

DECLARATION

I, Mita Hazarika, bearing Registration Number Ph.D/1280/2010 date-04.10.2010, hereby declare that the subject matter of the thesis entitled “Effectiveness of the Methods and Materials Used for Teaching General English at Undergraduate Level: A Study Based on the Colleges of Sonitpur and Lakhimpur Districts of Assam” is the record of work done by me and that the contents of this thesis did not form the basis for award of any degree to me or to anybody else to the best of my knowledge. The thesis has not been submitted in any other University/Institute.

This thesis is being submitted to Assam University for the degree of Doctor of Philosophy in Linguistics.

Place:

(Mita Hazarika)

Date:

Candidate

ACKNOWLEDGEMENTS

I acknowledge my profound sense of gratitude to my dissertation supervisor Dr. Ajit Kumar Baishya, Professor and Head, Department of Linguistics, Assam University, Silchar, without whose constant guidance this research work would not have been completed. I am equally indebted to my dissertation co-supervisor Dr. Irom Gambhir Singh, Reader, Department of English, Manipur University, for his continuous guidance in completing this thesis. I am thankful to Prof. Rama Bhattacharyya, Dean, Rabindranath Tagore School of Indian Languages and Cultural Studies, Assam University, Silchar for his support in every step of my research. I am grateful to all respected teachers of Linguistics Department, Assam University, Silchar for their valuable advice from time to time.

I offer my gratitude to the Principal of Biswanath College for helping me in pursuing this research work. I am greatly indebted to all respondents for their co-operation and enthusiastic response in data collection. I am also indebted to the library staff of Assam University Silchar, EFLU Shillong, CIIL Mysore, Jamia Millia Islamia, NEHU Shillong, Gauhati University, Dibrugarh University, and Tezpur University for their generous support.

I am thankful to Khirapada and Adrita for helping me in every possible way. I would like to thank my parents Purna Hazarika and Sonmai Hazarika, and my parents-in-law Lakhipada Dutta and Chenimai Dutta, and all other members of my family for their inspiration and support.

(Mita Hazarika)

CONTENTS

CERTIFICATE	i
DECLARATION	ii
ACKNOWLEDGEMENTS	iii
CONTENTS	iv-vii
LIST OF TABLES	viii-x
LIST OF FIGURES	xi
ABBREVIATIONS	xii-xiv
CHAPTER-I: INTRODUCTION	1-51
1.1. Advent of English in India	1
1.2. Advent of English in Assam	7
1.3. Present Education System of Assam	9
1.3.1. Introduction of Higher Secondary Stage	10
1.3.2. The College Education System of Assam	13
1.3.3. The Present Semester System of Gauhati University and Dibrugarh University	16
1.3.3.1. The Present Semester System of Gauhati University	16
1.3.3.2. The Present Semester System of Dibrugarh University	23
1.4. Place of English in UGC Model Curriculum	31
1.5. The BA General English Syllabi of Gauhati University and Dibrugarh University	38
1.5. 1. The BA General English Syllabus of Gauhati University	39
1.5.2. The BA General English Syllabus of Dibrugarh University	41
1.6. Statement of the Problem	43
1.7. Rationale of the Study	45

1.8. Objectives of the Study	48
1.9. Delimitations of the Study	48
1.10. Organization of the Dissertation	49
WORKS CITED	50
CHAPTER-II: REVIEW OF LITERATURE	52- 82
2.1. Teaching of English as Second Language	52
2.2. Methods of Teaching English as Second Language	60
2.3. Materials of Teaching English as Second Language	66
2.4. Syllabus for Teaching English as Second Language	70
WORKS CITED	76
CHAPTER-III: METHODS OF TEACHING ENGLISH AS SECOND LANGUAGE AND SYLLABUS DESIGNING	83- 165
3.1. Objectives of Teaching English in India	83
3.2. Methods of Teaching Second Language	86
3.3. Methods of Teaching Prose, Poetry, Grammar, Pronunciation, and Composition	117
3.4. Syllabus	130
3.4.1. Definition of Syllabus	130
3.4.2. The Emergence of the Concept of Syllabus Design in ELT	130
3.4.3. Different Types of Language Syllabi	136
3.5. The Role of Teaching Materials in Teaching English as Second Language	147
3.5.1. Definition of Materials	147
3.5.2. Role of Materials in ELT	147
WORKS CITED	160

CHAPTER- IV: RESEARCH METHODOLOGY, DATA ANALYSIS AND INTERPRETATION	166-217
4.1. Research Methodology	166
4.1.1. Target Population	167
4.1.2. Sample Design	168
4.1.3. A Brief Profile of Sonitpur and Lakhimpur Districts of Assam	172
4.1.3.1. A Brief Profile of Sonitpur District of Assam	172
4.1.3.2. A Brief Profile of Lakhimpur District of Assam	174
4.1.4. Tools Used for the Study	175
4.1.4.1. Description of the Questionnaire for Student	176
4.1.4.2. Description of the Questionnaire for English Teacher	177
4.1.5. Data Collection Procedure	177
4.1.6. Data Analysis Process	178
4.2. Analysis and Interpretation of the Questionnaire for Student	181
4.3. Analysis and Interpretation of the Questionnaire for English Teacher	199
WORKS CITED	216
CHAPTER –V: FINDINGS AND SUGGESTIONS	218-288
5.1. Findings	218
5.1.1. The Methods Used for Teaching General English at the Undergraduate Level	218
5.1.2. The Materials Used for Teaching General English at the Undergraduate Level and Whether the Materials are Well Supported by the Adopted Method or Vice-Versa	229
5.1.3. Effectiveness of the Methods and Materials of Teaching General English at the UG Level	235

5.1.4. Goals and Achievements	237
5.2. Suggestions	242
5.3. Scopes for Future Research	245
WORKS CITED	247
BIBLIOGRAPHY	249-275
APPENDIX- I: Questionnaire for Student	276-280
APPENDIX- II: Questionnaire for English Teacher	281-288

LIST OF TABLES

Table-1: Numbers of Colleges in Each District of Assam	15
Table-2: Award of Degree	28
Table-3: General Course Structure of BA Programme	29
Table-4: Mixed-Focused Syllabus	146
Table-5: Name of the Colleges and Number of the Respondents Considered for the Study	171
Table-6: Need of English	182
Table-7: How is the English classroom?	182
Table-8: The language used by the English teacher in the classroom	183
Table-9: Types of English that teacher uses in the English classroom	183
Table-10: How is the English class?	184
Table-11: How much do the students understand what their English teacher teaches	184
Table-12: Language used by the students to communicate in the English classroom	185
Table-13: Reasons behind not using English	186
Table-14: Method of starting a prose piece/book	186
Table-15: Method of teaching a lesson after starting it	187
Table-16: Method of summing up a prose piece	188
Table-17: Method of starting a poem	188
Table-18: Method of teaching a poem	189
Table-19: Method of concluding a poem	190
Table-20: Method of summing up a lesson (prose/poetry/any other lesson)	191
Table-21: Method of teaching grammar	192

Table-22: Method of teaching composition	192
Table-23: How do the students feel when the English teacher enters the classroom	193
Table-24: Teacher's response towards student's mistake	194
Table-25: Use of teaching aids in the English class	195
Table-26: Use of role-play, language task or language game by English teacher	195
Table-27: Does the English teacher teach how to speak English with proper pronunciation, stress, and intonation?	196
Table-28: Students' comments on the English syllabus	197
Table-29: Can the students use English in day-to-day life?	198
Table-30: Students' comments on the existing examination system	198
Table-31: Educational qualifications of the teachers	199
Table-32: the teaching experience of the teachers	199
Table-33: Is English a difficult subject to teach?	200
Table-34: Reasons behind considering English as a difficult subject to teach	200
Table-35: The main goal of teaching English	200
Table-36: Teachers' comments on the English classroom	201
Table-37: Student enrolment in the English class	202
Table-38: Students' attendance in the English class	202
Table-39: Things required for teaching English in the classroom	202
Table-40: Should English be taught with proper pronunciation, stress and intonation?	203
Table-41: Teachers' awareness of different methods of teaching English as L ₂ and their classroom application	204
Table-42: The way in which teachers become familiar with the different methods of teaching English	205

Table-43: The way in which the English teacher draws the students' attention towards a lesson	207
Table-44: The most useful component in the English syllabus	209
Table-45: The language skill/skills in which the students are not properly developed	209
Table-46: Factors responsible for the non-development of a particular skill/skills	210
Table-47: Teachers' views on the existing examination system	212
Table-48: Teacher's assessment of students' understanding	213
Table-49: Reason behind some students' not attending the General English class	214
Table-50: Teacher's evaluation of his/her success	215

LIST OF FIGURES

Figure-1: Material Should	158
Figure-2: Material Should Not	159
Figure-3: Districts of Assam	169
Figure-4: Sonitpur District of Assam	170
Figure-5: Lakhimpur District of Assam	170

ABBREVIATIONS

AHSEC	Assam Higher Secondary Education Council
B Com	Bachelor of Commerce
B ED	Bachelor of Education
BA	Bachelor of Arts
BBC	British Broadcasting Corporation
BSc	Bachelor of Science
CALI	Computer Assisted Language Instruction
CALL	Computer Assisted Language Learning
CCS- UG	Committee of Courses and Studies- Undergraduate
CDC	Curriculum Development Centre
CIE	Central Institute of English
CIEFL	Central Institute of English and Foreign Languages
CIIL	Central Institute of Indian Languages
CLL	Community Language Learning
CLT	Communicative Language Teaching
CNN	Cable News Network
DU	Dibrugarh University
EFL	English as Foreign Language
EFLU	English and Foreign Languages University
EIE	Educated Indian English
ELT	English Language Teaching
ELTIs	English Language Teaching Institutes
ESL	English as Second Language

ESP	English for Specific Purposes
FA	First Arts
FL	Foreign Language
GIE	General Indian English
GU	Gauhati University
HSLC	High School Leaving Certificate Examination
IT	Information Technology
KG	Kindergarten
L ₁	The first language or the mother tongues
L ₂	The second language
L ₃	The third language
LSP	Language for Specific Purpose
LSRW	Listening Speaking Reading Writing
M Phil	Master of Philosophy
MA	Master of Arts
MELT	Madras English Language Teaching
NFS	Notional Functional Syllabus
NPE	National Policy on Education
PG	Postgraduate
PGCTE	Post-Graduate Certificate in Teaching of English
PGDTE	Post-Graduate Diploma in Teaching of English
Ph D	Doctor of Philosophy
RP	Received Pronunciation
SEBA	Secondary Board of Education, Assam
SLA	Second Language Acquisition

SS	Structural Syllabus
TBLT	Task Based Language Teaching
TDC	Three Year Degree Course
TREE	Teacher-Researcher-Educator-Evaluator
UG	Undergraduate
UGC	University Grants Commission