



Teachers' Efficiency Of Teaching English In Lower Primary Assamese Medium Schools In Assam

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Abstract:

There is no denying of the fact that English occupies an important place in administration and educational set up of the country. English is increasingly being used for technical, scientific and business communication, both at national and international level. It becomes imperative to develop working knowledge of English in our students. Effective teaching of English largely depends on teachers' proficiency and efficiency in English and their knowledge of the varied methods and techniques of teaching English and their endeavour for sincere implementation of the same. Students do not have exposure to English language learning in the family, in the society and among the friend circle. In rural area the situation is more aggravated in terms of English language learning situation. Under the given circumstances, only the books and the teachers are the main sources of learning English. Thus, the role of the teachers is of paramount importance in teaching English in the prevalent social situation. Students are always found to be very poor in English, both as a subject of the curriculum and as a language. Most of the students are very weak in all the four language skills in English. Students of vernacular schools of every level whether primary, secondary, higher secondary or even college, are handicapped in English. Teaching behaviours take place when interaction between the teachers and pupils is going on aiming at to help the pupils to achieve their potentials. Unless teachers are well-equipped in terms of knowledge of and efficiency in English, developing working knowledge of English in students cannot be expected.

The present paper makes a case study of teachers' efficiency in teaching English in lower primary vernacular schools of Dhemaji district. To find out their efficiency and proficiency in teaching English the key criteria taken up for data collection were – objectives of teaching English in lower primary vernacular schools in the opinion of the incumbent teachers, teachers effort to provide pupils exposure for learning English, motivating pupils for learning English, teachers' age, teachers' length of service, teachers' educational qualification, teachers' participation in training and professional development programmes, teachers' dedication to duty, teachers' opinion about their pupils learning outcome in English and interview with teachers. Collected data were analysed and the findings arrived.

(Keywords: Teachers' efficiency, Teaching English, Lower Primary, Vernacular medium)

Introduction

English occupies a place of importance in the present globalized world predominant with information technology. English is a link language in the national and international context as well as a language of opportunity in the present day society. English has been recognized as a second language and also an associate official language by the Indian constitution.

Varied innovative techniques and approaches have been evolved and employed in classroom teaching now-a-days. Effective teaching of English largely depends on teachers' proficiency and efficiency in English and their knowledge of the varied methods and techniques of teaching English and their endeavour for sincere implementation in classroom teaching.

A child acquires mother-tongue in a natural situation, i.e. the child is placed in the given language environment right from his/her birth. So, acquisition of mother-tongue becomes unconscious and spontaneous. But contrary is the case of learning second or foreign language. Here, a learner has to make a purposive effort. If the target language is in vogue vis-a vis with the mother-tongue in a social situation, one may learn the target language as naturally as the mother-tongue. But the case of learning English language is different in our context. Students do not have exposure to English language learning in the family, in the society and among the friend circle. Under the given circumstances, only the books and the teachers are the main sources of learning English. Thus, the role of the teachers is of paramount importance in teaching English in the prevalent social situation. Students are always found to be very poor in English, both as a subject in academic curriculum and as a language. Most of the students of vernacular schools are very weak in all the four language skills in English. Pupils show poor performance in verbal or written communication in English.

The present study was made to find out the teachers' efficiency of teaching English in lower primary vernacular medium schools of Dhemaji district. The findings of the present study are highly expected to elucidate on the teachers' efficiency and/or inefficiency and the suggestions will help in improving the teaching of English in lower primary vernacular medium schools.

Teaching English should be made more practical and language-oriented. The Official Language Commission appointed by the Government of India clearly stated that English should be taught as 'language of comprehension'. "..... No doubt, to a limited extent, a capacity for expression would also accrue and may usefully be cultivated along with the faculty for comprehension....The requirement of knowledge for comprehending English is mainly a matter of understanding the basic grammar and structure of language and thereafter, principally a question of widening the vocabulary in the desired direction." ¹ Our students are taught English for a limited period and most of our students are required to gather knowledge from books and journals written in English. Psychology of language learning tells us that there are four skills of language learning viz. listening, speaking, reading and writing, and a learner needs to develop these skills. The objectives of teaching English at the school stage whether it be primary or secondary, may therefore be summed up as developing the pupils in terms of the following skills and knowledge:

- To understand English with ease when spoken at normal conversational speed.
- To read English with comprehension and at a reasonable speed.
- To write neatly and correctly at a reasonable speed.
- To speak English correctly and fluently.
- To develop interest in English.

Other important aspects which have a bearing on defining the objectives of a language course are:

- (i) the situations in life where the students will have to use their language skills and
- (ii) “the course content i.e. lexical items, sentence patterns, etc. that the students will learn at different stages of the course. In other words, we must define the framework of life situation and language content within which the language skills are to operate.”²

Need of the study:

Pupils of vernacular schools are alleged to be poor in English. Pupils are neither able to secure expected marks nor are able to develop minimum language skills. Language learning depends largely upon a conducive environment created by teachers either through classroom teaching or through communicative approach or both that surrounds learners. But, it has been alleged that the quality of teaching English in majority of vernacular schools in Assam is at the cross-road which caused the dismal performance of students in English. An in-depth analysis of the teaching-learning of English in lower primary level is required because the foundation of learning starts from here and this knowledge will enable to take necessary remedies for the improvement of English in these schools.

In Assam, no systematic study has been made so far with the intention of providing feedback for teaching English at lower primary schools when English was introduced from class I w.e.f. the year 2011 onward. No empirical study has been done on teaching-learning of English on a scientific basis. A detail review of the studies conducted by earlier researchers on teaching-learning of English in primary and secondary level in the country has revealed some important facts. The studies conducted by Alavandar (1992),³ Aparaj (1991),⁴ Bhaskaran (1989),⁵ Chandra (1988),⁶ Grover (1991),⁷ Jayashree (1989),⁸ Mohire (1989),⁹ Pradhan (1990),¹⁰ Ram (1989),¹¹ Ramamoorthy (1992),¹² Sahni (1988),¹³ Shasi (1991)¹⁴ and Yadav (1989)¹⁵ made some scattered attempt to study - the reading competency, auditory abilities, aptitude, remedial teaching, correlates, methods and means of teaching, common errors, motivation, etc. in terms of teaching English in particular and content analysis of syllabus and text-book of English in general. All these studies were conducted somewhere else in India, but not in Assam. However, no study has been conducted in Dhemaji District of Assam to find out teachers’ efficiency in teaching English at primary level. It is in this context, the need for the present study was felt to ascertain teachers’ proficiency of teaching English in primary schools in Dhemaji District.

Delimitation of the study:

The study intended to analyze the teaching of English in the existing lower primary vernacular medium schools under Dhemaji District in Assam. The study included only the lower primary Assamese medium schools and other schools such as privately managed schools, missionary schools and schools of other language as medium of instruction were excluded. Special schools like the schools for handicapped children, music and dance schools were not covered by the study. A further delimitation of the study was that only those teachers who taught English were included and other teachers working in these schools were excluded. Moreover, only 600 students from 60 selected schools represented the perceptions of the entire population of students of the lower primary schools of Dhemaji District in Assam.

Any generalization on the basis of the study should, therefore, be made by keeping these limitations in view.

Objectives of the present study:

The study attempted to find out answer to certain broad questions as:

- Are the teachers efficient enough to teach English in Assamese medium lower primary schools?
- Do the English teachers adopt a communicative approach to teach English?
- What are the problems faced by teachers as well as students as regards to teaching and learning English?

The above broad questions were spelt out in terms of the following specific objectives that the study intended to achieve:

- i. To find out the suitability of teaching English in lower primary Assamese medium schools
- ii. To study the teaching aptitude and efficiency of teachers in teaching English.
- iii. To provide viable suggestions for the future improvement of teaching English in lower primary Assamese medium schools.

Method and Procedure:

The present study was undertaken to investigate the teaching of English in the existing lower primary Assamese medium schools of Dhemaji district in Assam. The study was basically concerned with two things: - “what is?” and “what should be?” of teaching English at lower primary level. It was related to the tasks of: (a) survey of the efficiency of teaching English in the lower primary schools, and (b) the evaluation of teaching English to judge their suitability and effectiveness. Thus, the descriptive and empirical methods were found suitable for the present study since it is mainly concerned with surveying and fact finding of the state of affairs as it exists at present.

Population:

The population for this study was defined as all the existing 1551 (provincialized 1305 + Financial Aid obtained 246) lower primary schools under Dhemaji District in Assam, all the teachers working in these schools in 2014 and all the students enrolled in these schools in the same year. In order to select the sample, the list of provincialised and FA obtained lower primary schools was collected from the office of the District Elementary Education Officer, Dhemaji District and Sarba Shikshya Mission, Dhemaji District and found as many as 1551 number of provincialised and financial aid obtained lower primary schools in Dhemaji District. The District has been divided in to three elementary Educational Blocks viz- Bardaloni , Dhemaji and Murkong Selek Educational Block by the office of District Elementary Education for the convenience of management and administration. The Table No.3.1 below shows Educational Block wise number of panchayats and number L. P. schools in Dhemaji district:

Table No-3.1 Educational Block wise number of panchayats and number L. P. schools

Name of the Block	Nos. of the panchayat	Nos. of provincialised L. P. schools	Nos. of F. A. obtained L.P. schools
Bordoloni	13	248	49
Dhemaji	37	706	136
Murkungselek	15	351	61
Total	65	1305	246

Source-SSA, Dhemaji, 2014-15

Out of these three Educational Blocks of Dhemaji district, Dhemaji Educational Block was selected for the present study by using cluster sampling method. Dhemaji Educational Block has 37(Thirty Seven) panchayats and total 842 provincialized and F.A. obtained lower primary schools. Out of these 37 panchayats, 12 panchayats were selected by using sampling method for collection of information. From the collected information it is found that there are 232 provincialised and F.A obtained L. P schools in these twelve panchayats. Out of these 232 lower primary schools of these 12 panchayats, 60 schools were selected randomly taking 5 schools from each panchayat for the present study. Thereinafter, from each selected school 10 pupils were taken through purposive sampling for collection of information, and the total numbers of pupils were 600 including both boys and girls from class I to class V. The total numbers of teachers working in these 60 schools were 143, of which 131 teachers were actually found at the time of collection of information for study and all of them were taken as respondents. The effectiveness and suitability of teaching English is considered from the point of view of students. For this purpose, 600 students under investigation were selected on random basis.

Tools & techniques:

The data were collected with the help of a Questionnaire and an Interview Schedule from teacher respondents and oral interview from pupil respondents. Also, the other tools used for data collection were computer and digital camera. In the present study both the Primary and Secondary data were collected.

Statistical Techniques:

The statistical methods used for analyzing the data of the present study were mostly frequency and percentage.

Analysis and Interpretation:

In this study an attempt is made to find out the suitability of teaching English in lower primary Assamese medium schools. It is an attempt to answer the question -what is the pupils' level of knowledge in English both as a subject in the academic curriculum and as a language?

The areas on which information was collected from teacher respondents on the basis of structured questionnaire are as follows:

Objectives of teaching English:

A teacher should have a clear idea of the objectives of teaching English. According to Thompson and Wyatt there are four objectives of teaching English at school level viz- "(a) to understand English when written (b) to understand English when spoken (c) to speak English (d) to write English".¹⁶ The teachers opined the objectives of teaching English as- developing pupils four language skills, developing of pupils' vocabulary and spelling in English, motivating pupils for learning English and securing good marks in English subject. To ascertain whether the objectives fulfilled or not, the pupil were tested of the four language skills, viz- listening, speaking, reading and writing. Almost all the pupil respondents from class I to class V were unable to - give simple reply in English; read out from taught lessons from their English text; copy down legibly letters, words and sentences from text; write correct spelling when taken dictation from text; combine alphabet sound to word formation. The total number of such pupil respondents were 528 (88%) out of total 600 respondents. Pupils' present stance in terms of knowledge of English indicates that the general objectives of teaching English are not fulfilled. Only 72 (12%) pupil respondents out of total 600 from class I to V were able to read the text and write legibly, reply the meaning of English words in Assamese from taught lessons and were found satisfactory in pronunciation and spelling. Of these 72 pupil respondents 49 pupil replied that their fathers taught them and 23 said that their mothers taught them English at home. They did not give credit to their teachers in this regard.

Teachers' effort to provide pupils' exposure to English:

Lack of exposure to English learning situation is often alleged to be the cause of pupils' inability to develop language skills in English. "Learning a language is a habit formation. An individual can form such habits through adequate practice of speaking and writing. He is supposed to master both the sounds and the scripts...In language learning much

depends upon the amount of language to which the child is exposed to. This exposure makes the habit formation much easier, convenient and automatic.”¹⁷ It means exposing oneself to situations where the use of language is required. In order to find out the practices being adopted to provide English exposure to pupils, a query was made to the teachers who revealed to have adopted practices – simple conversation in English, explain lessons in English and Assamese, and encourage pupils to learn English. But on interview to the teacher and the pupil respondents, it was found that most of the teachers 115 (87.79%) out of total 131 had their own limitation of communication in English and almost all pupil respondents i.e. 528 (88%) out of 600 from class I to V were unable to show expected performance in – speaking, reading, writing, pronunciation, spelling, vocabulary etc. which constitute the basic foundation to acquire a language.

Motivating pupils for learning English:

Motivation is an important factor in the process of learning second and/or foreign language. Motivation has been defined in several ways. According to Gardiner (1985) “.. motivation involves four aspects, a goal, effortful behaviour, a desire to attain that goal and favourable attitude toward the activity in question”.¹⁸ Teachers should make the class attractive and interesting so that pupils will get motivated to learn English. It is seen that out of 131, 27 (20.61%) teachers viewed that they used both English and Assamese language in class and encouraged pupils to speak in English, 31 (23.67%) said that they treated lessons as means of teaching language element, 57 (43.51%) said that they taught pupils how same thing is expressed in English and Assamese and tried to create pupils’ interest in English and 16 (12.21%) revealed that they tried to remove English phobia from the mind of the pupils. Although the teachers opined to have made efforts for motivating pupils to learn English, yet it was found that pupils’ knowledge of and performance in English is not at all encouraging.

Efficiency of teaching English:

Efficiency of teaching is related to teacher’s knowledge and expertise over the subject matter and his/her dedication and commitment to impart teaching with a view to make learning effective for pupils. Level of performance in any school is ultimately related to the quality of its teachers who operate it. Mullen, (1993) argued that “the level of teacher’s subject matter competence is a prime predictor of pupils’ learning.”¹⁹ Adeyema, (2007) said, “Teachers’ efficiency could be determined in terms of teachers’ qualification, status, teaching experience and teachers’ dedication to duty.”²⁰ The determinant components taken up for the measurement of efficiency of teachers in the present study are- age, length of service, educational qualification, training undertaken and interest shown over the subject he/she teaches. Age is an important component which not only determines an individual’s physical and mental maturity but also depicts his/her life experiences and in turn may go a long way in knowing a child’s learning behaviour. It was found that 13 (9.92%) teachers were under the age group of 20-25 years, 17 (12.98%) were 26-30 years, 14 (10.69%) were 31-35 years, 11 (8.40%) were 36-40 years, 18 (13.74%) were 41-45 years, 17 (12.98%) were 46-50 years, 25 (19.08%)

were 51-55 years and 16 (12.21%) were 56-60 years respectively. It is seen that most of the respondents, i.e. 87 (66.41%) belonged to the age group of 36-60 years indicating seniority in terms of age whereas only 44 (33.59%) teachers belonged to the age group of 20-35 years. Length of service provides a teacher teaching experience and knowledge over the course and pupils' learning behaviour. It is found that service experience of 43 (32.83%) respondents was between 1-5 years, 01 (.76%) was between 6-10 years, 06 (4.58%) was between 11-15 years and 81 (61.83%) was between 16-40 years of service experience. In terms of length of service most of the teachers were experienced ones, for they have crossed sixteen years in service. It was found that age and service seniority of the teachers has not produced impact on English teaching-learning in lower primary vernacular medium schools, for learning outcome of pupils in English was dismaying.

It is often alleged that many teachers of primary schools lack required academic proficiency and efficiency to make teaching of English effective in lower primary vernacular schools. The **English Review Committee** appointed by UGC in 1965 said, "There is a shortage of teachers. Those available have passed the school final examination, having themselves studied English in village school for 4 or 5 or 6 years. They have little idea of correct usage, and not at all of correct pronunciation. Their vocabulary is limited as is their reading." Prof. V. K. Gokak observed, "The foundational years for teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English." ²¹ Data were collected to know the career profile of the teacher respondents in terms of – educational qualification; other degree and diploma; training programmes and/or workshops attended. Regarding educational qualification it was revealed that out of total 131 teachers, 51 (38.93%) were metric pass, 64 (48.85%) were P.U & H.S (Pre-University & Higher Secondary) pass, 14 (10.69%) were graduates and 02 (1.53%) were post graduates. Most of the teachers i.e. 115 (87.78%) out of 131, were Metric pass and 10 +2 (Ten plus Two) pass. It was found that 11 (8.40%) teachers, hailed from English medium back ground. Educational qualification of majority of teachers is found to be insufficient to teach language skills in English.

Refreshing and up-dating of teacher's knowledge is very essential to keep the teacher abreast with and in conversant to the new developments of knowledge in the field of his/her profession and subject matter. Teachers are expected to be conversant with the knowledge of English and art of teaching it. It is found that out of 131 teachers, 11 (8.40%) have done Normal Training Course, 04 (3.05%) have done D. El. Ed. Course, 05 (3.81%) have done B. Ed. Course and 02 (1.53%) have done short term course under IGNOU. Greater number of the teachers i.e. 109 (83.21%) have not done any such course. The training programme and/or workshop under Sarba shikshya Aviyan (SSA) shows that almost all respondents 124 (94.66%) participated in such programmes and only 07 (5.34%) revealed that they did not participate in such programmes. It was found that there was no separate teacher specifically allotted for the subject of English nor was there any policy or provision found giving preference to proficiency in English at the time of appointment in lower primary Assamese medium schools. It was observed that only 16 (12.21%) teacher respondents out of 131 were able to communicate in English, though

with some limitation. The rest 115 (87.79%) were found too poor in communication in English.

A teacher needs to up-date himself/herself with the latest development in the field of teaching-learning, which calls forth undergoing training and availability of scope for the same. All teachers opined that there exists provision for in-service teacher training. Mere availability of provision in principle without facilitation for participation does not hold good for the teachers. 65 (49.62%) teachers viewed that the school authority encourages the teachers to go for training, 27 (20.61%) viewed that the teachers are provided necessary leave for training, 04 (3.05%) opined that they are provided incentive and/or career benefit. 124 (94.66%) opined that TA and DA is provided to teacher participants in training programmes/workshops.

Reason for Teachers' Taking English Subject:

A teacher teaching the subject of his interest can pep up pupils with motivation. "....a teacher can never truly teach unless he is still learning himself. A lamp can light another lamp unless it continues to burn its own flame." (Tagore).²² "When the least qualified teachers and those least adept in English are made responsible for the pupil's early years of English study, the results are particularly disastrous."²³ Teachers' interest and proficiency over the subject they teach invariably affects on the efforts they take for fruitful teaching. A query was made to the teachers whether their subject of interest was other than English. 115 (87.79%) teachers expressed that their subject of interest was other than English and they were taking English because there is no separate teacher especially appointed and/or allotted for the subject of English and out of 115 (87.79%) teachers, 104 opined that their Head Masters tell them to take English subject and 11 (9.57%) teachers said that they were the single teachers in their respective schools. Only 16 (12.21%) teachers expressed that they are interested to take English subject. It was found that there was neither any provision for appointment of subject specific teacher nor was any preference given for proficiency in English at the time of teacher appointment.

Findings of the study:

From the analysis and interpretation of the collected information the following findings have been arrived at:

- 1) The needed foundation of English of the majority of the pupils at this formative stage of primary level has been found to be too weak to cope up with the growing need of English in the present day context of the society.
- 2) Out of 600 pupil respondents only 72 (12%) were found comparatively satisfactory in their performance in English, who were able to read their English texts, write English alphabets and words legibly, reply meaning of English words and sentences from taught lessons of the texts in Assamese, make acceptable pronunciation and write somewhat correct spelling of English words. The rest 528 (88%) could not at all show satisfactory performance in terms of the above aspects

of learning English. It was found that none of the 72 pupil respondents who were comparatively good in English gave credit to their teachers for their learning English. 49 pupil respondents gave credit to their fathers and 23 to their mothers for teaching English subject at home.

- 3) In the present study it was also found that for providing English exposure to pupils, the teachers revealed to have adopted measures such as – making simple conversation with pupils in English, helping pupils speak in English and explaining lessons in both Assamese and English. But ground reality showed that teachers themselves had limitation in English proficiency. As many as 115 (87.79%) teachers out of total 131 were found to have utter limitation in communication in English to provide English exposure to pupils. Again, 528 (88%) pupils from class I to class V out of total 600 were unable to put up expected performance in all the four language skills, pronunciation, spelling, vocabulary etc. in English.
- 4) The majority of the teachers, i.e. 87(66.41%) out of 131 are senior in age, who belonged to the age group of (36 – 60) years; while the rest belonged to the age group of (20 – 25) years. Even in terms of service experience most of the teachers, i.e. 81(63.83%) out of 131 has the length of service between (16 – 40) years. But the present study shows that longer service experience of the teacher in teaching did not seem to put any impact on pupils’ learning of English for which reason could be imputed to be teachers’ inefficiency in English.
- 5) The study further shows that the educational qualification of most of the teachers is insufficient to teach the existing syllabus of English and they are inefficient to teach English language skills.
- 6) Regarding teacher training it was found that out of total 131 teachers 109 (83.21%) have not done any teacher training course. The rest of the teachers who have done different teacher training courses taken together constituted as many as 22 (16.79%) in number, of which 11 (8.40%) have done Normal Training Course, 4 (3.05%) have done D. El. Ed Course, 5 (3.81%) have done B. Ed. Course and 2 (1.53%) have done Training Course under IGNOU. It was found that there is provision for in-service teacher training and of late, emphasis has been laid on facilitating teachers to undergo training course and to participate in training programmes and workshops.
- 7) It was found that out of 131 teachers only 16 (12.21%) were somewhat able to communicate in English whereas the maximum number of teachers i.e. 115 (87.97%) were found too poor in communication in English.

- 8) The study further reveals that most of the teachers have their subject of interest other than English. Only 16 (12.21%) teachers out of 131 opined that English is their subject of interest.
- 9) Another important finding of the present study is that at the time of appointment of teachers there is no provision for appointment of subject specific teacher for English subject, nor is there any provision of appointment criteria giving preference to teacher's proficiency in English.

Suggestions:

On the basis of the analysis of information and the findings thereon the following suggestions are made for the improvement of teaching-learning of English in lower primary Assamese medium schools.

- 1) Pupils' base in English should be developed through developing their spelling, pronunciation, grammatical structure and oral & written communication.
- 2) Pupils should be given maximum practice in listening and speaking to provide them adequate exposure of English so that English phobia can be removed from the mind of the pupils and a sense instilled in that English is as much a language as their own.
- 3) Separate classrooms from class I to class V should be facilitated and adequate number of teachers should be appointed against each class so that subject wise attention can be paid to pupils instead of keeping pupils of all classes together in one hall making huge commotion.
- 4) Separate teachers with good proficiency in English i.e. having communication ability in English and linguistic knowledge should be appointed in L. P. schools, because pupils' English requires to be developed at this primary stage.

CONCLUSION:

Students of vernacular medium schools of every level, whether it be primary, secondary or college level, are poor in English both as a subject of curriculum and as a language. Students are seen to obtain lesser marks in English and are pathetically poor in communication in English. There is growing need of English in the present era of globalisation and information technology. Working knowledge of English has become the need of the hour and inevitable for every aspirant student. In the present study, it was found that in infrastructure almost all schools did not have electricity connectivity; there is no use of modern teaching aids like tape recorder, computer aided teaching devices etc.; there was no separate classroom against each class; there was no proper sitting arrangement in a sizeable number of schools; there were single teachers in a few schools; and inadequacy of teachers in almost every school. Moreover, flood problem also disrupted normal classes during summer in a few schools of the district. It was found that

most of the teachers used age-old grammar translation method of teaching, which neglects communication aspect. There seems to be lack of seriousness and sincerity in use of the methods and techniques by teachers. Most of the teachers are - only metric and ten plus two (10 + 2) passed, did not do any teacher training course/diploma course, have stark limitation of communication in English and lacked efficiency in teaching the present NCERT English text books under CBSC course.

The suggestions put forwarded on the basis of the findings of the present study should be paid attention to and implemented in letter and spirit by all concern for improving the existing dismal state of affair in teaching-learning of English in lower primary vernacular medium schools. Appropriate academic policy in governance and infrastructure development by government, timely supervision and academic audit by concern government department and efficiency and devotion to duty of the teachers will materialize the purpose of teaching English in lower primary vernacular medium schools in Assam.

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