

CHAPTER 2

2.0. REVIEW OF LITERATURE

A literature review is a body of text that aims to review the critical points of current knowledge and or methodological approaches on a particular topic. Literature reviews are secondary sources, and as such, do not report any new or original experimental work. Most often associated with academic-oriented literature, such as theses. A literature review usually precedes a research proposal and results section. Its ultimate goal is to bring the reader up to date with current literature on a topic and forms the basis for another goal, such as future research that may be needed in the area. A well-structured literature review is characterized by a logical flow of ideas; current and relevant references with consistent, appropriate referencing style; proper use of terminology; and an unbiased and comprehensive view of the previous research on the topic.

In this chapter, the researcher has highlighted various works available, which are relevant to the present field of studies. During the library visit, various research works have been found on English Language Teaching and learning at both national and international level. Since the practice of ELT is very new branch of Study in Assam in general and Silchar in Particular, no sufficient works have been written which directly deal with the present prospects and problems associated with English language teaching in Silchar subdivision of Assam.

Agarwal, J.C. (1983). *Principles, Methods & Techniques of Teaching*. New Delhi: Vikas Publishing House Pvt. Ltd. He says that learner creative abilities can be developed if the students are exposed to the text directly. He further mentioned that if a teacher promotes independent learning in his teaching activates in the classroom, his role will become that of manager. Once he sees himself as manager of learning rather than convener of

information he will be less anxious regarding his incapability to provide to the linguistic requirements of learner.

Baishya, Anima (2011). In her article “Learning English: Phonological Problems for Assamese Medium Learners.” *Language in India*; Vol. 11 July She has mentioned that Assamese is the medium of instruction in the Assamese medium schools of Assam. The learners' first language is basically Assamese. They learn the English language from their primary level stage of their formal education. However, a very little exposure of English in almost all the skills of the language has been clearly noticed at this level. Hence, a good number of errors have been sustained by Assamese medium learners as a result of interference from their mother tongue while speaking English. Both English and Assamese belong to the common Indo-European language family. This makes us feel that some features are bound to be common to both the languages. Yet, because of the fact that there is a gap of thousands of years after the separation of Sanskrit (from which Assamese descended) and primitive Germanic (from which English descended), some features of differences are also bound to happen. Though both the languages belong to the same Indo-European family, they developed differently at two distant places over the centuries. The phonological aspects of both English and Assamese are different from each other. This paper is limited to the phonological problems faced by Assamese medium learners of English while learning to speak English.

She concludes that Assamese medium learners have their problems in articulating English vowels (monophthongs+diphthongs), consonantal phonemes as well as consonant clusters. Though the study is very brief and synoptic in nature, She tried to locate the problem areas faced by Assamese medium learners while acquiring English sounds with the observation that how absent phonemes of English (in their mother tongue) are replaced by available phonemes. Final consonants are replaced by vowel epenthesis.

However, the following observations are also important: metathesis, prothesis, anaphysis, devoicing of voiced consonants that take place in General Assamese English.

Bhaskaran, Nair.P. (1987). *A study of the writing component of the course in English at the pre-degree level.* (Unpublished Ph.D thesis). The University of Calicut: EFLU, Hyderabad. In his study, has investigated the orthographical errors in second language committed by the under graduate students. He has identified the errors due to addition, omission, substitution and inversion of the spelling. Further, the orthographical errors due to L1 influence also have been specified in the study. Hence, he recommended that the spelling drill with special emphasis on confusing words and practice of dictionary-using will lessen the orthographic errors in writing of the students.

Brown, H. D.(1987). *Principles of Language Learning and Teaching.* New Jersey, Prentice Hall. Brown, “the distinction between teaching and learning says that the former is carried out by teacher, while the later by learner; but in most of the considerable literature that exists about classroom methods and techniques, the focus is always on teaching; learning is considered as a reflection of teacher’s action. ‘To learn’ he says, means to react to stimuli and instructions provided by the teacher in the classroom. He says that, in almost every sphere of education, there has been a tendency to become ‘learner-centred’. Therefore time has come to prepare the methods and materials accordingly.”

Choudhury, Kumar Monaj (2015) in his work *The Practice of English Language Teaching in SEBA Affiliated High Schools of Cachar District.* Assam University, Silchar. has tried to investigate the problems related to English Language Teaching in Cachar District of Assam. In his study he has dealt with the problems of teaching English in Middle and High schools, where he has discussed the standard in which the teaching of English should

be introduced, misconceptions regarding English language teaching, faulty teaching methods, unpalatable textbooks and their mishandling. He further discussed the problems of teaching English in the schools of Cachar District, where the method of teaching is faulty and the selection of teaching material is improper. The problems that the students and Teachers in Training Colleges face, is also a matter of concern in the study. Finally he has discussed the problems of teaching English pronunciation to the students of Cachar, who face difficulty in picking up correct pronunciation of English and sums up giving suggestive measures to resolve the above mentioned problems. But his works lack the focus on Silchar Subdivision of Assam.

Karthiyayani, C. (1995). *Reading Comprehension of Higher Secondary Students : An Applied Linguistic Study Level*. (unpublished Ph.D. Thesis), Bharathiar University : Coimbatore. She has found, that the reading performance of the students in English (L₂) is better when the answers are explicitly stated in the passage, and the students found difficulty if the answers scattered in the passage. Further, she has observed that the parental economical position and the students' previous academic record play a crucial role in the performance of the students, but the gender and location play a less roll in the performance of the reading comprehension of the students.

Mallik, Islam. Nazrul. (2015) "A Study on Learning English by the 12th Standard Assamese Medium Students of Barpeta District, Assam, India." *Language in India*. Vol. 15:8 August 2015. This article makes an attempt to trace the problems faced by the students in learning English at Higher Secondary Schools of Assam with special reference to Barpeta district. It aims at presenting the contemporary situation in Assam with regard to English teaching and learning and suggesting effective methods of teaching English to those students whose background and exposure to English is very

limited in the classroom as well as in the school campus and outside the school.

In the concluding parts he has mentioned that since the exposure to English for the Assamese medium students is very much limited to their practice within the classroom, special classes should be arranged for spoken English either after school or within the school hour.

The school library should be equipped with English language learning materials like books magazines, audio cassettes, CDs etc. on singing, grammar, phonetics, word drill etc. teachers' resource books, guides, dictionary, pronouncing dictionary etc. should be made available to all English teachers.

The lessons in English should be prepared with the quality of internal consistency and logical development and should contain within them possibilities of interlinking themselves with the preceding as well as succeeding lessons.

Mitra (2016) in her thesis *A study on problem of Teaching English at Secondary Level Manipuri Medium Schools in Silchar Subdivisions, Assam*. Assam University, Silchar. She throws light on various issues related to the practice of English language teaching problems of Manipuri students . She has mentioned about the approaches, methods techniques, procedures and models, all of which go into the practice of English teaching . She further described the the role of teacher and teaching aids and gives insight into educational technology and other learning resources . But her work is confined to Manipuri medium only.

Mohd. Mahib ur Rahman (2012) has written in his paper “Educational Policies in Assam” International Journal of Social Sciences and Education Volume: 2 Issue: 1 January 2012 has tried to identify the current status of educational policies in Assam. This is followed by progress of Primary, Secondary and Higher Education in Post Independence period in the light of

national policies on education. Subsequent sections consider the status of women education, teacher education, teacher training institutes and medium of instruction issue in the state.

He concluded that after 1950, notable development in primary, secondary, higher secondary, and tertiary education appeared on the forefront, at the same time drawing attention to the challenges ahead in its further progress. The study also observed that the government as well as other educational bodies needs to focus on the following major issues: 1. The growth and prospect of women education is something very essential so the administrative machinery, school administration should prepare them to face consequent challenges. Flexible curricula, improved school and college education, continuing education programs for girls need greater attention. 2. The major problem is the underrepresentation of the inadequacy of resources and competent teachers. Non-elitist private managed schools too suffer from the lack of informed supervision and monitoring whereas govt. Institutions suffer from red-tapism and unnecessary interventions. The shortage of teachers in this region can be addressed through a flexible approach: inviting visiting and adjunct teachers, partnership arrangements, contractual engagements of professionals and support institutions.

Mukalel, J. C. (2005). *In Approaches to English Language Teaching* Chennai, Discovery Publishing House. He tries to document the different approaches and methods that have been developed over the year as well as the kind of materials to be used in second language classroom. He also focuses on the various techniques for teaching English in the school, at the same time focusing on the role of teachers.

Rahman, Aatur (2009) *Factors Affecting Achievement in English of the Tribal Students of Assamese Medium Secondary Schools of Assam*. Minor Research Project of University Grants Commission. 2009. In his work has investigated the problems of communicative ability in speaking, learning,

reading and writing English of the secondary Assamese medium tribal students. He has identified, in his study, the phonological, lexical and grammatical errors, and also he has proved that the communicative ability of speaking of the students with English as their medium of instruction is better than that of the students of Tamil medium. Further, he recommended that the syllabus designers and material producers may give top most priority for the communicative activities in the syllabus so that the learners would develop the acquired knowledge.

Rahman, Ataur. (2011). "English Language Teaching Conditions in Assam - A Case of Secondary Schools" *Language in India*. Vol-11, May 2011. He has mentioned the Three Language Formula in its educational system. English is introduced in the Assamese medium schools at class V; recently it is being introduced in standard 1. English is studied as a compulsory subject up to the Matriculation (HSLC) level. He examines the efficiency of the English teachers teaching in the secondary level Assamese medium schools of Assam. He tried to Examine the role of the government in facilitating students in the teaching-learning of English as a subject in the Secondary level Assamese medium schools of Assam and examine the role of the school as an institution in facilitating students in the teaching learning of English as a subject in the Secondary level Assamese medium schools of Assam.

Rangasamy, R. (1998). *A linguistic Study of the Techniques of Teaching English at Higher Secondary Level in Tamil Nadu Level*. (unpublished Ph.D. Thesis), Bharathiar University : Coimbatore has evaluated the techniques of teaching English, text materials used for the higher secondary students and their performance in speaking and writing. He has identified, in his study, the phonological, and grammatical and discourse based errors. Based on his finding, he has suggested that the examination should test the mastery of the students over the four skills of language including spelling

test, word building, grammar, phonology, reading and writing comprehension. Further he recommended that the text should contain more lessons written by Indian writers and the poems should be minimized in the text.

Sinha, Prasad. Surendra. (1978). In his book *English in India : a historical study with particular reference to English education in India*. Patna: Janaki Prakashan. He had done a historical study about English education in India. He gives an interesting account of the advent of English in India and of the vicissitudes through which it passed during the last two centuries. English was only one of a number of European languages that reached the shores of India along with the commercial activities of western nations. In spite of tremendous opposition practical considerations suggested by India's cultural and economic needs led to the adoption of English as a medium of instruction as well as a compulsory subject. The author has dealt exhaustively with this subject, the history of the introduction and spread followed by decline of European languages in India.

Verghese, C. Paul. (1990). *Problems of Second Language Learners. Teaching English as a second Language*. New Delhi: Sterling Publishers Private Limited. He has observed the problems on classroom interaction in second language teaching among students and teachers in x standards. She has observed, in her study, some of the pattern of teacher - students and student - student interaction both inside the classroom and outside the classroom. Further, she has investigated the errors in the use of articles, prepositions, particles, etc. Hence, she recommends that grammar teaching should have been started right from the first standard and enforcing the lot of grammatical drills will enhance the students' interpersonal communicative competence.

2.1. Library visit

Library visit plays a very vital role for the review of related topic and for the research. It inculcates thirst for knowledge and new research. There exist a large number of research work books that provide vital information in depth. Library visit entices a research work. For the present study ELT Journals, Annual Review of Applied Linguistics, English Language Teaching in India, English for Specific Purpose Journal, CIEFL Bulletin, ELT Forum, ELT Gazette, ELT Magazines, Asian Journal on Linguistics etc., were referred. The following places were visited for the secondary source collection. Assam University, Silchar, English and Foreign Language University (EFLU), Tezpur university, Assam., Gauhati University, Guwahati, Assam., Usmaniya University University of Hyderabad Central Institute of Indian Languages (CIIL), 49 Regional Institute of Education (RIE) University of Mysore., University of Delhi . PRIMARY SOURCES: Questionnaire Teaching Module. SECONDARY SOURCES: Books Journals Articles Newspaper pamphlet Internet Source Previous Research works.