

ACKNOWLEDGEMENT

We express our sincere gratitude to all the people who have played a part in the successful completion of our project work.

We would like to thank Partha Misra, Director ELTI, Assam for giving us valuable guidance throughout the work.

We would also like to thank to all the headmasters and headmistress of the L.P. Schools of of Kamrup district for their cooperation in conducting the research. We would also like to thank the teachers and the students of the schools for sharing their opinions and for giving us their valuable time .

Last but not the least, to express my sincere thanks to Deepak Upadhaya who helped us in typing our project work

WITH THANKS

MRIDUSMITA TALUKDAR

JABIN S AHMED

(LECTURERS ELTI, ASSAM)

CHAPTER I

CORELATION BETWEEN THEORY AND PRACTICE IN THE THE PRIMARY LEVEL

INTRODUCTION

The Primary Stage consists of Classes I-V, i.e., of five year duration, in 20 States/Union Territories namely Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Orissa, Punjab, Rajasthan, Sikkim, Tamil Nadu, Tripura, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands,

Chandigarh, Delhi and Karaikal and Yanam regions of Pondicherry. The primary stage consists of classes I-IV in Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry. But recently, from the present year, 2011 onwards, in Assam the pre – primary stage started a five year duration consisting classes from I-V. Teaching of English is compulsory in all the States/ Union Territories, except Bihar. However, the classes in which teaching of English is compulsory differs from State to State. In general, it is compulsory in Classes VI-X in most of the States/ Union Territories. Facilities for studying in a medium other than the regional language differ considerably in different States and Union Territories.

English as a foreign or second language

Second language refers to any language learned in addition to a person's first language. English is a language with great reach and influence; it is taught all over the world under many different circumstances. Language teaching practice often assumes that most of the difficulties that learners face in the study of English are a consequence of the degree to which their native language differs from English. A native speaker of Chinese, for example, may face many more difficulties than a native speaker of German, because German is closely related to English, whereas Chinese is not. Another example will be Spanish, because a lot of the words that come from this language are written in the same way though pronounced differently. People who learn a second language differ from children learning their first language in a number of ways. Perhaps the most striking of these is that very few adult second language learners reach the same competence as native speakers of that language. Children learning a second language are more likely to achieve native-like fluency than adults, but in general it is very rare for someone speaking a second language to pass completely for a native speaker.

In addition, some errors that second language learners make in their speech originate in their first language. Also, when people learn a second language, the way they speak their first language changes in subtle ways. These changes can be with any aspect of language, from pronunciation and syntax to gestures the learner makes and the things they tend to notice.

The primary factor affecting language acquisition appears to be the input that the learner receives. Input is also the mechanism by which people learn languages according to the universal grammar model. As such the type of input used for the language learners is very important.

The learner's attitude to the learning process has also been identified as being critically important to second language acquisition. Anxiety in language-learning situations has been almost unanimously shown to be detrimental to successful learning. A related factor, personality, has also received attention, with studies showing that extroverts are better language learners than introverts. Social attitudes such as gender roles and community views toward language learning have also proven critical. Language learning can be severely hampered by cultural attitudes. Also, the motivation of the individual learner is of vital importance to the success of language learning. Studies have consistently shown that intrinsic motivation, or a genuine interest in the language itself, is more effective over the long-term than extrinsic motivation, as in learning a language for a reward such as high grades or praise.

There have been a number of wide-ranging researches on Second Language Acquisition and majority of them are being devoted to language learning in a natural setting, but there have also been efforts made to investigate second language acquisition in the classroom. There have been attempts made to systematically measure the effectiveness of language teaching practices for every level of language, from phonetics to pragmatics, and for almost every current teaching methodology. The researches have indicated that many traditional language-teaching techniques are extremely inefficient. It is generally agreed that pedagogy restricted to teaching grammar rules and vocabulary lists does not give students the ability to use the second language with accuracy and fluency. Rather, to become proficient in the second language, the learner must be given opportunities to use it for communicative purposes.

Another area related to second language acquisition is the corrective feedback system in assisting learners. But it also varies depending on the technique used to make the correction, and the overall focus of the classroom, whether on formal accuracy or on communication of meaningful content. As teachers become aware of the features of learner language produced by their students, they can refine their pedagogical intervention accordingly to maximize the language development.

Theory and Practice

English in Assam

English is an international language. Earlier English was considered a language of the elite class. At present time, English is no longer a language of the few. It has reached out to the common mass. In every sphere English is required, whether it be education, administration, media, business, airlines, film industry, corporate or private sectors etc. School education in Assam is imparted through a number of pre-primary, primary, middle, high and higher Stages of School Education in India. The teaching and learning of English today is characterized by the diversity of schools, classroom procedures and teaching of textbooks for the purpose of passing the examination. It is important at this stage to try and understand the way in which English is being taught in government schools in the state of Assam. Because of felt need of the importance of English, an unanimous decision has been taken to introduce English in lower primary level in the state of Assam. The introduction of English in the lower primary level aimed at developing language competency in the learners at the grass root level itself. But here the question of correlation between theory and practice arise. Because most of the aims, objectives, planning on implementation etc which are decided with full enthusiasm in papers are hardly realized in the actual scenes. Because the prevailing scenario in the regional medium schools of Assam doesn't allow for the execution of such aims and objectives. Innumerable factors whether it be physical, psychological, qualitative, quantitative, administrative etc are responsible for the gap between theory and practice. The regional medium schools in the state of Assam are in a deteriorating state. As such a clear gap is easily visible between the students of the regional medium schools and the English medium schools.

A teacher always uses his own methodology in the classroom. It is seen that there is a very less correlation between the materials prepared by the experts and methodologists. The teacher should not only be aware of the different philosophies underlying the materials but should also be able to apply strategies which would be relevant to the particular approach.

The study comprises of four chapters.

1. The first one sheds light on the importance of the correlation between theory and classroom practices.
2. Chapter 2 contains the Survey Method and the tools used by the researchers to carry out the projects. Chapter 2 gives a brief note on the questionnaires and the observation sheet used by the researchers in the classroom observation during their visits to the targeted school.
3. Chapter 3 contains the responses of the teachers and the students to the questionnaires and also sets up some probable causes of the difference between theory and practice.
4. Chapter 4 suggests some ways to the researcher's views to eradicate the existing problems and improve the teaching learning process and bring the correlation between theory and practice.

CHAPTER II

METHODOLOGY OF THE RESEARCH

CHAPTER II gives a brief detail of the methodology used in conducting the research. The researchers have chosen the Survey Method. The survey is a non-experimental, descriptive research method. Surveys are used extensively in library and information science to assess attitudes and characteristics of a wide range of subjects, from the quality of user-system interfaces to library user reading habits. In a survey, researchers *sample a population*. Basha and Harter (1980) state that "a *population* is any set of persons or objects that possesses at least one common characteristic.". Since populations can be quite large, researchers directly question only a *sample* (i.e. a small proportion) of the population. In this study the population is the students and teachers of primary level schools of Assam and the sample is the teachers and students of the Kamrup district of Assam. Therefore the researchers have selected 50 schools from the metro and rural areas of the district for their study.

Two separate questionnaires were prepared each for the teachers at the elementary level and the learners of class IV.

Purpose of the Questionnaires.

The purpose of administrating the questionnaires was to find the opinion and attitudes of the teacher and the learners at the elementary level. The questionnaire focuses on the implementation process as well as the process of learning the kinds of activities being conducted in the classroom to facilitate learning and teaching. It also asks the general opinion of the teachers and learners towards the prevailing education system.

The questionnaire for the teachers includes questions some of which were multiple choice and some were open minded. It concludes with open ended questions eliciting suggestions or information regarding the learning process about the ELT.

Procedure used

The questionnaires were given to the teachers of the chosen 50 LP Schools of the Kamrup districts which the researchers covered. Questionnaire were handed to the teachers directly with a request to spend some of their time in answering it and the teachers were assisted by the researchers only when they faced problems while comprehending the questions. But it was seen that some of them had to discuss certain questions with the researchers because they had problems in understanding them.

Observation Sheet

In addition to the questionnaire the researchers also executed the observation of the visited classes of these 50 schools. The class observation was done with the motive to get the actual picture of the implementation of the learning process. The researchers also verbally interacted with the teachers to find out their opinion regarding the entire education system, the Mid-Day-Meal and the socio- economic background of the school.

CHAPTER III

ANALYSIS OF DATA

Chapter III gives a record of the data collected by the researchers from the learners and the teachers of the primary schools. Here is a detailed summary of the answers collected from the learners and the teachers and a statistical result of the project is given with some views of the researchers.

Question wise analysis of the questionnaire of Teachers

The first few questions were on the personal and education background of the teachers Viz. name, Year of passing HSLC, Date of joining the teaching profession, and the name of the present school.

The 3rd question was asked to know the qualification of the teachers. To this question we found that 15% of the teachers were only HSLC passed and 80% were HSSLC passed. Only 5% of the teachers were graduates.

The next two questions were on the tenure of their service as a teacher as the date of the joining the teaching profession and the date of joining the present school.

The next question was on the no of pupils in their respective class. To this all the teachers gave the total number of students of their respective classes.

The seventh question was on their attendance on any in-service, pre-service in teaching English. There were varied answers to this questions 30% of them have attended 3 day training programmes offered by the DIET and a 2% of them have attended training programmes conducted by ELTI, Assam. But to the dismay, a large no of 58% of teaching English in the primary level have never ever taken any training course in teaching English.

Question no 8 and 9 sought to find the attitude of the teachers towards the general teaching and particularly objectives of teaching English skills and abilities acquired by learning English.

Question 8 What is your objective of teaching English as a school language?

The following options were given:

1. To make the learners efficient users of English.
2. Because it is a part of their curriculum.

The responses according to the priorities revealed that out of 50 teachers 50% opted for as their first preference and 30% opted for the second one and 20% opted for both the options.

Question no 9 enquired about their emphasis on teaching English.

9. While teaching English you emphasis on:

- (a). Only teaching grammar ()
- (b). Only explaining text ()
- (c). Both ()

To this responded 5% opted as only teaching grammar while 30% emphasized on teaching text 65% and responded as both.

Question 17 Do you prompt your students to communicate in English in their English class.

To this 85% of the teachers replied in positive and 15% in negative.

Question 18 was asked to know the medium of instruction in the English class. 18. What is your medium of instruction in the English class?

To this almost 70% of the teachers replied that they use the mother tongue as the medium of instruction, but 30% they use bilingual (Assamese + English) as their medium of instruction.

Question 19 was asked to know which of the following language skills LSRW they try to develop in their students.

19. Which of the following language skills do you like to develop in your students?

- (a) Listening () (b) Speaking () (c) Reading () (d) Writing () (e) All of them ()

To this most of the teacher replied they try to develop all the four skills through the teaching. Only 15% of these teachers put more emphasis on the Reading and Writing.

Question 20 was asked about the response to the mistakes made by the students in writing English. . If your students make mistakes in writing English ---

- (a) You will yourself correct them ()
 (b) You will explain the mistakes and correct them ()
 (c) You will ask them to read the work ()

To this 5% opted of the 1st option 85% of or the 2nd option and 10% for the 3rd option.

Question 21 & 22 was asked on the students' capability to write and read simple sentences on their own.

21. Will the learners be able to read simple sentences on their own?

- (a). Yes () (b). No ()

22. Will the learners be able to write simple sentences on their own?

- (a). Yes () (b). No ()

To these question 95% of the teachers replied in positive and 5% negative that when the researchers asked them to read write something the students reading and writing skills were confined to their text books lessons only.

Question 23 was asked on the different TLM used in their English classroom.

23. Do you plan to use any of the following teaching learning materials (TLM) in your classroom The different options given to them were:

- a. Dictionary
- b. Reference books
- c. Story books
- d. Newspaper/magazine
- e. Blackboard

f. Picture/charts

g. None

To this __ % of the teachers said they use dictionary story books black board and picture/charts. Only __% said that they used newspaper and magazines. But none said that they used none (the last option)

Question 24 was asked on the most effective method according to them in teaching English.

24. According to you, which one of the following methods is most effective for teaching English?

The options given to them were:

1. Grammar Translation Method.
2. Direct Method.
3. Audio- lingual method.
4. Structural situational method.

To this it was found that most of the teachers did not know about any such methods. when the researcher explained to them almost 99% opted for the Grammar Translation and 1% said they were aware of the other methods but never used them in their teaching.

Question 25 was asked whether their pupils read story books in English.

25. Do your pupils read story books in English?

(a). Yes ()

(b). No ()

To which 10% of the teachers replied in positive and 90% replied in negative. they said there was no access to any such kind of books in their schools. in some schools they claimed to have a library but they did not see any. moreover the economic background of the students was not so good that their parents could provide them with such facilities.

The next questions were on the number of periods English classes in the routine.

26. How many classes a week are to be ear – marked for English language?

to this 85% replied they have 5 classes every week on English and 15% of them replied they have 6 classes every week. 28. How many of your pupils are first generation learners?

The next question was to know about the socio economic background of the students.

27. How many of your pupils are first generation learners?

The teachers responded that 85% of the students are first generation learners and come from the working class and the illiterate parents and guardians are not much conscious about their wards studies or welfare and this creates a hinderance in the teaching learning process .Moreover they are very irregular in the classes . But 10% of the students are second generation learners and guided by their parents. only 5% of the students come from educated background and excel in their studies with good guidance by the parents. the teachers opined that at times its difficult to deal with students with different socio background.

The next question was asked on the evaluation process used by the teachers in their teaching.

29. Do you plan to continuously evaluate the students during your teaching?

(a). Yes ()

(b). No ()

to this almost all the teachers responded in positive.

The last question on the questionnaire concluded with a request to the teachers to give their suggestion or comments on the syllabus and other aspects of teaching English.

30. Do you think the teachers should be given some special training to teach the existing textbooks?

(a). Yes ()

(b). No ()

To this question all the teachers responded that it is a dire necessity of all the teachers attend training programmes. to teach the existing textbook as they are still unaware of the methodology and other strategies of teaching the English language. Though some of them had attended some 3 day or 1 day Workshops organised by SCERT or DIET they were not sufficient according to them. they argued the researchers to do conduct such courses. they also complained that most of the times they are deprived of the training programmes as they do not the information on time.

Questionnaire analysis of the learners

The 1st, 2nd, 3rd & 4th questions were very general and began with writing the names, mother tongue, school name & class of the students to which all the students answered very easily.

The questions now onwards were focused on their personal opinions; like, dislikes; views, observation on teacher methodology with their answer in percentage are given below:-

Question no 5 was asked on – what was their favourite subject – Maths/ Assamese/ English

10% students answered – Maths

40% students answered – Assamese

50% students answered – English

Question no 6 was ‘ Do you like to learn English?’

Yes or No.

Almost 100% students answered

‘Yes’.

Question no 7 was ‘Do you think it is necessary to learn English?’

Yes or No.

100% students answered

‘Yes’

Question no 8 was ‘ You began to learn English’ so that

- You can read English better
- You can speak English better
- You can write English better
- You can go abroad

10% students opted for a & c

20% students opted for a & b

70% students opted for a,b,c,d

Question no 9 is 'Do you like your English textbook?'

Yes or No.

100% students answered

'Yes'

Question no 10 'What language does your teacher speak/use to deliver lesson in an English class?'

Mother tongue/English/ Mother tongue and English.

20% students answered Mother tongue.

80% students answered Mother tongue and English.

Question no 11 'Do you question your teacher if you don't understand something from English textbook?' 'Yes or No'

95% percent students answered 'Yes'

Question no 12 'What language do you use to ask your teacher during lesson in an English class?'

Mother tongue/English/ Mother tongue English.

Almost 100% students answered Mother tongue.

Question no 13 'If you make any mistake during your English lessons, your teacher.'

- Corrects the mistakes.
- Explains and give reasons for the mistake

10% students answered a.

90% students answered b.

Question no 14 'During the delivery of the English lessons.'

- You listen to what your teacher is reading
- You imitate your teacher and read (on your own).
- You read on your own even though your teacher is present.

___% students answered a.

___% students answered b.

___% students answered c.

Question no 15 'What are the teaching aids used by your teacher in the English class?'

- Pictures/paintings
- Blackboard

c. Tape recorder

d. Computer

15% students opted for b

85% students opted for a,b

Question no 16 'English lessons are imparted in your class in their way'.

10% students answered individual learning

75% students answered group learning.

15% students answered individual and group learning.

Question no 17 'Are you given homework by your English teacher?' 'Yes or No'

Almost 100% students answered 'Yes'.

Question no 18 'Who helps you in doing your homework?'

a. Parents

b. Self

c. Tutor

___% students answered parents

___% students answered self

___% students answered tutor

___% students answered parents, self, tutor

___% students answered parents, self

___% students answered self, tutor

___% students answered parents, tutor.

Question no 19 'Do you watch any English programme on television?'

a. I do

b. I don't

5% answered a

95% answered b

(Many learners didn't have a TV set at home.)

Question no 20 'Do you listen to any radio programme broadcasted in English?'

a. I listen to

b. I don't listen to

2% answered a

98% answered b.

Question no 21 'Have you ever tried to read the English newspaper?'

'Yes or No'

2% answered 'Yes'.

98% answered 'No'.

Question no 22 'Do you speak in English when you talk to your friends?'

Almost 100% answered 'No' / in negative.

Question no 23 'The activities included in your English classroom are ---

- a. Pay attention to what the teacher says.
- b. Read the lessons.
- c. Speak in English with the teacher
- d. Do exercises.

85% opted for a,b,c

15% opted for a,b,c,d.

Question no 24 'Can you read a,b,c,d in capital letters?'

'Yes or No'

Almost 100% answered 'Yes'.

Question no 25 'Can you read a,b,c,d in small letters?'

'Yes or No'

Almost 100% answered 'Yes'.

Question no 26 'Do you use the phrases given below?'

Good morning

Thank you

Good evening

Sorry

'Yes or No'

Almost 100% answered 'Yes'

CHAPTER IV
SUMMARY AND CONCLUSION

In chapter IV the researchers share their views and opinions about the project. After the minute observations to every prospect the following conclusions are made.

Classroom observation:

The researchers conducted a survey in 50 different LP Schools of Kamrup district of Assam and thus it was possible to get access to the classrooms in these 50 schools. A recorded observation was made in the classrooms to get the authentic picture of difference between theory and practice. Although the teachers and learners had already given their opinions and suggestions in the questionnaire, it was all in black and white. Moreover, besides imparting and receiving education there are various other factors which influence the process of learning. The classroom is often called an artificial environment for learning and using a second language. The learner must be able to extend his learning beyond the classroom. The researchers tried to exploit the classroom environment as a social context looking at it from four different approaches.

- a. Using the target language for classroom management
- b. Using the target language as a medium of teaching.
- c. The physical state of the classroom.
- d. The overall persona and attitude of the teachers.

It is believed that the fullest competence in the target language is achieved by means of the teacher providing a rich environment of the English Language, through extra curricular drills and managerial skills in the school.

Although it is believed that the first approach provides for a rich course of communicative needs of the English Language, the researchers found that all the instructions inside the classroom are given in mother tongue. From using the English language as the Medium of Instruction for the learners at the elementary level the researchers made observations, that whenever the teachers start a lesson they usually explain the meanings in mother tongue. Some teachers said that they used to explain the meanings in mother tongue so that the learners should understand.

Interaction in the classroom through activities.

Although the textbook is supposed to be activity based, hardly any of the schools were seen performing any activity. The two primary activities done were reading and writing.

The researchers asked few questions in English to check the speaking skills which were not textual questions .68% of the students were found blank with their eyes staring at the researchers. Only a few students stood up and answered the questions promptly.

The questions asked were:

Question no 1. What is the colour of your eyes?

To this many answered as two. (mixed response)

Question no 2. Do you wear your uniform everyday?

To which some replied correctly as 'Yes' and many replied as blue and white.

Question no 3. The next question was – How many nose do you have?

To this many of them gave a blank look, a few pointed to their nose and only 2 or three students replied 'one'. Through this it can be understood that the students perceived only one or two words of the question but was unable to understand the whole question. They presumed the known words and answered to them constructing the same questions on their own.

Besides reading and writing the other predominating activities seen by the researchers were:-

1. Dictation:- The teacher asked found that almost all the schools to come to the blackboard and gave verbal instruction to write a few spellings from the lesson or the name of their school.
2. The researchers also found that almost all the schools were well equipped with TLM's but the teachers failed to use them in their teachings.
3. In some schools there was no proper infrastructure to accommodate the large no of students which sometimes exceeded more than the intake capacity of the students.

In a posh area of metro Guwahati 'Bhangagar' in a Hindi medium school, it was really depressing to see a classroom which was more like a hall with three classes going on at the same time with no walls or any kind of separation.

Another instance of a school was where there was just one teacher who was teaching in all the classes from 'k' Shreni to class IV. In addition to it, she was also the headmistress. This is an instance of a Bengali medium school at Panbazar.

Again there was one school where there were teachers but without a single student in the school.

The voices of the teachers of the different classes were found to overlap one another creating confusion and chaos among the learners. The situation worsens when reading activities were found to be done in two classes simultaneously. The teachers were helpless and also informed the researchers that they complained about it to the concerned authorities several times but it was futile.

Suggestions by the researchers:

It would be beneficial to include an extra period in the curriculum called the "language functional period" where there would be activities on English language full of functional use. This has been suggested to improve the much talked of development of speaking skills of the learners. The teachers can explain the lessons in the regular English classes and if such kind of periods are included in the curriculum for at least two days a week the teachers can devote this period exclusively to initiate activities with the help of whatever resources are available to him/her. The teachers should keep a positive outlook which the researchers have actually found to be lacking in them because of two main reasons. One, some of the teachers think and know that they lack the minimum proficiency in English language and secondly some, even can say, many of them think and regard their students to be so poor in the language that they cannot expect for better results in them. Again steps should also be taken to improve the physical atmosphere of the schools and classrooms which also hinders in the path of successful teaching and learning.

Evaluation:

Again evaluation is an integral part of teaching learning process. The examination is universally felt to be the single or main obstacle to curriculum reform. How can evaluation be made an enabling factor for learning rather than an impediment? Language evaluation need not be limited to "achievement" with respect to particular syllabi, but must be reoriented to measurement of language proficiency. Recommendations for ongoing, continuous, or formative evaluation contrast with ground realities and problems reported by researchers, suggesting that ongoing evaluation can become meaningful only when teachers and learners both take responsibility for their own progress, rather than performing to external benchmarks (real or imaginary, immediate or ultimate). Teachers and learners must be able to recognise the "occurrence of learning", a mental growth as imperceptible as physical growth.

Training

The government should make training compulsory. As Hon'ble Minister of Education has claimed to eradicate the flaws of the system and bring about a drastic change in the educational scenario. The first step should be to make training compulsory from the grass root level. It was seen during the survey that there is a visible difference between the trained and untrained teachers. It was also seen that the teachers who are trained have a different approach towards the whole process of learning.

The govt. should take some reformative measures to improvise the scenario. Though ELTI, Assam has been conducting some In-service courses for teachers of all level alongwith SCERT and DIET. It is yet to meet the need of the hour. The large- scale teachers fraternity of far flung rural places are always deprived of these training.

Problems faced by the researchers:

Though the whole survey was carried out very smoothly the researchers faced a few problems of course some of which were quite negligible. One of the problem was the reluctance of the teachers to answer the questionnaire. The researchers had to persuade them to break their resistance and co-operate. However the learners showed great enthusiasm in filling the questionnaire.

With the permission of the HM of the respective schools, the researchers were allowed to observe the classes and interact with the learners. It was sometimes difficult to extract the accurate data from the learners as they were too young to understand certain questions. Mid-Day meal was another form of hindrance in the execution of the survey. The headmaster/mistress were much concerned about the Mid-Day meal than any other survey. In some school (one in Panbazar) there researchers were not allowed to conduct the survey as it was the time of their meal and they had to leave after that.

This report can be a knock at the door on an eye opener to the real bleak picture of the teaching learning of the English language or the prevailing system of these LP Schools of the Kamrup metro. If this be the case of the capital of the state then we can well assume the state of teaching at other backward places of the state. But with proper planning by the concerned authentic and the teaching learning process can be improved.

ANNEXURE I

QUESTIONNAIRE FOR ENGLISH TEACHERS Date: _____

Write/ tick the appropriate option/ options:

1. Name: _____
2. Year of passing HSLC Examination: _____
3. Academic qualification: _____
4. Date of joining the teaching profession: _____
5. Name of the present school: _____
6. No of pupils in your class: _____
7. Attended in-service/pre-service course in teaching : (if any specify): _____
8. What is your objective of teaching English as a school language?
 - (a). To make the learners efficient users of English ()
 - (b). Because it is a part of their curriculum ()
9. While teaching English you emphasis on:
 - (a). Only teaching grammer ()
 - (b). Only explaining text ()
 - (c). Both ()
10. Do you speak in English occasionally outside the classroom?
 - (a). Yes ()
 - (b). No ()
11. Do you read English newspaper?
 - (a). Yes ()
 - (b). No ()
12. Do you listen to English news bulletins of AIR/ Doordarshan?
 - (a). Yes ()
 - (b). No ()
13. Do you consult any English dictionary?
 - (a). Yes ()
 - (b). No ()
14. Do you consult the English dictionary to find out the pronunciation of a word?
 - (a). Yes ()
 - (b). No ()
15. Do you plan to ask the pupils to do pair work/group work in their English class?
 - (a). Yes ()
 - (b). No ()
16. Will the learners find the English lessons difficult?
 - (a). Yes ()
 - (b). No ()
17. Do you plan the learners to communicate in English in your English class?

28. How many of your pupils are first generation learners?

29. Do you plan to continuously evaluate the students during your teaching?

(a). Yes ()

(b). No ()

30. Do you think the teachers should be given some special training to teach the existing textbooks?

(a). Yes ()

(b). No ()

Signature of the teacher

ANNEXURE III

OBSERVATION SHEET

1. SCHOOL: _____
2. CLASS: _____
3. NAME OF TEACHERS: _____
4. CLASSROOM ENVIRONMENT:
 - a. Proper desk- benches (yes / no) _____
 - b. Fan/ventilation (yes / no) _____
 - c. Visibility of blackboard (yes / no) _____
 - d. Use of blackboard (yes / no) _____
5. TEACHER:
 - a. Personality of the teacher _____
 - b. Voice – audible / clear _____
 - c. Pronunciation _____
 - d. Attitude towards the students _____
 - e. Response to students' queries _____
 - f. Teaching method used _____
 - g. Medium of instruction _____
6. STUDENTS:

- a. Attentiveness in the class _____
- b. Attitude towards the teacher _____
7. LSRW skills – observed in the classroom _____
- _____
8. Exceptions and limitations _____
- _____
9. Responses of the teachers/ students to the researchers _____
- _____

ANNEXURE IV

Name of the Schools

1. Beltola Mazhipara L.P. School
2. Gorkha L.P. School
3. Manipuri Basti Nimna Buniadi Vidyalaya
4. Rukmininagar Prathamik Vidyalaya
5. Khanapara Govt. Junior Basic School
6. Maidamgaon Vidyapith
7. Beltola Junior Basic School
8. Diptidhar Gohain Vidyapith
9. Krishna Kanta Handique
10. Odalbakra L.P. School
11. Binovangar L.P. School
12. Prasanna Vidyapith
13. Narbam L.P. School
14. Sijubari L.P. School
15. Panbazar Adarsha Prathamik Vidyalaya
16. Pub Gutanagar L.P. School
17. Nilachal Vidyalaya L.P. School
18. Chandrakanta Coudhury L.P. School
19. Lakhinath Bezbaruah L.P. School
20. Assam Railway Hindi L.P. School
21. 2. No. Panbazar Bengali L.P. School
22. Jatia L.P. School
23. Dispur Adarsha L.P. School
24. Bonda L.P. School
25. Narengi L.P. School
26. Dakhin Sarania L.P. School
27. Milan Vidyapith L.P. School
28. Bamunimaidam Govt. Jr. School
29. Nizarapar Primary School

30. Srimantapur L.P. School
31. Diopm Udayachal L.P. School
32. Narkasur L.P. School
33. Rajdhani L.P. School
34. Sishu Vidyapith Chiriakhana L.P. School
35. Kiohmalaya Vidyapith Bengali Medium School
36. Panbazar Girls' L.P. School
37. Rastrabhasa Prabhakar Hindi School
38. Srimanta Sankar Adarsha Sishu Vidyalaya
39. Bhanusmiti Vidyalaya
40. Assam Railway L.P. School
41. Kenduguri L.P. School
42. Bonda Hindi L.P. School
43. Dispur Govt. Jr. Basic School
44. Navanagar L.P. School
45. Adarsha L.P. School
46. No. 1 Hengrabari L.P. School
47. Gopinath Vidyapith L.P. School
48. Vivekananda Vidyapith L.P. School
49. Pubroon L.P. School
50. Japorigog L.P. School