students in these schools comes from the social “touchable” making private school a preferred educational destination.

1.4. Why do people prefer to educate their kids in English medium schools?

Today, the importance of English cannot be denied. Because of the unemployment problem, many people prefer to go out of the state in search of income sources, and for this, English helps a lot; to be more precise, English proves to be indispensable. It is believed that he who knows English gets a job easily. Again, knowledge of computer brings new job opportunities to the students in different private and public sectors; for this, the knowledge of English is a must. Apart from opening the door to the world knowledge, most of the textbooks, reference books of higher studies are written not in Assamese/Bengali but in English; internet facilities can be availed only through English. For all these, and many other undeniable reasons, the importance of English in our present society cannot be ignored. In present society, English attains such a high pedestal that the nationalist feel it urgent to do something to shake this invasion of English over the territory of mother tongue. English as the medium of instruction is not compulsory, students can opt for either English or Assamese or Bengali or Bodo or Manipuri or Hindi, yet most of the guardians choose English for their children. Many people do not accept the government’s free education offer, which may be because of many reasons, one of which is certainly English. If all the English medium schools (in Assam all English medium schools are private and demand a handsome amount of money from the parents/guardians of the students)
happen to offer education free of cost and also improve their quality (as many of them are said to have no quality) then there may be a great exodus in the field of education.

When there were only a few English medium schools, speaking English to a great extent was the matter of highly educated people. Even today, he who knows English is considered to be highly educated and always get some special attention in the society. People also realize that the ability to speak and write English is much more important than reading Shakespeare, Wordsworth or Milton. Majority of people are materially motivated to learn the language. It is realized that knowledge of a language should be measured by the learner’s ability to use the language in different situations of his life. The common assumption that knowledge of English can give a social status encourages many institutions to come up with various spoken English courses. But only a few of them are proved to be effective, while others are making money by selling nothing. Yet they are immensely popular because all parents want their children be able to speak English fluently. Parents give first preference to the English medium schools for their children. If they cannot afford to pay the high tuition fees charged by the English medium schools, they seem to send their children to the privately run vernacular medium schools. Only the poor students and students from the rural areas would go to the Provincialised and non-provincialised vernacular medium schools. Thus, the reasons behind people’s predilection towards English medium schools may be as follows:

1. People feel that only English can help their kids do well in life because higher education in India is in English and all employers prefer people who speak English.

2. Some places have a larger number of good quality English medium schools than vernacular medium schools and parents want the best school for their children.
3. There is a loss of faith in government schools, which are not English medium schools (in Assam, all English medium schools are privately run).

4. A large number of Indians in urban areas see English as a good link language in a country where many languages are spoken. They also see English as a global link language.

5. A large number of Indians think that English has become an Indian language and in fact we have developed our own version of English. They do not think of it as an alien language.

6. English carries with it some element of snob value and everyone wants to learn it to increase their social status.

1.5. Present Education System of Assam

On the basis of medium of instruction schools can be divided into two main groups - vernacular and English medium schools. English is considered as a compulsory subject up to the undergraduate level. In most vernacular medium schools and colleges, English is taught with the help of bilingual method, i.e. both vernacular language and English are used in the English classroom.

Nowadays, Axom Sarba Siksha Abhijan provides free education in government aided schools up to class VIII. Thereafter up to the High School Leaving Certificate examination (class X) education is undertaken by Secondary Board of Education, Assam (SEBA); while 10+2 level is conducted by Assam Higher Secondary Education Council (AHSEC). The degree colleges are affiliated to Gauhati University, Dibrugarh University or Assam University. On the other hand,
the private schools are either autonomous or they form a group of their own. Missionaries play an important role in establishing English medium private schools. Earlier private school was almost synonymous to English medium schools, but during the last five years, many Assamese/Bengali medium private schools have been established and their numbers are swelling day by day. On the other hand, most of the government aided schools were once private in the sense that they were established by some local people in order to educate the students of their locality, and these venture schools sought government’s affiliation and later some of them were undertaken by the government of Assam. The process is going on and even today there are many venture schools in the state. But this is a completely different story. In this dissertation, private schools refer only to those schools, which do not to seek any government aid. Neither they abide by the government holiday list nor do they follow the government rules and regulations to a greater extent. To a great extent, they are guided by their own norms and principles. Up to class VIII these private schools adopt a comparatively vast syllabus with two three more subjects than that of provincialised schools. They have few holidays and more working hours. On the other hand, their admission fee, monthly tuition fee etc. are much higher than that of the provincialised schools (in provincialised schools, education is provided free of cost up to class VIII). Moreover, most of the private schools run buses/vans to carry their students and staff which is not available in the case of government/provincialised schools. Thus, expenditure being very high, this education is not affordable to all. Consequently these private schools fail to make any remarkable contribution to the total literacy rate of the state. These schools are not for the children who originate from families living below the poverty line.
1.6. Demography of Cachar

The name “Cachar” has derived from the words ‘kacha’ and ‘har’. The district headquarters are located at Silchar. The name Cachar traces its origin to the Kachari kingdom. Cachar was a part of the greater Kachari kingdom which also included the adjoining Hailakandi and Karimganj districts. The Last King of Cachar was Raja Govindrachandradwajanarayana Hasnu. During his period Khaspur was the Capital of Cachar (Kachar). Cachar was ruled by the Kachari Kingdom for centuries up to 1832 when British annexed the area under British-India. However, the dominance of Mughal Empire in Karimganj and Hailakandi finally ended with the introduction of British rule in Bengal. The undivided Cachar district (which also includes presently known as Hailakandi district) was included to Assam by British Rulers in 1832. In 1947, when plebiscite held in Sylhet, the district got divided into two, the eastern part of Sylhet which is known as Karimganj remained with India whereas the other part fell under Bangladesh (Bhattacharjee, 1977). Geographically the region is surrounded by hills from all three sides except its western plain boundary with Bangladesh. Nihar Ranjan Roy, author of Bangalir Itihash says, “South Assam or Barak Valley is the extension of greater Surma/Meghna Valley of Bengal” in all the way from culture to geography.

Cachar district occupies an area of 3,786 square kilometres. The Barak is the main river of the district and apart from that there are numerous small rivers which flow from Dima Hasao district, Manipur or Mizoram. The district is mostly made up of plains, but there are a number of hillocks spread throughout the district. Cachar receives an average annual rainfall of more than 3,000 mm. The climate is Tropical wet with hot and wet summers and cool winters. Silchar is one of the most important business centres of Assam. In 2006, the Indian government named
Cachar one of the country's 250 most backward districts (out of a total of 640). It is one of the eleven districts in Assam currently receiving funds from the Backward Regions Grant Fund Programme (BRGF) (*A Report from Ministry of Panchayati Raj*).

The official language of Barak valley is Bengali. Majority of the people are Sylheti followed by Bengali. Majority of the people of the district primarily speak Bengali and Sylheti, a distinct Bengali-dialect. Apart from Bengali, there are minority communities like Kacharis, Hmar, Manipuris (Both Bishnupriya and Meitei), Dimasas, Rongmei Nagas, and tea garden labourers living in the district. There are also few Mizo, Kuki and Khasi people who form microscopic minority.

According to the 2011 census, Cachar district has a population of 1,736,319. This gives it a ranking of 278th in India (out of a total of 640). The district has a population density of 459 inhabitants per square kilometre. Its population growth rate over the decade 2001-2011 was 20.17 %. Cachar has a sex ratio of 958 females for every 1000 males, and a literacy rate of 80.36 %. Main Religions are Hindus 886,761, Muslims 522,051 and Christians 31,306 (District Census 2011).

1.7. High Schools in the District and Present Position of Teaching English in the High Schools of Cachar

The district of Cachar has a number of well known educational institutes in North East India. Silchar, the district headquarter, is a major learning hub of Assam. The district has a central university, the Assam University, which is situated at Durgakona, 18 km from Silchar. It also has NIT (Silchar), one of the 30 NITs in India. The Silchar Medical College and Hospital is the only
medical college of southern Assam. The district also includes a number of degree colleges, viz., Gurucharan College, Cachar College, Radhamadhav College, Ramanuj Gupta Memorial Junior College, Sonai College etc.

Cachar, one of the three districts of the Barak Valley, houses 254 Secondary and Senior Secondary schools – both English medium and vernacular medium. The missionaries started its venture of spreading English language in Cachar district by establishing Holy Cross School in 1960. Prominent schools in the district include Silchar Collegiate School, Cachar High School, Adhar Chand Higher Secondary School, Narsing School, Government Boys & Girls Schools, Holy Cross School, Murshedul Alam Choudhury Memorial Academy, Pranabananda Holy Child School, Pranabananda Vidya Mandir, South Point School, Maharishi Vidya Mandir, 4 Kendriya Vidyalayas, Don Bosco School etc. But the position of teaching English in Cachar is not satisfactory, rather appalling. The standard of English here is falling day by day. The active vocabulary used by the students is very poor. Quite significant number of the students cannot even use the commonest structures. If we analyse the situation we are rather astonished by the sorry state of affair. Below are the conditions under which English is taught and learnt in most of the schools of Cachar.

(i) **Academic Conditions:**

a) Lack of purpose and clear-cut objectives of teaching English.

b) Burdensome curriculum and faulty textbooks.

c) Faulty evaluation system.

d) Lack of qualified and competent teachers.

e) Faulty methods of teaching English.

f) Apathy to new techniques and procedures.
g) Insufficient training of teachers.

h) Lack of incentives for in-service professional growth of English teachers.

i) Inadequate provision of Audio-visual Aids.

j) Insufficient time for the subject in the time-table.

k) Domination of a conservative headmaster.

l) Lack of research in the field of methodology of teaching English.

m) Examination oriented attitude of the school authorities, teachers, parents and students.

(ii) Physical conditions:

a) Unhygienic physical conditions.

b) Growth in numbers and large classes.

(iii) Social conditions:

a) Lack of exposure.

b) Parental unawareness and interference.

1.8. The Place of English in School Curriculum

Nobody can deny the fact that it is through English that we are able to keep ourselves updated with recent developments around the world. English is also of utmost importance in case of higher studies and research in the fields of science and technology and for those who want to find a good livelihood in this competitive environment. Here lies the inclusion of English language teaching from the early years of education. English which serves as the common medium for political, historical and scientific thought for the people of the world, has found a place of importance in the school curriculum. The secondary education commission (1952-53)
gives emphasis on the retention of English in school curriculum as it is thought that the English language and literature would help in bringing unity in the political and other spheres of activity in India. The Indian Education Commission (1964-66) also recommended the continuance of English in the interest of national integration or for higher academic work. The three language formula, first suggested by the National Integration commission (1962), and later recommended by the Indian Education Commission (1964-66) contemplated compulsory study of English either as a second language (L₂) or as a third language (L₃) for a duration of six years or three years respectively in non-Hindi-speaking areas and as a second language of six years’ duration in Hindi-speaking areas. Even when different educational commissions and committees at different times recommended the adoption of the mother tongue or the regional language as a medium of instruction, English finds its due place in the curriculum. Though most of the universities including Guwahati University and Dibrugarh University in Assam, have switched over to regional languages as medium of instruction (up to graduate level), they have retained English as a compulsory subject of study up to the graduate level.

T.C. Baruah (2006) finds out some objectives of teaching English at the school stage. To him, it must aim at developing in the pupils the following skills and knowledge.

1. To understand English with ease when spoken at normal conversational speed.
2. To speak English correctly and fluently.
3. To read English with comprehension and at a reasonable speed so as to use it as a library language for gathering information and for enjoying reading.
4. To write neatly and correctly at a reasonable speed.
5. To enjoy simple poems in English.
6. To translate common English words, phrases and sentences in to their functional equivalents in mother tongue and vice versa.

7. To develop interest in English.

Moreover, at the school stage, a student should be able to use English in ordinary day-to-day life situations, such as carrying an ordinary conversation, enjoying T.V., radio, programmes, reading newspapers, notices, enjoying simple works of literature, writing letters, applications, reports etc. The linguists are of the opinion that for this much of English a secondary school student needs to master 275 structures and about 3,000 words.

1.9. Rationale of the study

English language learning is regarded as an essential factor without which it becomes almost impossible to cope with the current environment. Yet, it is often alleged that the practice of teaching-learning English language has a good number of shortcomings. Moreover, in the practical sense, steps undertaken for eliminating the obstacles on the way of the English language teaching-learning have not produced desired result. Again, in this proposed area of study, very little works have been done, especially in the North East region. Hence, it is full of seminal importance. It aims at finding out the different practices (methods, teaching aids etc.) in the English Language Teaching and at the same time to trace out the causes behind the depressing English language classrooms scenario of the high schools (especially that of the vernacular medium schools). A detailed investigation has been made to see whether the practices of English language teaching are much better in the English medium schools than that of the vernacular medium schools. The projected outcome of the undertaken research work may be helpful in eliminating the projected shortcomings of the English teaching environments. The
teachers may also take help for further improvement of the current situation. Again, it would be
of immense help for the future researchers to work on the related areas. Moreover, such findings
may also influence or give direction to the policy makers and curriculum designers in the future.

1.10. Objectives of the research work

The main objectives of the projected research can be cited as follows:

(1) to examine the different methods, teaching techniques and aids used in the English
language classrooms.

(2) to study and authenticate whether the use of these methods, techniques and aids help in
motivating the learners and in facilitating effective teaching-learning.

(3) to study the vernacular and English medium classrooms of English language teaching in
terms of methods, teaching techniques and aids. Resultant outcomes of both the
classrooms will be compared.

1.11. Hypotheses:

The proposed research work is based on the following hypotheses:

1. Traditional Methods are largely used in the English language classrooms.

2. Many teachers are still reluctant to use or unaware of various modern methods like
Communicative Language Teaching Approach, Task-Based Language Teaching etc.
3. The practices of English language teaching are much better in the English medium schools than that of the vernacular medium schools.

1.12. **Statement of the problem**

Though there are various methods of teaching language (here, English) to the non-native speakers, it has often been heard that the existing system of English teaching is filled with innumerable shortcomings. It is generally believed that the very goal of language learning, i.e., to acquire the requisite competence to communicate effectively in the target language, is not achieved. The condition is even worse in the government schools than that of the private schools. It is said that a good number of students pass HSLC examination scoring good marks in English every year, but unfortunately only a few of them are competent enough in the four skills of language, viz. listening, speaking, reading and writing. Many of them cannot even produce grammatically correct structures/utterances. The conditions of Cachar district also reflect the same deplorable state. Though the district homes a large number of schools – both vernacular as well as English medium, a great number of colleges and institutions for higher studies, the said scenario is rather unsatisfactory. It seems that modern approaches, methods like CLT, TBLT etc. have not yet been applied in teaching English language in the schools of Cachar district. The teachers may be unaware or not familiar with the ‘paradigm shift’, i.e., from traditional to modern ways of teaching. The prevailing evaluation pattern may also not support such approaches or methods of language teaching. Moreover, assumption can be made that the reasons accountable for such a condition may be economic, religious, cultural, educational background of the parents and their wards as well as the teachers, or the acquisition-poor
environment of the locality. Again, implementation of methods, uses of teaching aids, study materials, learner-teacher ratio, their relationship, role of teachers and their educational background, consciousness level of the parents/guardians etc. can be assumed as other notable factors in this regard. Moreover, it can well be assumed that the methods practised in the UK and the USA may not be fruitful in this context. For instance, Content Based Instruction Approach regards all teachers as English teachers, which is not feasible in the vernacular medium schools of Assam. The prevailing linguistic environment in Assam is completely different from that of the UK and the USA. The learners are exposed to the target language only in the schools, while the class size also makes learners’ involvement difficult. Again, in many instances, the teacher is not a fluent speaker of the language. Vernacular medium schools well justify the same in many cases. The current examination system may also be regarded as another factor. In this regard, we need to examine whether the teachers use any specific method or a judicious mixture of various methods or they are fully unaware of the same. It will also be observed during this study whether the English language teaching methods are quintessential for effective teaching-learning.

1.13. Scope and limitations of the study

For time constraint and a better result, the number of schools has been limited to 20. The schools have been selected through a stratified random sampling technique. Again, only schools running under Board of Secondary Education, Assam have been considered in this study. For the convenience of data collection and analysis, the following broad categories of schools are made:

1. Vernacular medium schools: It mainly consists of largely Bengali medium schools. At the same time, the existing Assamese, Manipuri and Hindi medium schools are also taken
into account. Ten number of this category of schools have been considered as sources of data.

2. English medium schools: It can be divided into private schools and schools run by missionaries. Here also ten schools are covered.

Again, only the students of Class IX will be taken as the target group so as to find out the real scenario of the English language teaching learning situation. It has been observed that the students of Class X take much help from various external sources other than classroom teaching. As a result, they secure high percentage in the Final Examination. Moreover, it is difficult to trace those students for personal interaction after the High School Leaving Certificate Examination. So, it becomes very difficult to find out how classroom teaching helped them in achieving a good result.

The survey has been conducted on 20 high schools (only affiliated to SEBA) of Cachar district covering the students (both male and female) of Class IX. The schools selected for the study are:

**1. Vernacular Medium Schools:**

(i) Government Boys’ HS School, Silchar (Bengali Medium)

(ii) Government Girls’ HS & MP School, Silchar (Bengali Medium)

(iii) Adhar Chand Higher Secondary School, Silchar (Bengali Medium)

(iv) Cachar High School, Silchar (Bengali Medium)

(v) BNMP & HS School, Dholai (Bengali Medium)

(vi) Sonai Nitya Gopal HS School, Sonaimukh, Sonai (Bengali Medium)

(vii) Desa Bhakta Tarun Ram Phukan HS School, Silchar (Assamese Medium)

(viii) Badripar Hindi High School, Badripar (Hindi Medium)
2. English Medium Schools:

(i) Holy Cross School, Sonai Road, Sonai Road, Silchar
(ii) Murshedul Alam Choudhury Memorial Academy, Sonai Road, Silchar
(iii) Silchar Collegiate School, RK Mission Road, Silchar
(iv) Emanuel School, Pailapool
(v) Paramount School, Rongpur
(vi) Muktashree High School, Rangirkhari
(vii) South Point School, NS Avenue, Silchar
(viii) Daffodils School, Malugram
(ix) New Oxford School, Silchar
(x) Pranabananda Holy Child School, Hospital Road, Silchar
(xi) Pranabananda Vidya Mandir, Rongpur


The schools of Assam can be broadly divided into two broad divisions; the first group follows the government education pattern designed by Axom Sarba Siksha Abhijan, while the second group of schools follow their own curriculum designed by their affiliating boards. The first group consists of both government as well as private schools, while the second group consists of private schools only. In both type of schools, now-a-days English is treated as a compulsory subject right from the beginning. Though different schools adopt different syllabuses
depending upon their affiliating board, at the high school level, i.e., at class IX and X, all vernacular medium schools including the English medium schools which are affiliated to Board of Secondary Education, Assam (SEBA) have to follow the same syllabus, therefore the same textbooks. In the High School Leaving Certificate Examination (HSLC) also all those students have to answer the same question paper. A detail discussion of the English syllabus of class-IX of SEBA affiliated schools of Assam are mentioned below-

Text Book: *New English Reader* (for Class IX)

Prepared by: The Board of Secondary Education, Assam, Guwahati- 781001

Published by: Assam State Textbook Production and Publication Corporation Limited, Guwahati- 781001

First publication: 2008

Second publication: 2009

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<td>From Anne Frank: The Diary of a Young Girl</td>
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<td>The Lesson of History</td>
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<td>In the Grip of Prejudice</td>
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<td>The Need of Etiquette</td>
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<td>Albert Schweitzer</td>
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<td>The Poison Tree</td>
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### New English Reader for class IX of the Board of Secondary Education, Assam, has been designed to achieve the following goals:

- Attainment of proficiency in the language to enable learners to read a variety of texts with comprehension.
- Enabling learners to perform a variety of writing activities through controlled and guided texts.
- Developing a communicative competence so as to enable learners to use language orally appropriate to a given social context or situation.

The course introduces learners to a variety of reading texts to provide a rich reading experience. It includes

- A diary entry of Anne Frank which provides a deeply moving and unforgettable experience of Anne,
- A letter from Jawaharlal Nehru to his daughter Indira to provide her lesson on history,
- Stories from across the globe,
- Informative texts dealing with social behaviour like etiquette,
- An interesting biographical account of Albert Schwitzer.

The course also includes a sparkling selection of traditional all-time favourite poems like ‘Character of Happy Life’, ‘The Miller of the Dee’, ‘A Poison Tree’, and more recent poems like ‘Stopping by Woods in a Snowy Evening’ which are intend to develop literary appreciation.

The reading texts included in the Reader are meant for both intensive and extensive reading skill development. Intensive reading is generally defined as reading for information. It involves an understanding of the main idea as well as the specific details that are related to the text i.e., global and local comprehension. A global comprehension question requires learners to demonstrate their understanding of a passage as a whole or a fairly large part of it. Thus global comprehension generally focuses on the main gist or idea of a passage or a poem.
A local comprehension question requires learners to show how well they have understood specific details that have either been mentioned explicitly in the passage or that need to be inferred from information available in the passage.

**Extensive reading:** Extensive reading means reading in quantity in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, to encourage a liking for reading. Texts like ‘How much Land does a Man Need?’ and ‘Birthday Party’ are selected not only for distinctive linguistic features, but because they promote reading. This is in line with the principle that language is developed in the course of reading itself. For achieving this objective, the text must be interesting enough for the learner to want to read it….In extensive reading also, comprehension questions are main tool by which we find out how well the learner has understood the text. Such questions are meant to demonstrate a global understanding of the text.

**Teaching Poetry:** Teachers will introduce the theme of the poem by a general class discussion. The following teacher’s activities are generally helpful in teaching a poem- 

- Reading the poem aloud after instructing the learners to keep their readers shut followed by asking a question or two to help them recall words, phrases and whole lines from the poem.
- Asking a few learners to read the poem.
- Discussing the content, the structure and style of the poem using the comprehension questions provided in the reader.
- Asking learners to bring a thematically similar poem either in English or in their first language.
- Preceding the writing activities by discussion.
**Teaching Writing:** Writing at this level stresses upon the learners’ ability to do the following things-

a) Express ideas in correct sentences by using correct spelling, punctuation marks and capital letters.

b) Organise ideas logically by using suitable linkers.

c) Use English for functional purposes such as-
   - Reporting an event or an incident
   - Writing a paragraph
   - Describing an object, a scene, an incident or an experience
   - Writing short and simple messages, circulars, advertisements for a newspaper,
   - Writing letters for purposes like asking for things, expressing a point of view, congratulating, apologizing, thanking, requesting etc.

**Oral English:** The unit on oral English, which forms part of this course, aims at developing the learners’ speech skills so that they can participate effectively in oral communication in English. It is expected that the course will enable them to acquire the strategies for interpersonal communication in English. It implies that learners will be able to -

- Use proper pronunciation, stress and intonation
- Use appropriate words, phrases and sentences
- Use appropriate pauses in speech
- Use varied types of sentences
- Present ideas in proper sequence
- Have reasonable speed and flow in speech, suited to the situation
- Use conventional greetings and models of address.
As speaking presupposes listening, the lessons attempt to enhance the learners’ listening skill. The course requires learner-centred activities having frequent and lively interaction among teachers and students and among students in pair work and group work activities. The teacher will act as a facilitator to stimulate learners’ responses. There should be ample scope for listening to the teacher before the actual production of words and sentences by the learners. Audio cassettes providing speech practice will be used as and when practicable, but the main focus will be on presentation by the teacher, performance by the learners and consolidation through pair work and group work.

There will be evaluation of performance of the learners at the end of each lesson through individual oral performance which could include an ability to form meaningful utterances in an appropriate context besides demonstrating an ability to-

- Listen to a conversation/talk/reading of a short passage at normal speech rate and then write down the relevant or main points and answer the given questions through objective tests.
- Read announcements, news-items, notices etc. In proper stress, rhythm and intonation.
- Participate in extempore speech contests in English.
- Engage themselves in conversation through role play in a variety of situations.

1.15. Organization of the Thesis (Chapterization):

Keeping in mind the objectives, the researcher has undertaken a survey in total twenty high schools - ten vernacular medium and ten English medium schools - situated
in the different corners of the Cachar district. After completion of the survey, the investigator has prepared a report which is divided into the following chapters:

Chapter 1: Introduction

Chapter 2: Review of Related Literature

Chapter 3: Methods of ELT

Chapter 4: Teaching Techniques and Aids

Chapter 5: Analysis and Interpretation of Data

Chapter 6: Conclusion (Major Findings and Suggestions)

The final chapter is followed by References and Appendixes.

Chapter 1 includes the background of the study, demography of Cachar district of Assam (where the present study is undertaken), rationale of the study, objectives of the research work, hypotheses, statement of the problem, scope and limitation of the study, list of schools where the survey has been conducted, a detail account of the present syllabus of Class IX prepared by the Board of Secondary Education, Assam (SEBA), and organization of the thesis. In the background of the study, the investigator presents a brief description of the rise and spread of English language teaching in India covering both the pre-independence and post-independence period. At the same time, the prevailing language policy in India has been discussed throwing light on the English language teaching situation in India encompassing its teaching methodology. Since the present study has been conducted in Assam, a brief discussion on place of English language in the north-eastern states and present education system of Assam has been cited. The
researcher presents a detail demographic description of Cachar, including the relevant data, its population and their socio-economic background. The data are based on the census report – 2011. Present position of English teaching-learning in the high schools of the district highlighting its academic, physical and social conditions has been mentioned categorically.

Chapter 2 is the “review of related literature”. In this chapter, the researcher has highlighted various works available which are relevant to the present field of studies. During the library visits, various research works have been found on English language teaching at both national and international levels. But, it is very difficult to find research works in such related field at the state level. Since the practice of ELT is a very new branch of study in Assam, no sufficient works have yet been written which directly deal with the present position or problems associated with English teaching-learning situation in Assam. Again, so far as the researcher’s knowledge is concerned, till date, no similar work has been done on the practice of English language teaching in the SEBA affiliated high schools; neither any work reflecting a comparison between vernacular and English medium schools with regard to use of methods, techniques, and aids in teaching English has been found. In spite of this fact, some existing literature related to the present study, found at both national and international arena, are reviewed in this chapter. The review has been presented in three broad headings, viz., (i) Language Proficiency, Teacher, Learner and Classroom; (ii) Methods of ELT; (iii) ELT Techniques and Aids.

Chapter 3 is the “Methods of ELT”. In this chapter, popular methods of English language teaching such as the Grammar Translation Method, the Direct Method, The Audio-Lingual Method, The Oral Approach/ Situational Language Teaching Method,
The Bilingual Method, The “Designer” Methods of 1970 like The Silent Way and Suggestopedia, Community Language Learning (CLL) Method, The Total Physical Response (TPR) Method, The Natural Approach, Communicative Language Teaching (CLT), etc. are described in details specifying their salient features. While analyzing various methods of English language teaching, it is evident that the earlier methods aimed at ‘structural competence’, whereas the recent methods like Communicative Language Teaching etc. advocate ‘communicative competence’ as the prime focus and goal of teaching-learning. At the same time, techniques associated with such methods are reviewed vividly for the same is fully relevant for the present study. Along with that, the researcher has also tried to highlight the goals and objectives of each method as well as the role of teachers and students as assigned by each of the methods. In conclusion of the chapter, an overall observation has been made advocating judicious use of the teaching methods. In this respect, the teacher of English has a very crucial role to play.

Chapter 4 is “Teaching Techniques and Aids”. There are a lot of techniques associated with teaching English. For time constraint and space limitations, only a few which are most commonly used and relevant to the area under study are discussed in detail. The terms like ‘technique’ and ‘teaching aids’ have been defined citing relevant extracts from various available works on ELT. Technique refers to what actually takes place in the classroom. For example, drills, role plays, sentence completion, etc. (Venkateswaran 1995). To quote Anthony (1963): “It is a particular trick, strategy or contrivance used to accomplish an immediate objective. It must be consistent with a method and therefore in harmony with an approach as well.” All the relevant techniques like motivation, dialogue and role play, pair work and group work, homework,
discussion, question etc. required for effective English language teaching-learning have been discussed here. Along with that, the researcher has also clearly cited the techniques assigned by each method of ELT. In the second part of the chapter, advantages and classification of various teaching aids have been reviewed, while some important aids like models, posters and charts, black board/chalk board, the overhead projector, filmstrip projector, diagram and graphs, maps and display boards etc. are discussed in detail. Apart from that, the researcher has also tried to project the teacher as a model – as teaching aid which is regarded as one more important factor in the English language classroom.

Chapter 5 is the “Analysis and Interpretation of Data”. At the inception of the chapter, the adopted methodology and design for the present study have been discussed in detail. The study was conducted during the academic years – 2011 and 2012 in the high schools of Cachar district. The study is based on data collected from field survey through questionnaire, interviews and classroom observations. This chapter consists of the analysis and interpretation of data collected for the study, the analysis of questionnaires, evaluation of the English language classroom practices like methods, techniques and aids used in the classroom, students’ rating about the English class, examination, available infrastructure, teacher’s role in problem-solving, students’ exposure to English language, students and teachers’ views on the importance of English language, and also suggestions from students as well as teachers regarding innovative ideas that can be incorporated in classroom practices for effective teaching-learning English. This chapter also presents a graphical comparison of the practices of ELT used in vernacular and English medium schools.
Chapter 6 presents the conclusion stating major findings and the suggestions, where critical analyses on the findings embodied in this thesis along with the scope for future research work have been put forward in this concluding chapter.