# CHAPTER- IV

# RESEARCH METHODOLOGY, DATA ANALYSIS AND INTERPRETATION

## 4.1. Research Methodology

Research is the pursuit of truth with the help of study, observation, comparison, and experiment (Kothari 1). Burns defines research as a systematic investigation to find solution to a problem (3). Apart from discovering new facts, research may verify old facts, their sequences, interrelationships, and the natural laws which govern them. A research has to be systematic and methodical. The research methodology refers to the systematic way of solving the research problem. Thus, "when we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explain why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others" (Kothari 8).

The present study 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 an applied research of exploratory nature. Pointing out the distinction between applied research and pure research, Koul says that pure research is concerned with understanding the social world or with developing hypotheses or theories, while applied research is directed towards the solution of immediate, specific, and practical problem (Koul 18). According to Menon, pure research tries to know something, whereas applied research aims at

doing something. Koul again points out- "the applied research also uses the scientific method of enquiry. . . . Its methodology, however, is not as rigorous as that of the basic research. Moreover, its findings are to be evaluated in terms of local applicability and not in terms of universal validity." (Koul 18).

For the present study the researcher has adopted the survey design. "A survey design uses various data collection procedures to enable the teacher-researcher-educator-evaluator (TREE) to investigate a construct by asking questions of either fact (descriptive) or opinion (explanatory) from a sample of a population for the purpose of generalizing to the population." (Griffee 52). Here, the construct refers to the term, as Griffee said, "TREE's give to what they are researching" (53). The survey design is also known as survey method. According to Ahuja, survey method involves "a systematic and comprehensive study of a particular community, organization, group etc. with a view to the analysis of a social problem and the recommendations for its solution" (46-47). This study is an empirical study as it involves one-time investigation of the problem.

### 4.1.1. Target Population

Population or universe can be defined as any collection of specified group of human beings or of non-human entities. Population may be both finite and infinite. A population containing a finite number of individuals or objects is known as finite population, while a population with infinite number of individuals or objects is known as infinite population. "The first step in developing any sample design is to clearly define the set of objects, technically called the Universe (or population), to be studied" (Kothari 56). The present study is based on finite population, which includes the English teachers and first and second semester students of the undergraduate colleges of Sonitpur and Lakhimpur districts of Assam.

### 4.1.2. Sample Design

The present study is carried out on the basis of sample survey method. The survey method can be divided into two divisions-census survey and sample survey. A complete enumeration of all items of the population is known as census survey. But if the population is very large, the researcher may not be able to examine each and every item of the population and this may lead to selection of a limited number of items out of the total population. "The selected respondents constitute what is technically called a 'sample' and the selection process is called 'sampling technique'. The survey so conducted is known as sample survey." (Kothari 55). A sample is thus, the miniature of the total population. On speaking about importance of sampling in conducting research, distinguished researchers like Dornyei and Nunan, say that since it is not always feasible to involve the whole population or all the relevant parties in the research, the researcher has to go for adopting sampling. Dornyei terms "sample" as "the group of participants whom the researcher actually examines in an empirical investigation" (96). A sample design is a definite plan of obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting the sample.

Again, the sampling design can be divided into two divisions- i) probability sampling and ii) non-probability sampling. The former includes "random sampling", "stratified random sampling", "systematic sampling", and "cluster sampling". The latter includes "purposive sampling", "quota sampling", "snowball sampling" and "convenience sampling". In probability sampling "every item of the universe (population) has an equal chance of inclusion in the sample" (Kothari 60). While in non-probability sampling the units of the universe are selected at the discretion of the researcher. "Such samples use human judgement in selecting units and have no

theoretical basis for estimating population characteristics" (Koul 208). Non-probability sampling is said to be quicker, cost effective and convenient than the probability sampling. The researcher has adopted purposive sampling technique, a type of non-probability sampling technique, for the present study. According to Koul, non-probability sampling procedures "are used in the situations where the researcher does not want a representative sample but to gain insight into the problem by selecting only informed persons who can provide him the maximum degree of insight into his problem with comprehensive information" (208). According to Patton, in purposive sampling all "cases" (people, organizations, communities etc.) are selected purposefully because they are thought to be well-informed and illuminating. The steps followed to get the final sample of the present study are mentioned below-

**Step I:** Out of the total 27 districts of Assam, the Sonitpur and Lakhimpur districts were selected as the colleges of these districts are affiliated to two different universities of Assam. The colleges of Sonitpur districts are affiliated to Gauhati University, while the colleges of Lakhimpur district are affiliated to Dibrugarh University.

**Figure-3: Districts of Assam**
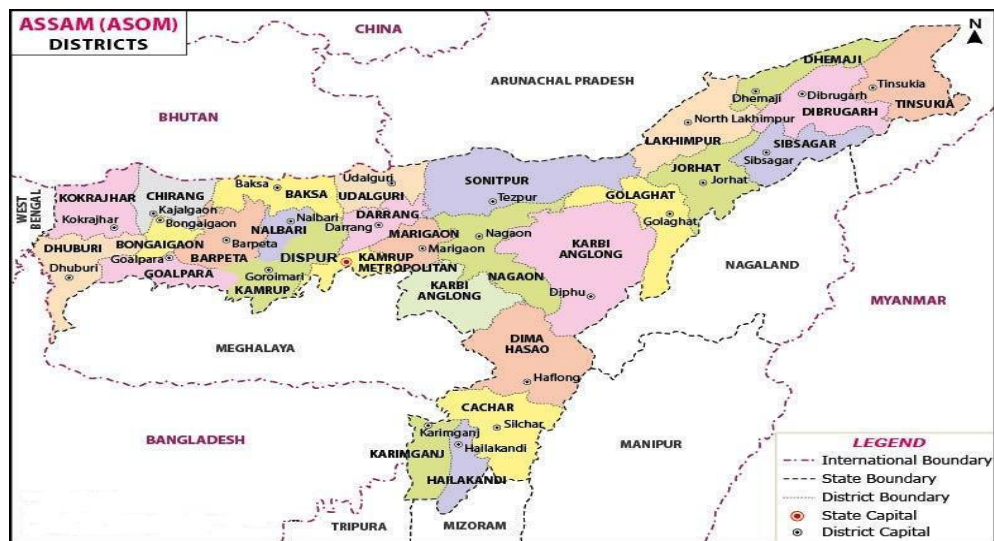
**Figure-4: Sonitpur District of Assam**
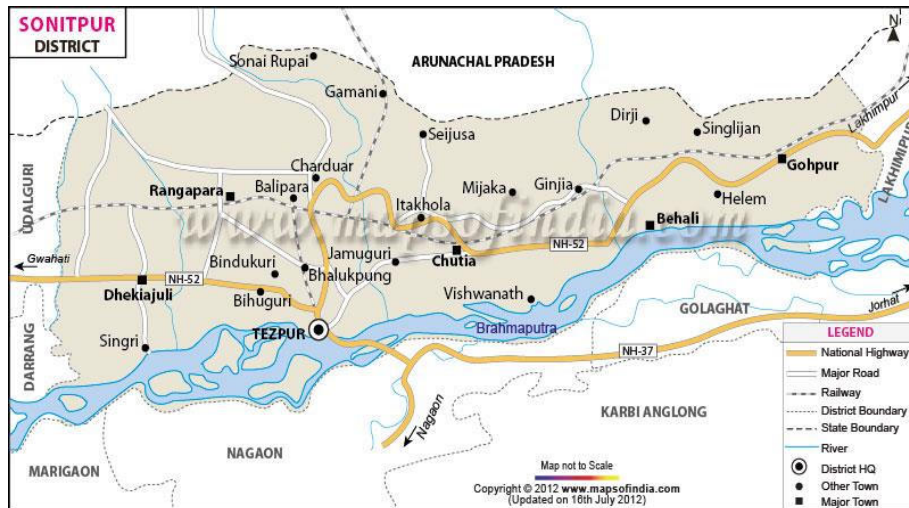


**Figure-5: Lakhimpur District of Assam**
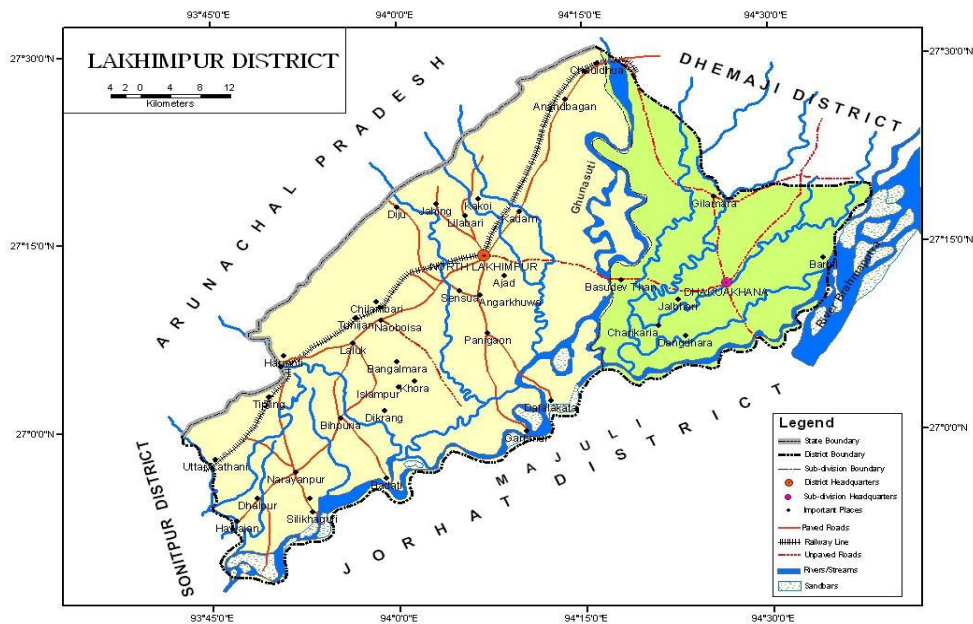


**Step II:** In the second step, the investigator has purposively selected total twenty colleges from Sonitpur and Lakhimpur districts of Assam. Ten colleges from each of these two districts are considered for the study. The colleges belonging to both rural and urban areas of these two districts were purposively selected for the study.

**Step III:** In the third and the final step, the investigator purposively selected total forty teacher respondents, consisting of two English teachers from each college and total four hundred student respondents, consisting of twenty students from each college.

The name of the colleges along with the number of student and teacher respondents are mentioned in detail in the following table-

**Table-5: Name of the Colleges and Number of the Respondents Considered for the Study**

| Sl No | Name of the district | Name of the colleges | Number of teachers | Number of students | |
|---|---|---|---|---|---|
| | | | | Sem-I | Sem-II |
| 1 | | Chaiduar College | 2 | 10 | 10 |
| 2 | | Biswanath College | 2 | 10 | 10 |
| 3 | | THB College | 2 | 10 | 10 |
| 4 | Sonitpur District | Darrang College | 2 | 10 | 10 |
| 5 | | Rangapara College | 2 | 10 | 10 |
| 6 | | LOKD College | 2 | 10 | 10 |
| 7 | | Behali College | 2 | 10 | 10 |
| 8 | | Kalabari College | 2 | 10 | 10 |
| 9 | | LGB Girls' College | 2 | 10 | 10 |
| 10 | | Chatia College | 2 | 10 | 10 |
| 11 | | Madhabdev College | 2 | 10 | 10 |
| 12 | | Bihpuria College | 2 | 10 | 10 |
| 13 | | Laluk College | 2 | 10 | 10 |
| 14 | Lakhimpur District | Nowboicha College | 2 | 10 | 10 |
| 15 | | North Lakhimpur College | 2 | 10 | 10 |
| 16 | | Lakhimpur Central College | 2 | 10 | 10 |
| 17 | | Panigaon OPD College | 2 | 10 | 10 |
| 18 | | Kerajkhat College | 2 | 10 | 10 |
| 19 | | Sankardeva Mahavidyalaya | 2 | 10 | 10 |
| 20 | | LTK College | 2 | 10 | 10 |
| Total | | | 40 | 200 | 200 |

### 4.1.3. A Brief Profile of Sonitpur and Laknimpur Districts of Assam

Assam is situated at the northeast corner of India. It shares its northern boundary with Arunachal Pradesh and Bhutan. While a part of Arunachal Pradesh, along with Nagaland and Manipur are situated in the east. In the South, there are Mizoram and Tripura; while Meghalaya, West Bengal and Bangladesh are situated in the West. Assam has the total area of 78,438 sq km. According to the census report 2011, the total population of the state is 3,11,69,272. Total male population is 1,59,54,927 and total female population is 1,52,14,345. The male-female ratio is 1,000:954. The density of population is 397 persons per sq km. Out of the total population of the state, 85.92% population is rural population, while 14.08% population is urban population. The literacy rate of the state is 73.18%. The male literacy rate of the state is 78.81%, while female literacy rate is 67.27%. On the other hand, the rural literacy rate of the state is 70.44%, out of which 76.51% male and 64.09% female. The urban literacy rate is 88.88%, out of which 91.84% male and 85.71% female.

### 4.1.3.1. A Brief Profile of Sonitpur District of Assam

Sonitpur District is situated at the eastern part of Assam. With an area of 5,324 sq km, Sonitpur district is sharing border with West Kameng district of Arunachal Pradesh to the north, Darrang district to the west, Dhemaji district to the east, Lakhimpur district to the east, Nagaon district to the south.

The Sonitpur district has been curved out of Darrang district in 1983. The name of Sonitpur is related to the bloody battle between King Bana and Lord Krishna. As the story goes, the love episode of Bana's beautiful daughter Usha and Anirudha, the grandson of Lord Krishna dragged Bana into a bloody war with Lord Krishna of Dwaraka. In this battle Bana suffered a crushing defeat. The profusion of blood that

spilled in this war is the reason for calling this place Sonitpur (*Sonit* means blood and *pur* means city).

The Sonitpur district has three sub-divisions- 1) Tezpur, 2) Biswanath, and 3) Gohpur and seven Revenue Circles. Sonitpur district administrative head quarter is Tezpur. It is located 172 km west towards state capital Dispur. The number of villages in the district has gone up to 1,876 in Census 2011. After 2001 census, 19 villages of Dhekiajuli Revenue Circle were carved out for the formation of the new district of Udalguri.

As per the census report of 2011, population of Sonitpur district is 19,24,110, out of which 9,83,904 are male and 9,40,206 are female. The density of population is 370 per sq km. The sex ratio in Sonitpur is 956 female per 1,000 male. The average literacy rate of the district is 67.34%, while the male literacy rate is 73.65% and the female literacy rate is 60.73%.

Out of the total population of Sonitpur district, 9.04% lives in urban regions of district. In total 173,845 people lives in urban areas of which males are 88,919 and females are 84,926. Average literacy rate in Sonitpur district as per census 2011 is 89.73% of which male and female literacy rates are 92.63% and 86.70% respectively. On the other hand, 90.96 % population of Sonitpur districts lives in rural areas. The total Sonitpur district population living in rural areas is 17,50,265 of which males and females are 8,94,985 and 8,55,280 respectively. Literacy rate in rural areas of Sonitpur district is 64.98% out of which 71.65% male and 57.99% female. Like other districts of Assam, majority of the population of Sonitpur district are cultivators. Tea plantations owned by foreign and native companies as well as by private individuals also cover a large area of the district.

**4.1.3.2. A Brief Profile of Lakhimpur District of Assam**

Lakhimpur district is situated in the north-east corner of Assam. It is bounded on the north by Papumpare, Lower Subansiri and West Siang districts of Arunachal Pradesh and on the east by Dhemaji district and the Subansiri river. The Brahmaputra river and Majuli sub-division of Jorhat district stand on the southern side, while Gahpur sub-division of Sonitpur district is on the West.

The name Lakhimpur is believed to be originated from the word "Lakshmi" or "Lakhimi" which refers to the Hindu goddess of wealth as well as the "paddy" and "pur" means "a place". The district was notified as Lakhimpur district through a proclamation issued by then Governor General on July, 1839. On 2$^{nd}$ October, 1971 the district was reorganized with two sub-divisions, viz., Dhemaji and North Lakhimpur. Later it was again reorganized in 1980 with two sub-divisions, viz., Dhakuakhana and North Lakhimpur, leaving Dhemaji as a separate district.

The district covers an area of 2,277 sq km, out of which 2,257 sq km is rural and 20 sq km is urban. The total population of the district is 10,40,644. The total male population is 5,29,848 and the total female population is 5,11,160. The male-female ratio is 1,000:965. The population per sq km is 457. Again 91.23% of the total population is rural population, while 8.77% of the total population is urban population. The literacy rate of the district is 78.39%, the male literacy rate is 84.66% and the female literacy rate is 71.91%.

Majority of the people of Lakhimpur district are cultivators. Most of the agricultural areas are annually affected by flood. The two major rivers of the district, namely the Brahmaputra and the Subansiri and many other small rivers are annually over-flooded resulting a great loss to the cultivators. This annual flood in fact breaks the economic backbone of the district and due to the government negligence and huge

corruption in utilization of the funds; the problem is becoming worse day by day. Yet the rivers are considered to be a source of income for many people, as many villagers are earning their livelihood by selling fishes collected from these rivers. Moreover these rivers are providing water to many villagers for their day-to-day use. Sand and gravels are also collected from some of these rivers, which are later used for construction and other purposes. As there is no major industry in the district, many people have started to show interest in small businesses.

### 4.1.4. Tools Used for the Study

In the present study two types of data collection instruments, namely, questionnaires, and syllabi which is considered as document (Griffee 129) are used by the researcher. Questionnaires which are considered as the main instruments used in surveys, are defined as "any written instruments that present respondents with a series of questions or statements to which they have to react either by writing out their answers or selecting from among existing answers" (Brown, qtd. in Dornyei 102). "Barr et al. define questionnaire as a systematic compilation of questions that are administered to a sample of population from which information is desired" (Koul 236). Questionnaires are also defined as "paper or computer-based instruments asking respondents for their opinions, as opposed to measuring learning" (Brown 50). Griffree defines questionnaire as a data collection instrument that asks respondents for demographic information, opinion, or questions of fact (67). Cohen and Manion classify questionnaires into two types: self-completion questionnaires (personally delivered) and postal questionnaires (delivered by mail).

In this study, the primary data were collected with the help of two sets of questionnaires and the BA General English Syllabi of Gauhati University and Dibrugarh University designed for Semester-I and Semester-II. One set of

questionnaire was prepared for the students (Appendix-I) and another set was prepared for the English teachers (Appendix-II). Most of the questions of the questionnaires are multiple-choice questions; however, there are some open-ended questions in the teacher's questionnaire where the respondents are asked to mention their views on the issues/matters addressed by the study. Nunan believes that both close and open-ended questions can be included in questionnaires. In his opinion, responses to closed questions are easier to "collate and analyze", but open-ended questions can be more effective tools in a survey as the responses to open questions will more accurately reflect what the respondent wants to say. (Nunan 143). The standardization of the questionnaires was carried out by applying test-retest method. The final drafts of the questionnaires were administered among two English teachers, and ten students of Subansiri College of Lakhimpur district of Assam. The same test is re-administered among the respondents after fifteen days. The reliability of the instruments came out when the responses of these two tests were compared.

### 4.1.4.1. Description of the Questionnaire for Student

The student's questionnaire consists of total thirty multiple-choice questions where the respondents are asked to answer by giving a tick mark against their chosen answer/answers. Out of total thirty questions of the student's questionnaire, the first two questions (Q. No. 1 and 2) are related to goal of teaching English; next twenty one (Q. No. 3 to 23) questions are on methods of teaching English; the next three questions (Q. No. 24 to 26) are materials; the next question (Q. No. 27) is on syllabus; while the next two questions (Q. No. 28 and 29) are on effectiveness and the last question (Q. No. 30) is on evaluation system.

### 4.1.4.2. Description of the Questionnaire for English Teacher

The teacher's questionnaire consists of total thirty questions of both multiple-choice and open-ended type. The first two questions (Q. No. 1 and 2) are related to attitude, the next question (Q. No. 3) is on goal of teaching English; next three (Q. No. 4 to 6) questions are on English classroom, the next nine questions (Q. No. 7 to 15) are on methods of teaching English; the next ten questions (Q. No. 16 to 25) are on syllabus and materials; the next two questions (Q. No. 26 & 27) are on evaluation system, while the last three questions (Q. No. 28 to 30) are on effectiveness of teaching English.

### 4.1.5. Data Collection Procedure

Data are regarded as important components of any research. Depending on the requirement of the research, "any research can accommodate any type of data" (Griffee 48)- qualitative or quantitative. Qualitative data refer to data which are collected in the form of "symbols or narratives", while quantitative data are collected in the form of "numerical figures" (Koul 274). Koul goes on to elaborate that the data "gathered by a wide variety of methods and techniques such as: observation by the researcher or his associates of physical or psychological characteristics, social qualities, or behaviour; (ii) interviews with subject(s), relatives, friends, teachers, counselors, and others (iii) questionnaires, opinionnaries and inventories; and (iv) recorded data from newspapers, educational institutions, clinics, courts, government agencies, or other sources; documents; physical artifacts; and archival records, are mostly qualitative in nature" (274). On the other hand, he says, quantitative data are collected by using different tools and technique involving different scales of measurement. "In language research, for example, applied linguistics, educational linguistics or second language acquisition, the data we gather tends to be numbers or

words" (Griffee 130), where numbers represent quantitative data and words represent qualitative data.

Data used in the present study are mostly qualitative in nature. In this study the BA General English Syllabi of Gauhati University and Dibrugarh University and the opinions of the student as well as the teacher respondents regarding the issue raised by the researcher have been considered as the primary source of data. In order to collect the opinions of the students and the teachers the investigator personally visited the colleges of Sonitpur and Lakhimpur districts and met the teachers and students separately and distributed the questionnaires among them. The questionnaire was explained to the respondents and they were allotted two hours to respond to the questions asked in the questionnaire.

For secondary source of data, books, journals, articles written by different applied linguists and ELT experts, dissertations, and internet sources are consulted. The investigator visited the libraries of Assam University, Tezpur University, Gauhati University, Dibrugarh University, EFLU Shillong campus, North Eastern Hill University, Jamia Millia Islamia, and Himachal Pradesh University, in order to collect the secondary data for the study.

### 4.1.6. Data Analysis Process

After collection of required data, the questionnaires were carefully scrutinized. The raw data of the both questionnaires were edited, classified and tabulated. Editing was done to assure that the data were accurate, consistent, and well arranged. In the process of classification, the data with common characteristics were placed together, while the tabulation of the data was done in order to display the same in compact form for further analysis. The data of the study are presented in percentage, for they simplify numbers, reducing all of them to a 0 to 100 range. "Through the use of

percentages, the data are reduced in the standard form with base equal to 100 which fact facilitates relative comparisons" (Kothari 129).

The BA General English syllabi of Gauhati University and Dibrugarh University are critically viewed to find out-

- the possibility of attaining the set goals,
- provision for using different teaching materials in the teaching-learning process,
- the relevance of the syllabi in the present ELT context.

The evaluation criteria used for obtaining the findings of the study is based on the framework drawn from the data analysis and interpretation (Chapter IV) and review of literature and theoretical background (Chapter II and III).

The present study is conducted by utilizing different kinds of "triangulation" such as "data triangulation", and "location triangulation" which are prerequisite for enhancing the validity and reliability of the data interpretation of the study. Triangulation, as defined by Patton, is a blend of methodologies in the study of the same programme. Dornyei mentions that the growing fascination for utilizing mixed methods in different types of research is caused by triangulation. In qualitative research, "triangulation" implies as said by Brown and Rodgers, undertaking research from different points of view. According to them, triangulation can be used to improve the validity and reliability of the research. Patton summarizes triangulation in the following words, "There are basically four kinds of triangulation that contribute to verification and validation of qualitative analysis: (1) checking out the consistency of findings generated by different data-collection methods, that is methods triangulation; (2) checking out the consistency of different data sources within the same method, that is, triangulation of sources; (3) using multiple analysts to review findings, that is,

analyst triangulation; and (4) using multiple perspectives or theories to interpret the data, that is, theory/perspective triangulation." (464). Though triangulation is basically used in qualitative research, now-a-days, it is used in different types of research to ensure that an account is well informed, comprehensive and well-developed. By advocating triangulation, Trend holds- "it is useful to bring a variety of data and methods to bear on the same problem in order to reduce system bias in interpreting results of the study" (qtd. in Koul 291). Referring to the views of different prominent researchers like Allwright, Bailey and Van Lier, Griffee remarks- "Researchers use triangulation to validate data collection instruments and meet the charge of subjective bias from single-method or single-observer studies" (132). Some of the more frequently used types of triangulation as pointed by Brown and Rodgers are discussed below:

*Data Triangulation*: It refers to the method of using multiple sources of information, generally, people with different roles which help the investigator understand and check the natural biases of those people; e.g., in a language course evaluation, one might use students and teachers as respondents for gathering information.

*Investigator Triangulation*: It refers to the method of using multiple researchers to examine the same data independently which helps the investigator to understand and moderate the researchers' biases; e.g., three or four researchers may analyze the same open-ended questions on a questionnaire; then compare their conclusions.

*Methodological Triangulation*: It means conducting research using multiple data-gathering procedures; e.g., one might decide to use interviews, questionnaires, and classroom observation to gather data.

*Time Triangulation*: It refers to the utilization of multiple occasions to gather data; e.g., one might gather data at the beginning, middle, and end of a school or college term.

*Location Triangulation*: It means conducting research by using multiple sites to gather data; e.g., one might gather data from three different high schools, or from two higher secondary schools, and two high schools.

(Brown and Rodgers 244)

In this study, the selection of population, sample, and data collection instruments helps in applying triangulation. The selection of twenty colleges affiliated under two different universities (ten from each university) in stage II, selection of forty teacher respondents and 400 student respondents as sample of the study in stage III and the selection of the different data collection instruments, namely, questionnaires, and syllabi which is considered as document (Griffee 129) in section 4.1.4., enable the researcher to use triangulation.

## 4.2. Analysis and Interpretation of the Questionnaire for Student

Below, the responses found in the students' questionnaire are presented and interpreted in tabular form-

When the students are asked why they want to learn English, highest number of students (30.86%) say that they want to learn English because it is essential for higher education, 29.88% students say that it is because English is essential for their day-to-day life, 24.69% students feel that they want to learn English because English is the language of the world, 8.4% students believe that it helps in getting a job easily. Only 3.21% students want to learn English because they think that it gives them a social recognition and 2.96% students think that they need English because it is the language of internet and computer.

**Table-6: Need of English**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | It helps in getting a job | 34 | 8.4% |
| b) | It is essential for higher education | 125 | 30.86% |
| c) | It is the language of the world | 100 | 24.69% |
| d) | It is essential even for day-to-day life | 121 | 29.88% |
| e) | It gives a social recognition | 13 | 3.21% |
| f) | It is the language of internet and computer | 12 | 2.96% |
| | Total | 405 | 100% |

When the students are asked which one among- scoring good marks in examination, ability to write English for various purposes, or ability to communicate for day-to-day life is the most important, 65% student respondents think that ability to write English for various purposes, 31% students think that ability to communicate for day-to-day is the most important. Only 4% students think that scoring good marks is more important than anything else.

In eliciting their views on their English classroom it is found that 68.5% students think that their classroom is proper, 15.5% students think that it is ideal, 8.5% students find their classroom to be wide and spacious, while 7.5% students find their classroom to be small and congested one.

**Table-7: How is the English classroom?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Small and congested | 30 | 7.5% |
| b) | Wide and spacious | 34 | 8.5% |
| c) | Proper | 274 | 68.5% |

| | | | |
|---|---|---|---|
| d) | Ideal | 62 | 15.5% |
| | Total | 400 | 100% |

Regarding the English teacher's classroom language, 80% students say that the teacher uses both English and Assamese inside their classroom, while the rest of the students say that their English teacher uses only English inside the classroom.

**Table-8: The language used by the English teacher in the classroom**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | English | 80 | 20% |
| b) | Assamese | 0 | 0% |
| c) | Both English and Assamese | 320 | 80% |
| | Total | 400 | 100% |

When the students, who say that their teacher uses both Assamese and English inside their classroom are asked what type of English their teacher uses in the classroom, 5% students do not responded to the question. Out of the rest of the students, 91% students say that their teacher speaks connected English sentences, while 9% students reveal that in their English class, their teacher speaks only English words, not English sentences.

**Table-9: Types of English that teacher uses in the English classroom**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Just English words | 27 | 9% |
| b) | Connected English sentences | 273 | 91% |
| | Total | 300 | 100% |

Again, from the students' questionnaire it is learnt that 88% teachers encourage the students to speak English in the classroom, while 12% students say that their teacher does not encourage them to speak English in their English classroom.

Commenting on their English class, 85% students say that it is interesting, 7% students say that it is easy, but 8% students say that they find it difficult.

**Table-10: How is the English class?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Difficult | 32 | 8% |
| b) | Interesting | 340 | 85% |
| c) | Boring | 0 | 0% |
| d) | Easy | 28 | 7% |
| Total | | 400 | 100% |

When the students are asked, how much they understand what their English teacher teaches, though 26% students say that they understand everything, 59% students say that they understand most of what their English teacher teaches them, 12% students reveal that they understand only little bit, while 3% students reveal that they do not understand anything what their teacher teaches.

**Table-11: How much do the students understand what their English teacher teaches?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Not at all | 12 | 3% |
| b) | Little bit | 48 | 12% |
| c) | Most of it | 236 | 59% |
| d) | Everything | 104 | 26% |
| Total | | 400 | 100% |

When the students are asked which language they use inside their English classroom, as much as 85.5% students reveal that they use both English and Assamese in their English classroom, 10% students say that they use only English, 2% students say that they use Assamese even inside their English classroom, while 2.5% students reveal that they used to remain silent in their English classroom.

**Table-12: Language used by the students to communicate in the English classroom**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | English | 40 | 10% |
| b) | Both English and Assamese | 342 | 85.5% |
| c) | Mother language | 8 | 2% |
| d) | Remains silent | 10 | 2.5% |
| | Total | 400 | 100% |

Regarding the use of English outside the English classroom, majority of the students (78%) reveal that they do not use English outside the English classroom, only 22% students say that they use English outside the English classroom. Showing their reason behind not using English outside the English classroom, 51.28% students say that speaking in English is considered as showing too much, 17.95% students think that if they make any mistake, their friends will laugh at them, 10.25% students say that they do not speak English because they hesitate to do so, 16.67% students feel that speaking English is not as much essential as writing English, while 3.85% students feel that if they make any mistake in speaking English, the teacher will scold them.

**Table-13: Reasons behind not using English**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | If the student makes any mistake, the teacher will scold him/her | 12 | 3.85% |
| b) | If the student makes any mistake, the friends will laugh at him/her | 56 | 17.95% |
| c) | Speaking English is considered as showing too much | 160 | 51.28% |
| d) | Hesitates to speak English | 32 | 10.25% |
| e) | Speaking English is not as much essential as writing English | 52 | 16.67% |
| Total | | 312 | 100% |

Regarding the methods of teaching a English lesson/item of the syllabus, 41% students say that the teacher starts by telling us the summary in English, 27% students say that their teacher encourages them to read the lesson and find out its meaning, 10.5% students say that they start a new lesson by telling some relevant stories incidents, 9.5% students say that the teacher starts by telling the summary of the lesson in Assamese, 6.5% students say that the teacher starts the lesson by giving the meaning of the difficult words of the lesson in Assamese, while 5.5% students reveal that their English teacher just opens the textbook and starts teaching.

**Table-14: Method of starting a prose piece/book**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher starts by telling the summary in Assamese | 38 | 9.5% |
| b) | The teacher starts by telling the summary in English | 164 | 41% |

| c) | The teacher gives the meaning of the difficult words in Assamese | 26 | 6.5% |
|---|---|---|---|
| d) | The teacher encourages the students to read the lesson and find out its meaning | 108 | 27% |
| e) | The teacher tells some relevant stories incidents etc. | 42 | 10.5% |
| f) | The teacher just opens the textbook and starts teaching | 22 | 5.5% |
| | Total | 400 | 100% |

In response to the question how their English teacher proceeds after starting the lesson, almost half of the students say that their English teacher proceeds by telling the students every paragraph in brief, 26.5% students say that their teacher teach by giving an overall idea of the lesson, 11% students say that the teacher encourages them to interpret the lesson and makes necessary corrections, while 10% students say that the teacher teaches by explaining each and every word.

**Table-15: Method of teaching a lesson after starting it**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher explains each and every word | 40 | 10% |
| b) | The teacher tells every paragraph in brief | 210 | 52.5% |
| c) | The teacher gives an overall idea of the lesson | 106 | 26.5% |
| d) | The teacher encourages the students to interpret the lesson and makes necessary corrections | 44 | 11% |
| | Total | 400 | 100% |

In response to the question how their English teacher sums up a prose lesson, 43% students say that a teacher sums it up by discussing the questions of that particular lesson, 27% students say that the teacher sums up by encouraging the students to come up with their own ideas, 24% students say that their teacher sums up the prose lesson by giving an overall idea of the lesson, while 6% students say that their teacher sums up the prose by giving his/her own view on that lesson.

**Table-16: Method of summing up a prose piece**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | By giving an overall idea of the lesson | 172 | 24% |
| b) | By discussing questions | 96 | 43% |
| c) | By encouraging the students to come up with their own ideas | 108 | 27% |
| d) | By giving the teacher's own view on the lesson | 24 | 6% |
| Total | | 400 | 100% |

Regarding the method of teaching poem, 56% students say that their teacher starts a poem by giving an account of poet's life and works, 28.5% students say that the teacher recites the poem and focuses on the theme of the poem, while 15.5% students say that the teacher asks them to find out the difficult words and their meanings.

**Table-17: Method of starting a poem**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher gives an account of poet, his/her life and his/her works | 224 | 56% |
| b) | The teacher asks to find out the difficult | 62 | 15.5% |

| | | | |
|---|---|---|---|
| | words and their meanings | | |
| c) | The teacher recites the poem and focuses on the theme of the poem | 74 | 28.5% |
| | Total | 400 | 100% |

After introducing a poem, according to 33.5% students the English teacher explains each stanza of the poem separately, 22% students say that their teacher explains the English poem by bringing out the main thoughts and ideas of the poem with the help of questions, 18.5% students say that the teacher teaches by explaining each sentence of the poem, 10.5% students say that the teacher encourages them to read the poem with proper intonation and guess the thought behind it, 9% students say that the teacher gives the paraphrase of the poem, while 6.5% students say that their teacher teaches by explaining each and every word of the poem.

**Table-18: Method of teaching a poem**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher explains each and every word | 26 | 6.5% |
| b) | The teacher explains each sentence | 74 | 18.5% |
| c) | The teacher explains each stanza separately | 134 | 33.5% |
| d) | The teacher gives the paraphrase of the poem | 36 | 9% |
| e) | The teacher encourages the students to read the poem with proper intonation and guess the thought behind it | 42 | 10.5% |
| f) | The teacher explains the poem by bringing out the main thoughts and ideas of the poem with the help of questions | 88 | 22% |
| | Total | 400 | 100% |

Commenting on how their teacher concludes a poem, 62% students say that their teacher encourages them to find out the key words and the lines which constitute the most important ideas, 31% students say that their teacher ends the poem by discussing some textual questions, the rest of the students think that the teacher sums up the poem either by reading out the poem by himself/herself or by making the students read the poem.

**Table-19: Method of concluding a poem**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher reads the poem | 14 | 3.5% |
| b) | The teacher makes them read the poem | 14 | 3.5% |
| c) | The teacher encourages the students to find out the key words and the lines which constitute the most important ideas | 248 | 62% |
| d) | By discussing some textual questions | 124 | 31% |
| Total | | 400 | 100% |

Whether it is prose or poetry or any other lesson, 34.5% teachers usually sums up a lesson by holding an overall discussion with the students on the lesson, 16% students say that, at the end, the teacher encourages them to express their ideas on the lesson, 14% students say that at the end of a lesson, the teacher finds out the important questions and gives their answers, 13% students say that the teacher sums up the lesson by giving his/her own views on that lesson, 9.5% students say that he/she discusses the questions/activities given at the end of the lesson, 7% students say that the teacher asks them to read the lesson by translating it into Assamese, while 6% students reveal that at the end of a lesson the teacher gives them an overall idea of the lesson and then skips to a new lesson.

**Table-20: Method of summing up a lesson (prose/poetry/any other lesson)**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher asks the students to read the lesson by translating it into Assamese | 28 | 7% |
| b) | The teacher discusses the questions/activities given at the end of the lesson | 38 | 9.5% |
| c) | The teacher finds out the important questions and gives their answers | 56 | 14% |
| d) | The teacher gives an overall idea of the lesson and then skips to a new one | 24 | 6% |
| e) | The teacher holds an overall discussion with the students on the lesson | 138 | 34.5% |
| f) | The teacher encourages the students to express our ideas about the lesson | 64 | 16% |
| g) | The teacher gives his/her own views on that lesson | 52 | 13% |
| Total | | 400 | 100% |

Regarding the methods of teaching grammar, 36.5% students say that at first the teacher gives a rule and then he/she explains it by giving some examples, 14% students say that in the name of teaching grammar, the teacher only discusses some important questions of grammar, 10% students say that at first the teacher gives them some examples and then derives the rule, while 35% students reveal that they do not have grammar in their syllabus. While 4.5% students reveal that instead of teaching grammar in the classroom, their teacher advises them to practice it at home only.

**Table-21: Method of teaching grammar**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | At first the teacher gives a rule and then explains it by giving some examples | 146 | 36.5% |
| b) | At first the teacher gives some examples and there after he/she derives the rule | 40 | 10% |
| c) | The teacher only discusses the important questions of grammar | 56 | 14% |
| d) | Do not have grammar in the syllabus | 140 | 35% |
| e) | The teacher advises to practice grammar only at home | 18 | 4.5% |
| | Total | 400 | 100% |

Regarding the method of teaching composition, half of the students say that the teacher teaches how to compose something and then asks them do lots of practices, 19% students say that the teacher selects important questions on composition and gives their answer, 6% students say that the composition portion of their syllabus is never taught, while 25% students say that there is no composition in their syllabus.

**Table-22: Method of teaching composition**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The composition portion of the syllabus is never taught | 24 | 6% |
| b) | The teacher selects important questions on composition and gives their answer | 76 | 19% |
| c) | The teacher teaches how to compose something and then asks the students do lots | 200 | 50% |

| | | | |
|---|---|---|---|
| | of practices | | |
| d) | There is no composition in the syllabus | 100 | 25% |
| | Total | 400 | 100% |

When the students are asked, "How do you feel when your English teacher enters the classroom?", 52.5% students say that they feel enthusiastic because the English teacher is a very interesting person, 39% students say that when their English teacher enters their room, they feel happy because the teacher is a very interesting person, 3.5% students say that they do not feel anything special whenever their English teacher enters the room. On the other hand 3% of the students reveal that they feel horrified, because they afraid of their English teacher, while 2% students say that they feel captive because his/her class is very boring.

**Table-23: How do the students feel when the English teacher enters the classroom?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The students feel captive because the teacher class is very boring one | 8 | 2% |
| b) | It horrifies the students, because the students are afraid of the teacher | 12 | 3% |
| c) | The students feel enthusiastic because the teacher is a very interesting person | 210 | 52.5% |
| d) | The students feel happy because they like the teacher | 156 | 39% |
| e) | The students feel indifferent | 14 | 3.5% |
| | Total | 400 | 100% |

Whenever the students make any mistake, 31% students say that their English teacher warns them to read more attentively so that they do not make further mistake, 27% students say that the teacher encourages them to try once more, 25% students say that the teacher repeatedly explains the matter till the students understand the matter completely. On the other hand, 9.5% students say that if they make any mistake, their English teacher scolds them and threatens them not to make such mistake in future, 6% students say that the teacher punishes them for their mistakes, so that they cannot dare to repeat it in future, while 1.5% students disclose that whenever they make any mistake, their teacher calls them an idiot.

**Table-24: Teacher's response towards student's mistake**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The teacher calls the student an idiot | 6 | 1.5% |
| b) | The teacher warns the student to read more attentively so that he/she does not make further mistake | 124 | 31% |
| c) | The teacher scolds the student and threatens not to make such mistake | 38 | 9.5% |
| d) | The teacher punishes the student, so that he/she cannot dare to make such mistake in future | 24 | 6% |
| e) | The teacher encourages the student to try once more | 108 | 27% |
| f) | The teacher repeatedly explains the matter until the student understands it completely | 100 | 25% |
| | Total | 400 | 100% |

Commenting on the use of teaching aid by the English teacher, 58% students say that apart from the textbook and black-board, the teacher sometimes uses pictures,

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maps, radio, television or other teaching aids in his/her teaching, only 2% students say that their teacher always use various teaching aids in their classroom teaching, while 19% students say that apart from the textbook and black-board, their English teacher hardly uses any teaching aid in their classroom teaching and 21% students say that their teacher never uses any teaching aid in his/her classroom teaching.

**Table-25: Use of teaching aids in the English class**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Always | 8 | 2% |
| b) | Sometimes | 232 | 58% |
| c) | Hardly | 76 | 19% |
| d) | Never | 84 | 21% |
| Total | | 400 | 100% |

Moreover, though 6.5% students say that their English teacher uses role-play, language task or language game to teach them English, 21% students say that their teacher hardly uses those things in his/her teaching, while majority of the students (72.5%) say that their teacher never uses those things in their classroom teaching. No student says that their teacher always uses role-play, language task, or language game in classroom teaching.

**Table-26: Use of role-play, language task or language game by English teacher**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Always | 0 | 0% |
| b) | Sometimes | 26 | 6.5% |
| c) | Hardly | 84 | 21% |
| d) | Never | 290 | 72.5% |
| Total | | 400 | 100% |

When the students are asked whether their teacher teaches them how to speak English with proper pronunciation, stress and intonation, 38.5% students say that their teacher teaches them all those things, 6.5% students say that their English teacher never teaches all those things, while 3.5% students reveal that they even never heard of all those terms and rest of the student respondents (51.5%) say that their teacher advises them but never gives practice.

**Table-27: Does the English teacher teach how to speak English with proper pronunciation, stress, and intonation?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The students never heard of those things | 14 | 3.5% |
| b) | Yes, the teacher teaches all those things | 154 | 38.5% |
| c) | The teacher never teaches all those things | 26 | 6.5% |
| d) | The teacher advises, but those are never practiced | 206 | 51.5% |
| Total | | 400 | 100% |

Commenting on their English class, 49% students say that their English class is equally interesting with other classes, 47.5% students say that their English class is even more interesting than the other classes, while 3.5% students think that their English class is a very boring one.

When the students are asked to comment on their English syllabus, 29.63% students say that it has little practical value, 22.22% students say that it is too vast, 19.63% students say that it does not teach the students how to speak English, 11.48% students think that in the present syllabus, proper emphasis is not given to the

grammar portion, 7.78% students feel that it cannot prepare the students for higher studies, for 4.81% students the course is not at all interesting, and 4.44% students say that the course is too limited.

**Table-28: Students' comments on the English syllabus**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The syllabus cannot teach how to speak English | 106 | 19.63% |
| b) | The course is not interesting at all | 26 | 4.81% |
| c) | It cannot prepare the students for higher studies | 42 | 7.78% |
| d) | Proper emphasis is not given on the grammar portion | 62 | 11.48% |
| e) | The course is too vast | 120 | 22.22% |
| f) | The course is too limited | 24 | 4.44% |
| g) | The course has little practical value | 160 | 29.63% |
| | Total | 540 | 100% |

In response to the question whether their English syllabus has prescribed textbook(s), 50% students answer that their syllabus prescribes textbook for them, but the other 50% students answer that their English syllabus does not prescribe any textbook for them.   When the students are asked whether they can use English for day to day purposes, 35.5% students say that they can speak English fluently, 61% students say that they can speak only two/three sentences in English, while 3.5% students say that they cannot speak English.

**Table-29: Can the students use English in day-to-day life?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Speak fluently | 142 | 35.5% |
| b) | Speak only two/three sentences in English | 244 | 61% |
| c) | Cannot speak in English | 14 | 3.5% |
| Total | | 400 | 100% |

When the students are asked to comment on the existing examination system, 40.5% students say that as a student, it is not his/her duty to comment on the examination system. Total 38.5% students appreciate the examination system. Out of this 38.5% students 12% students appreciate it because they think that the existing examination system is based on common question, while the rest 26.5% students feel that the existing examination system can measure the students' ability properly. On the other hand, 21% students comment against the existing examination system. For 16.5% of them, it cannot measure the students' ability, while the rest 40.5% students say that it is not good, because it cannot measure the communicative competence in the learner.

**Table-30: Students' comments on the existing examination system**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | It is very good, as it is based on common questions | 48 | 12% |
| b) | It can measure a student's ability properly | 106 | 26.5% |
| c) | It is not proper, as it cannot measure the students' ability | 66 | 16.5% |
| d) | It is not good, because it cannot measure the communicative competence in the learner | 18 | 4.5% |

| | | | |
|---|---|---|---|
| e) | It is not a student's duty to comment on the examination system | 162 | 40.5% |
| | Total | 400 | 100% |

## 4.3. Analysis and Interpretation of the Questionnaire for English Teacher

Out of the total 40 teacher respondents, 26 respondents were male and 14 were female. The educational qualifications and the teaching experience of those teachers are mentioned in the following tables-

**Table-31: Educational qualifications of the teachers**

| MA | MA, B Ed | MA, M Phil | MA, M Phil, PGCTE/PGDTE | MA, B Ed, M Phil | MA, Ph D | MA, B Ed/ PGDTE, M Phil, Ph D |
|---|---|---|---|---|---|---|
| 15 | 3 | 15 | 2 | 1 | 3 | 1 |
| 37.5% | 7.5% | 37.5% | 5 | 2.5% | 7.5% | 2.5% |

**Table-32: The teaching experience of the teachers**

| 1-5 yrs | 6-10 yrs | 11-15 yrs | 16-20 yrs | 21-25 yrs | 26-30 yrs |
|---|---|---|---|---|---|
| 5 | 12 | 11 | 8 | 2 | 2 |
| 12.5% | 30% | 27.5% | 20% | 5% | 5% |

From the teacher's questionnaire it is learnt that as much as 40% teachers consider English as a difficult subject to teach, and stating reason behind their answer half of the teachers say that most of the students come with the preconceived notion that English is very difficult to learn and this type of negative attitude makes their learning a difficult business for them. 25% teachers say that English is a difficult subject to teach because there is not enough exposure to learn English outside the classroom, while another 25% teachers say that they find difficulties in teaching English because the students do not pay proper attention to learn it.

**Table-33: Is English a difficult subject to teach?**

| *Serial Number* | *Response options* | *Number of responses* | *Percentage* |
|---|---|---|---|
| a) | Yes | 16 | 40% |
| b) | No | 24 | 60% |
| Total | | 40 | 100% |

**Table-34: Reasons behind considering English as a difficult subject to teach**

| *Serial Number* | *Response options* | *Number of responses* | *Percentage* |
|---|---|---|---|
| a) | As foreign language, we are not familiar to it | 0 | 0% |
| b) | There is not enough exposure to learn English outside the classroom | 4 | 25% |
| c) | Students do not pay proper attention to it | 4 | 25% |
| d) | Most of the students come with the preconceived notion that English is very difficult to learn | 8 | 50% |
| Total | | 16 | 100% |

Regarding the main goal of teaching English half of the teachers say that it is to enable the students to communicate in English in different real life situations, for 25% teachers, it is to enable the students to write English for different purposes, for 15% teachers, enabling the students to score good marks in the examination is the main goal of teaching English, while the rest 10% teachers think that to enable  the students to read and comprehend English is the main goal of teaching English.

**Table-35: The main goal of teaching English**

| *Serial Number* | *Response options* | *Number of responses* | *Percentage* |
|---|---|---|---|
| a) | To enable the students to score good marks in the examination | 6 | 15% |

| | | | |
|---|---|---|---|
| b) | To enable the students to write English for different purposes | 10 | 25% |
| c) | To enable to the students to read and comprehend English | 4 | 10% |
| d) | To enable the students to communicate in English in different real life situations | 20 | 50% |
| | Total | 40 | 100% |

Commenting on the classroom, in which the teachers take their class 5% teachers say that the English classroom is ideal for them, while another 5% teachers calls their English classroom to be worst classroom, 20% teachers find their classroom to be proper, 35% teachers call good and another 35% teachers consider it to be bad.

**Table-36: Teachers' comments on the English classroom**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Ideal | 2 | 5% |
| b) | Good | 14 | 35% |
| c) | Proper | 8 | 20% |
| d) | Bad | 14 | 35% |
| e) | Worst | 2 | 5% |
| | Total | 40 | 100% |

Commenting on the student enrolment in per class, 40% teachers say that they have 101-150 students per class, 35% teachers say that they have 151-200 student enrolment per class, another 10% say that they have 50-100 students , another 10% say that they have  201-250 students per class, while 5% teachers reveal that they have 251-300 enrolments per class.

**Table-37: Student enrolment in the English class**

| <50 | 50-100 | 101-150 | 151-200 | 201- 250 | 251-300 | >300 |
|-----|--------|---------|---------|----------|---------|------|
| 0 | 4 | 16 | 14 | 4 | 2 | 0 |
| 0% | 10% | 40% | 35% | 10% | 5% | 0% |

Again half of the teachers say out of the total enrolled students, 61-80% students attend the English class regularly, 30% students say that only less than 41-60% students attend the class regularly, while 20% teachers say that 81-90% students attend the class regularly.

**Table-38: Students' attendance in the English class**

| 0-20% | 21- 40% | 41- 60% | 61- 80% | 81- 90% | 91-100% |
|-------|---------|---------|---------|---------|---------|
| 0 | 0 | 12 | 20 | 8 | 0 |
| 0% | 0% | 30% | 50% | 20% | 0% |

When the teachers are asked what are the things required for the teaching English in classroom, 10% teachers think that the textbook and a blackboard are enough for teaching English in the classroom, and 90% teachers say that Apart from textbook, blackboard and authentic material, various audio-visual aids, projectors etc. are also required.

**Table-39: Things required for teaching English in the classroom**

| Serial Number | Response options | Number of responses | Percentage |
|---------------|------------------|---------------------|------------|
| a) | The textbook and a blackboard are enough | 4 | 10% |
| b) | Apart from textbook, blackboard and authentic material, various audio-visual aids, projectors etc. are also required | 36 | 90% |
| c) | A foreign language cannot be taught in classroom | 0 | 0% |
| | Total | 40 | 100% |

Regarding the necessity of teaching English with proper pronunciation, stress and intonation, 50% teachers say that all these things should be taught in the English class because students must learn how to speak English with proper pronunciation, stress, intonation, 27.5% teachers believe that all these things cannot be taught in our traditional classroom, where the infrastructural facilities are minimal, 15% teachers believe that a teacher does not get enough time to teach all these things, 5% teachers think that as they are not much familiar with all these things, they cannot help the students in learning all these things, while 2.5% teachers believe that as they do not help in getting marks, a teacher should not waste time by teaching all these things.

**Table-40: Should English be taught with proper pronunciation, stress, and intonation?**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | As they do not help in getting marks, therefore a teacher should not waste time by teaching all these things | 1 | 2.5% |
| b) | All these things should be taught in the English class because students must learn how to speak English with proper pronunciation, stress, intonation | 20 | 50% |
| c) | A teacher does not get enough time to teach all these things | 6 | 15% |
| d) | As the teacher is not much familiar with all these things, he/she cannot help the students in learning all these things | 2 | 5% |
| e) | If students learn the pronunciation, stress and intonation of a foreign language, then it will certainly harm the speech pattern of their mother tongue, which is not at all desirable | 0 | 0% |

| f) | All these things cannot be taught in the traditional classroom, where the infrastructural facilities are minimal | 11 | 27.5% |
|---|---|---|---|
| | Total | 40 | 100% |

When the investigator wanted to learn the teacher's awareness on different methods of teaching English as $L_2$ and how far they use them in your classroom teaching, 40% of the teachers say that they are well aware of different methods of teaching English as $L_2$ and practise the suitable one in their own teaching, 30% teachers say that though they are aware of different methods of teaching English as $L_2$, they cannot rely on those methods, therefore they teach in the traditional way in which they were once taught by their teachers. 15% teachers say that instead of following a particular method of teaching English, they prefer to teach the students by applying their own method, 10% teachers reveal that as they are not familiar with the different methods of teaching English, they always prefer to teach in the method in which they were once taught, 5% teachers disclose that as they do not have detail knowledge of the different methods of teaching English as $L_2$, they have never thought of practising them in their teaching.

**Table-41: Teacher's awareness of different methods of teaching English as $L_2$ and their classroom application**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | As the teacher is not familiar with the different methods of teaching English, he/she always prefer to teach in the method in which he/she was once taught | 4 | 10% |
| b) | The teacher is aware of different methods of teaching English as $L_2$ but cannot rely on | 12 | 30% |

| | those methods, therefore he/she teach in the traditional way | | |
|---|---|---|---|
| c) | The teacher is well aware of different methods of teaching English as $L_2$ and practise the suitable one in his/her teaching | 16 | 40% |
| d) | The teacher does not have detail knowledge of the methods of teaching English as $L_2$, therefore he/she has never thought of practising them in his/her teaching | 2 | 5% |
| e) | Instead of following a particular method of teaching English, the teacher prefers to teach my students in my own method | 6 | 15% |
| f) | The teacher has never cared for different methods of teaching English | 0 | 0% |
| | Total | 40 | 100% |

Among those teachers who say that they are somehow familiar with various methods of teaching English, 64.29% of the teachers say that they learned those methods in their own initiations, 25% teachers say that they learned those methods in the training programmes they attended, while 10.71% teachers say that as student, they studied those methods as a part of their syllabus.

**Table-42: The way in which teachers become familiar with the different methods of teaching English**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | As student, the teacher studied those as a part of his/her syllabus | 3 | 10.71% |
| b) | The teacher learned those methods in the training programs he/she attended | 7 | 25% |
| c) | The teacher learned those methods in his/her | 18 | 64.29% |

| | | |
|---|---|---|
| own initiation | | |
| Total | 28 | 100% |

Regarding the language use in the English classroom, only 35% teachers say that they use only English inside the classroom, while the rest 65% teachers say that they use both English and Assamese inside the classroom.

Justifying the use of both Assamese and English in English classroom, most of the teachers say that majority of the students are from Assamese medium therefore, on demand of the students the English teacher has to use both English and Assamese in the English classroom. Moreover, $L_1$ helps in $L_2$ learning. One teacher says- "Use of mother tongue motivates the learners to learn English" while another teacher remarks- "Assamese should be used to teach English. This is necessary because we can save time in explaining meaning of certain words/terms to the students in their own language."

In case of those teachers, who use only English in their classroom teaching justify their point by saying that there is no other way to give exposure to the students to learn English. One teacher says- "For learning any language, listening is very important. Since most students are from rural background, if they do not listen English from the teacher, there is no scope for listening English outside the classroom." Another teacher remarks-"Judicious code-switching/code-mixing on the part of the teacher helps comprehension. Of course, this should not be at the cost of nuance of the English language."

When the teachers are asked, "What approach/approaches to language learning are taken by the textbook?" one teacher, who teaches in a college affiliated to Dibrugarh University remarks- "No specific approach is prescribed, teachers adopt

translation method." Another teacher remarks- "There is no definite standard, on which study materials are based." Two teachers remark that it is structural method, while three more teachers say that it is Grammar Translation method, which is adopted by the textbook of the degree level. Otherwise, most of the teachers of the colleges under both universities did not answer this particular question; three of them answer by writing- "No idea".

Answering the question, whether the students are given sufficient linguistic guidance with the language of the texts (for example- vocabulary exercises, glossaries etc.), 40% teachers answers positively where 60% teachers answers negatively.

When the teachers are asked, how do they draw the attention of their students towards a lesson, half of the teachers say that they try to draw the students attention by trying to relate the text to some relevant and familiar matters, 30% teachers try to draw the students' attention by saying that the text he/she is going to teach will be useful in their real life situations, 10% teachers do that by saying that the lesson will be very interesting, 5% teachers do that by saying that the text will be important for their examination purpose, while another 5% say that they do that just by saying that as it is prescribed in their text, they are bound to learn it.

**Table-43: The way in which the English teacher draws the students' attention towards a lesson**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | By saying that it is important for examination | 2 | 5% |
| b) | By saying that it will be useful in their real life situations | 12 | 30% |
| c) | By trying to relate it to some relevant and familiar matters | 20 | 50% |

| | | | |
|---|---|---|---|
| d) | By saying that it is very interesting | 4 | 10% |
| e) | By saying that as it is prescribed in their text, they are bound to learn it | 2 | 5% |
| f) | Without saying anything, the teacher just goes to the text | 0 | 0% |
| | Total | 40 | 100% |

Though 30% of the teachers feel that the contents of the General English syllabus corresponds closely with the aims of the teaching programme and with the needs of the learners, as much as 70% teachers feel that the syllabus does not correspond closely with the aims of the teaching programme and the needs of the learners. Again, 85% teachers feel that the prescribed English textbook/course-book does not allow different teaching learning styles; only 15% teachers feel that it does. As much as 80% teachers feel that there is no sufficient material of genuine interest to the English learners in the prescribed text book/course-book. Only 25% teachers think that there is enough variety and range of topic in the BA General English course, while 75% teachers feel that the BA General English course does not have enough variety and range of topics. At the same time, only 35% teachers feel that the students are able to relate to the social and cultural context presented in the textbook, the rest of the teachers (65%) feel that the textbook/course-book is socially and culturally alienated to the students.

For half of the teachers, composition is the most useful component of the syllabus while, for 35% teachers, grammar section is the most useful component of the syllabus. 10% teachers consider the prose section to be most useful component, while for 5% teachers extensive reading section is the most useful component of the syllabus.

**Table-44: The most useful component in the English syllabus**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Prose | 4 | 10% |
| b) | Poetry | 0 | 0% |
| c) | Grammar | 14 | 35% |
| d) | Composition | 20 | 50% |
| e) | Extensive Reading | 2 | 5% |
| Total | | 40 | 100% |

When the teachers are asked, in which of language skill/skills their students are not properly developed, 44% responses support that their students are not properly developed in the speaking skill, for 28% responses support that it is writing skill, 16% responses are in favour of reading skill, and for 12% responses support that it is listening skill where the students are not properly developed.

**Table-45: The language skill/skills in which the students are not properly developed**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | Listening | 6 | 12% |
| b) | Speaking | 22 | 44% |
| c) | Reading | 8 | 16% |
| d) | Writing | 14 | 28% |
| e) | They are well developed in all four-language skills | 0 | 0% |
| Total | | 50 | 100% |

And stating their consideration for the non-development of a particular skill, 40% teachers blame the English syllabus, another 40% blame the examination system,

15% teachers blame the teaching method, while 5% teachers blame the classroom infrastructure.

**Table-46: Factors responsible for the non-development of a particular skill/skills**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The English syllabus | 16 | 40% |
| b) | The examination system | 16 | 40% |
| c) | The teaching method | 6 | 15% |
| d) | The classroom infrastructure | 2 | 5% |
| e) | Do not know | 0 | 0% |
| Total | | 40 | 100% |

When the teachers are asked what they feel about the English syllabus, only 7.5% teachers express their satisfaction with the existing syllabus, the other 92.5% teachers feel that the existing syllabus is somehow inadequate for teaching English at the degree level. The teachers of the colleges affiliated to both Dibrugarh University and Gauhati University feel that the syllabi of these two universities are not need-based and student-centred. Most of the teachers of Gauhati University colleges say that their syllabus cannot fulfil the practical need of the students and cannot develop the language skills in the learners. Commenting on the General English syllabus of the Gauhati University a teacher says- "The syllabus is of high school standard particularly the grammar and composition section." The teachers of the Gauhati University colleges feel that their syllabus is not at all helpful for developing the communicative skill in the learners and "unnecessary weightage is given on prose and poetry, adequate stress is not given on composition." Advising for the improvement of the syllabus, most of the teachers say that the syllabus should be task-based focusing on skill development in the learners. More emphasis should be given on grammar and

composition. "Functional English is much needed now-a-days. So this should be introduced."- a teacher comments. One of the teachers emphasises on total abolition of the prose and poetry section from the syllabus- "Prose, poetry should be removed from the syllabus, emphasis should be on composition." Another teacher says- "Students should be made familiar with other genres of literature, grammar should not be given separately, it should be clubbed to the text."

On the other hand, the major drawback of the Dibrugarh University General English syllabus as pointed out by the teachers are- "the syllabus cannot motivate the students" and it is monotonous in nature. Suggesting for the improvement of this syllabus "the syllabus must cover more idea along with the language" and "some more emphasis should be given on grammar."

Advising for the improvement of the existing syllabus of Dibrugarh University, the teachers say that the syllabus should be more practical and motivational in nature, and it should emphasize on developing the speaking skill in the learners. "The syllabus should lay more focus on the use of English and not just on the theoretical aspect of writing English." And "Instead of aiming high, the focus should on basic skills". One respondent also suggest that in order to make the syllabus more need-based, "The syllabus must be prepared on the basis of the feed-back report of the college teachers teaching in the degree level."

Commenting on the existing examination system, 60% teachers say that the existing examination system is of no use because it cannot assess the skill development in the learners, while the rest 40% teachers support that the existing examination system is adequate enough to evaluate the language ability of the learners.

**Table-47: Teachers' views on the existing examination system**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | The existing examination system is of no use because it cannot assess the skill development in the learners | 24 | 60% |
| b) | The existing examination system is adequate enough to evaluate the language ability of the learners | 16 | 40% |
| c) | The existing examination system is very good because it is based on "common question" pattern | 0 | 0% |
| d) | it is not a teacher's duty to pass comment on the examination system | 0 | 0% |
| | Total | 40 | 100% |

When the teachers are asked to put forward their suggestions in order to improve the examination system, only 20% teachers give their suggestions, the rest 80% teachers do not respond to the question. Teachers of the colleges under both universities express that the existing examination system mainly measures the writing skill of the students; therefore they suggest that in the end semester as well as sessional examinations questions should be set to measure the overall language skill development in the learners. "Questions should be on speaking skill also."- a teacher feels. Another teacher says- "The examination system should try to test the skills of language, not the knowledge of it." The teachers of the colleges under both Universities also feel that the examinations should not be based on common questions, and "Clever question setting could limit the cramming." A teacher of Gauhati University affiliated college thinks- "Better scheduling of exam is possible."

Here it is worthy to mention that the students of the Dibrugarh University have to answer total two question papers of 100 marks each in their Degree General English syllabus for semester I and II, while for the students of Gauhati University, though they also have two question papers, each paper carries only 50 marks. Therefore, the students of the Dibrugarh University colleges have to answer questions of total 200 marks, while the students of Gauhati University colleges have to answer questions of only 100 marks in two semesters. One teacher from a college affiliated to Gauhati University suggests- "Two papers of 100 marks should be given at Degree level, as it was the practice in the old non-semester regulation under GU Exam."

When the teachers are asked, "how do you know that the students can follow what you teach?", 60% teachers say that they understand it by asking questions to the students, 25% students say that they understand it by looking at the students faces, 7.5% teachers mention that as the students do not say that they have not understood, it indicates that they are following, what is told to them. 5% teachers say that they assess the students understanding from the result of their examinations, while 2.5% teachers say that students understanding can be assessed from their silence.

**Table-48: Teacher's assessment of the students' understanding**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | By looking at their faces | 3 | 7.5% |
| b) | By asking questions | 24 | 60% |
| c) | From the result of their examination | 2 | 5% |
| d) | From their silence | 1 | 2.5% |
| e) | Because the students do not say that they have not understood | 10 | 25% |
| f) | Do not care for it | 0 | 0% |
| | Total | 40 | 100% |

Stating the reason behind some students' absence in the General English class, 30% teachers say that the students remain absent because they think that they can pass examination without attending the class, another 30% teachers say that they do not attend the class because they are never serious with their study. 20% teachers blame the system for not being able to compel the students to attend the classes regularly, while the rest 20% teachers think that the reason behind not attending the General English class is some students do not find the class interesting.

**Table-49: Reason behind some students' not attending the General English class**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | They think that they can pass examination without attending the class | 12 | 30% |
| b) | They are never serious with their study | 12 | 30% |
| c) | The system cannot compel them to attend classes regularly | 8 | 20% |
| d) | They may not find the class interesting | 8 | 20% |
| | Total | 40 | 100% |

When the teachers are asked how do they evaluate their success, 35% teachers say that they measure it by the students' ability to use English in different real life situations, 30% teachers say that they measure it by the students' ability to use the language in different formal situations, such as in the classroom, in offices, in interviews etc, 20% teachers say that they do it by observing their immediate reaction in the classroom, 10% teachers consider themselves to be successful when they can teach the students just in the way in which they planned to teach them, while 5% teachers say that they evaluate their success by the marks that students get in the examinations.

**Table-50: Teacher's evaluation of his/her success**

| Serial Number | Response options | Number of responses | Percentage |
|---|---|---|---|
| a) | By the marks that students get in the examinations | 2 | 5% |
| b) | By the students' ability to use the language in different formal situations, such as in the classroom, in offices, in interviews etc. | 12 | 30% |
| c) | By the students' ability to use English in different real life situations | 14 | 35% |
| d) | By observing their immediate reaction in the classroom | 8 | 20% |
| e) | The teacher considers himself/herself to be successful when he/she can teach the students just in the way in which he/she planned to teach them | 4 | 10% |
| f) | The teacher has never bothered to evaluate himself/herself | 0 | 0% |
| | Total | 40 | 100% |

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