AN EVALUATION OF TEACHING AND LEARNING OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS OF NAGALAND

Thesis Submitted to Nagaland University in Partial Fulfilment of the Requirement for the Degree of Doctor of Philosophy in Education

BY

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DECLARATION

I, Lovely Sarkar, do hereby declare that the thesis entitled, **"AN EVALUATION OF TEACHING AND LEARNING OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS OF NAGALAND"**, is the outcome of the original research work undertaken and carried out by me, under the valuable guidance and supervision of Dr. Surendra Yadav, Assistant Professor in the Department of Teacher Education, Nagaland University, Kohima Campus, Meriema, Nagaland for the award of Doctor of Philosophy in Education.

I also declare that neither the thesis nor a part of it has been submitted for any degree in this university or any other university elsewhere. All sources of information are duly acknowledged.

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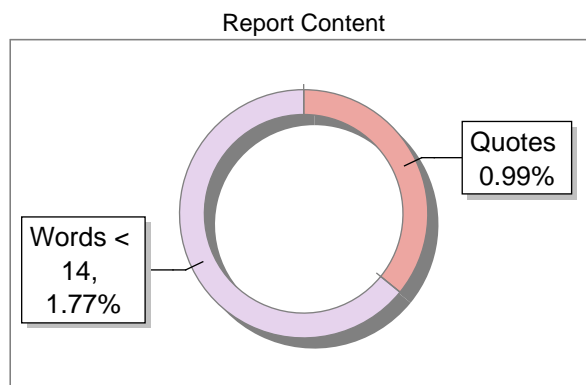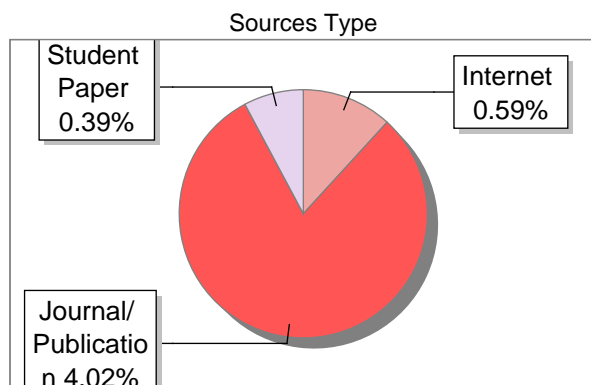Lovely Sarkar
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10   schools affiliated to

11   to analyze the

12   t-value

13   mean scores of

14   not significant at .05 level

15   private and government school students

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Date: Lovely Sarkar

Place: (Research Scholar)

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ABBREVIATIONS

B.A.	Bachelor of Education
B.B.C.	British Broadcasting Corporation
B.COM.	Bachelor of Commerce
B.Ed.	Bachelor of Education
CBSE	Central Board of Secondary Education
CISCE	Council for Indian School Certificate Examinations
CLT	Communicative Language Teaching
D.El.Ed.	Diploma in Elementary Education
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
ICSE	Indian Certificate of Secondary Education
ICT	Information and Communication Technology
LSRW	Listening Speaking Reading Writing
M.Phil.	Master of Philosophy
NBSE	Nagaland Board of School Education
NCERT	National Council of Educational Research and Training
NEP	National Policy on Education
PSEB	Punjab School Education Board
Ph.D.	Philosophy of Education

SD	Standard Deviation
UN	United Nations
TLM	Teaching Learning Materials
UAE	United Arab Emirates

CHAPTER 1

INTRODUCTION

1.1 LANGUAGE: ITS MEANING

Language is a vehicle of articulation of thoughts and notions. It enables our inner hidden feelings and emotions to find a way out and channelizes those through verbal or non-verbal cues or clues. Language provides identity to the speaker by means of associating him/her with the symbols used for speaking in the same community. It serves as a medium of construction of knowledge. Thus, language has a special place in human life. According to Bloch and Trager when vocal sounds that are produced by the individuals attach some meanings as per a culture or social system, it becomes a language for that society or social system (Baruah, 2006).

According to Jesperson, language is used for the conveyance of our ideas and emotions. It gives an impetus for transmitting beliefs (Jesperson, 1904). According to Dwight Bolinger, language is a special attribute of human beings which joins various civilizations. Thus, it connects human societies like a thread.

Emphasizing on the role of language in human life, Batley et al. (1993) in a report for UNESCO mentioned that language education is a continuous process of life and it is meant for life. Language is a crucial aspect of human accomplishment.

1.2   LANGUAGE: A MODE OF COMMUNICATION

The primary purpose of language is communication. Language, whether written or spoken is a universal channel for communication. It enables us to communicate our ideas, feelings, emotions, opinions, thoughts etc. Jesperson points out that language

connects our souls. Apart from ideas and feelings, it is a means of signaling our facial expressions, motions and gestures. So, language can be termed as a complete package for communication (Jesperson, 1904). Thus, language links people in varied situations.

National Curriculum Framework 2005 points out the communicative role and importance of language at all levels of life. (NCF, 2005). So, it mentions about the importance of language education which can be provided through the technique of 'across- curriculum'. It stresses that language development is not the sole responsibility of the English teacher and that it is every teacher's responsibility to develop language.

Competence in the language skills leads to improvement in communication skills (Indira, 2003). For communication, one needs to master in all the language learning skills (LSRW). Each of these skills are connected with each another and cannot be learned or taught in isolation from the other skills. Therefore, adequate training in all these skills is required so that there can be proper integration of the LSRW skills.

1.3 LANGUAGE LEARNING: A SKILL

The capacity or competency to do something well can be considered as a skill. Language learning can be understood as a skill or a skill subject in which techniques or the methods of learning the language need consideration. Language skills have been rightly equated with the skills of driving a car. As for driving a car, one needs to have the theoretical knowledge as well as the practical knowledge, likewise, language learning also demands the practical use (Jahan, 2019). Like an

artist or a painter who needs constant practice in the field of work of art, language learning essentially requires practice in (LSRW) language learning skills. All these skills are interrelated with one another. Good foundation in one skill would surely aid in the development and perfection of other skills.

The Secondary Education Commission (1952-53) states that for language teaching stress needs to be laid on the LSRW skills and as such proper methodology has to be adopted so that it enables every student to read and compose freely. Language teaching should aim at language rather than literature (Secondary Education Commission, 1953).

NEP 2020 mentions about significance of skills in today's fast changing world. Among other skills, special emphasis has been laid on the need for aptitude in languages which will enable one to productively use language in both verbal and written medium. It also points out that improvement in language teaching is the need of the hour. Language teaching should be goal- directed and should emphasize on the students' capacity to engage in conversation among themselves in a natural manner. This policy focuses on the need to augment language-teaching through practical learning. Language can best be learned by means of active engagement of the learners through interaction and conversation. Focus on language and not solely on literature boosts the language competencies of the learners.

1.4 SKILLS OF LANGUAGE

The four main skills of language are – listening skill, speaking skill, reading skill and writing skill. English in India is taught as second language. Core objective of English in the curriculum is to equip the learners to understand the language when it is spoken, to speak with fluency, to read with meaning and write intelligibly. Apart from these, proficiency in language helps in critical thinking, effective communication, social skills, instils confidence, leads to academic success and ultimately helps in holistic development of learners. Hence, in order to gain competency in English language, practice of language skills is required. Rigorous practice in these skills is needed so that language learners feel confident to use language in day-to-day life. Four skills of language are given in the figure below.
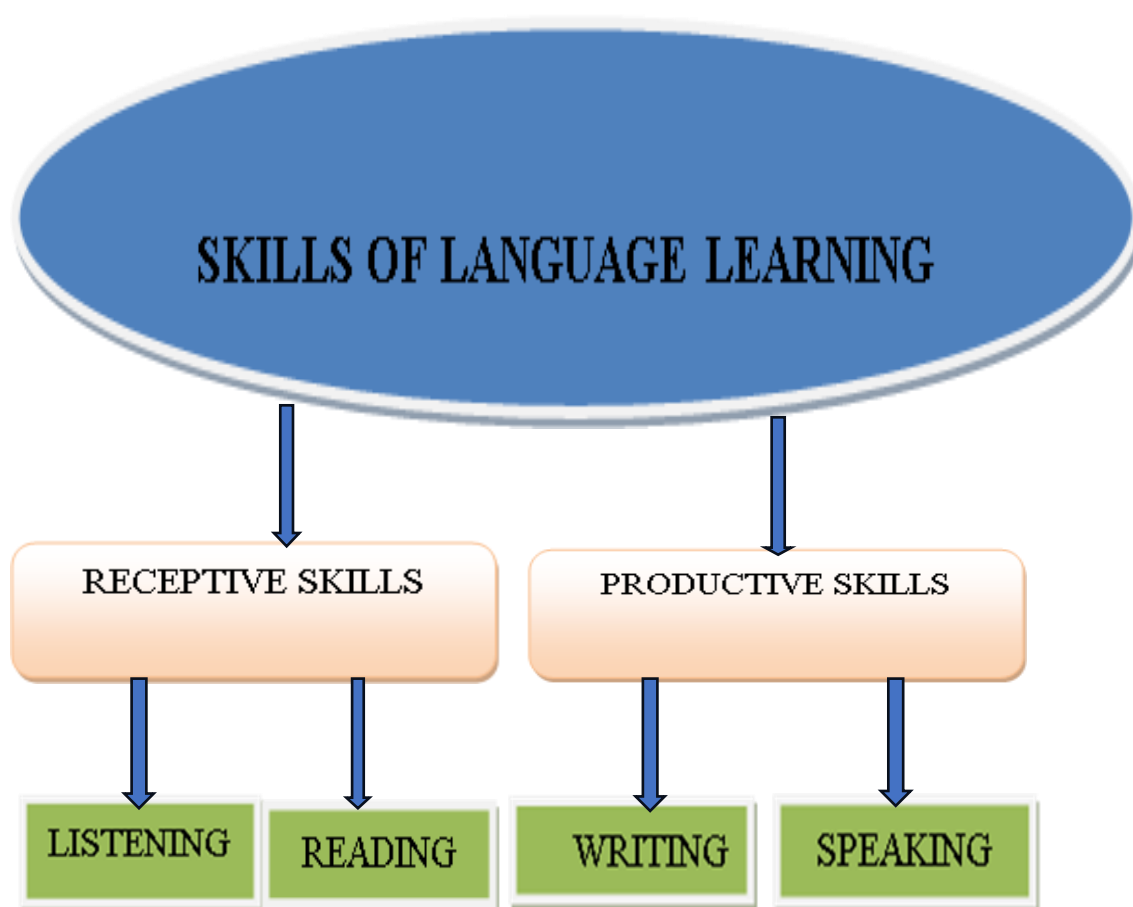
Figure: 1: Skills of language

The above figure shows that there are four language skills, listening and reading are called as the receptive skills. And speaking and writing are called as the productive skills. Each of these skills are explained below.

Listening Skill

Listening is the foundation of all other language learning skills. It is the aural aspect of language. It prepares an individual for speaking the language. Because of its profound impact for the development of other language skills, it is called as a 'Cinderella' skill. A listener has to decode what a speaker has encoded. Active listening is required to facilitate interaction and communication. A good listener can become a good communicator. Patient listening allows one to grasp meaning, context, situation and enables to respond accordingly through speech. To listen is to grab the meaning of what is spoken. Listening is often misunderstood and taken akin to hearing. But both of the terms are different. Hearing is an unconscious process whereas listening is a conscious process of active engagement of what is being heard. In listening, the listener has to consciously be receptive to the sounds and signals and then process those in mind for meaning. To interpret the speaker, one has to listen with concentration. Listening, thus, is an active skill although it is misinterpreted as a passive skill by many. The main objectives of listening are to recognize the sounds, to comprehend what is being spoken and then respond in speech or talk.

Speaking skill

Speaking follows listening. Oral aspect of language is speaking. To know a language is having the ability to comprehend and speak in that language. In

language learning maximum opportunity should be provided to the learners to speak (Baruah, 2006).

Speaking is a productive skill. It requires to produce sounds and utterances for its meaningful construction. One can speak meaningfully when one understands the aim of speech. Thus, it is an active skill. Learning to speak a language enables one to learn to read and write it. So, speaking has been called as the 'shortest way' to gain mastery over reading and writing skills.

To speak is to convey the ideas and feelings clearly to others, to express things intelligibly, to respond to various situations etc.

Reading Skill

Reading is to decode the graphic symbols which are words. Although it is a receptive skill; yet it is very much an active skill. It demands the reader to read with correct pronunciation, stress, intonation etc. Thus, the vocal sounds are related to reading. Reading cannot be complete without making meaning out of the materials being read. One cannot be a successful reader if he doesn't understand what he reads. So, reading involves reading with comprehension. Hence, cognitive skills are also related to reading skill. Reading can be done in two ways – silently and loudly which are called silent reading and loud reading. Silent reading involves reading in mind in complete silence to grasp the given text. Silent reading is for comprehension. Whereas, in loud reading the main focus is on pronunciation, stress, rhythm, intonation etc.

Writing Skill

Writing is a productive skill as it demands production of graphic symbols in written form. It completes language learning. It involves muscles of the hand for presenting written work. Writing is to express the ideas effectively in written or printed form. It demands construction of meaningful sentences, phrases etc. in correct grammatical form. Thus, enabling the students to compose accurately. It also requires fluency for composition of any text.

Composition can be of two types- guided and free composition. In guided composition, students are given guidance with regard to structure, vocabulary etc. In the beginning, teachers help students extensively in writing. Gradually, the guiding process reduces. In the next stage, when the students develop the skill of composition students are free to compose on their own. Thus, the goal is to enable students to acquire mastery over writing. This kind of composition is called free composition. Composition at the school level has to be guided at the initial stage and slowly and steadily when the learners become proficient in writing there should be shift towards free composition.

1.5 LANGUAGE SYSTEM IN NAGALAND

Nagaland is a state in North-Eastern region of India. It was inaugurated on 1st December 1963 and declared as the sixteenth state of the Indian Union. At present there are sixteen districts of Nagaland: Chumoukedima, Dimapur, Kiphire, Kohima, Longleng, Mokokchung, Mon, Niuland, Noklak, Peren, Phek, Shamator, Tuensang, Tseminyu, Wokha and Zunheboto.

Figure 2: Map of Nagaland

Nagaland is a home to variety of language speakers making it very distinctive from the other states of India. Language system in Nagaland is very complex. Considering the rich diversity of the languages spoken in Nagaland, Sachdeva (2001) mentions that without any doubt Nagaland is, "one of the most complex sociolinguistic settings in the entire world". The languages spoken in Nagaland are

mutually related to 'Tibeto-Burman family', and include English and Nagamese for communicative purposes (Sachdeva, 2001).

There are 17 recognized tribes in Nagaland. Each tribe speaks in its own dialect and even within the same tribe there is variation in speech as different villages have different speech patterns. This makes it difficult to converse among the different tribes in their own dialect. This is how, Nagamese plays an important role by serving as the intra and inter communicative language system in Nagaland.

Three types of school education boards are existing in Nagaland: Nagaland Board of School Education (NBSE), Central Board of School Education (CBSE) and Council for Indian School Certificate Examinations (CISCE).

In Nagaland, "English is taught as a subject and not as a language" (Belho, 2022). English is the official language of the state. Children get exposed to this language quite early in life. But irrespective of this, it is a sad reality that students are not adequate enough in the language. "In Nagaland, English is taught as a subject and not as a language and it becomes evident from the memorization of it for the sake of securing good grades" (Kichu, 2019).

1.6 NEED AND IMPORTANCE OF THE STUDY

English in Nagaland occupies an important place in the school curriculum. It is a compulsory subject right from the primary classes. It is both taught as a subject and it is the medium of education in the schools. But the language is treated superficially and maximum focus is on the marks scored in the exams. According to Aier (1996), the home language and the school language of Nagaland are not the

same and due to this there are lots of issues in teaching- learning process.   English, is a language that belongs to the classrooms. Once, the students are outside the classrooms, the language usage declines.

Schools, colleges and higher education in Nagaland use English as the instructional method. Yet, the students don't get enough exposure to this language. Overdependence on literature and negligence of language has serious issues which has led to communicative incompetence of the learners. Altogether, the teaching of English is far from satisfactory (Whiso, 2006). Communicative competence calls for competence in language for communicative purpose. Hence, it is worth mentioning about the role that Listening, Speaking, Reading and Writing skills play in language learning.

According to Position Paper, National Focus Group on Teaching of English, National Council of Educational Research and Training (2006), inputs in the form of ample resources should be provided for language learning. The learning environment should be so supportive that gives opportunities for communication of ideas so that messages are understood and communicated or expressed well by learners either by 'listening or reading' or by 'speech or writing'. Such type of curriculum may be rightly called as 'Input-rich Curriculum' (Position Paper, National Focus Group on Teaching of English, NCERT (2006). An input-rich curriculum would demand an environment in which the skills of language learning are taken care of. Thus, there is a felt need for augmenting the skills for enhancing the communicative competence.

1.7 STATEMENT OF THE PROBLEM

This study has examined the current English teaching practices in the two boards-NBSE and CBSE. It has identified the issues and challenges of English at the secondary level in the two boards. Thus, this study is entitled as ***"An Evaluation of Teaching and Learning of English Language in Secondary Schools of Nagaland".***

1.8 OBJECTIVES OF THE STUDY

1. To analyse English language skills performance (listening, speaking, reading and writing) of NBSE and CBSE secondary school learners.

2. To compare the performance of learners in the four skills of English namely-listening, speaking, reading and writing on the basis of board of institution, locale, type of management, and gender.

3. To identify the issues and challenges of teaching English at the secondary level of the two boards and to seek suggestions for the improvement of teaching and learning of English skills.

4. To identify issues and challenges of learning English by students at the secondary level of the two boards.

1.9 HYPOTHESES

1. There is no significant difference between the performances of the learners of the two boards with regard to the listening skills.

2. There is no significant difference between the performances of the learners of the two boards with regard to the speaking skills.

3. There is no significant difference between the performances of the learners of the two boards with regard to the reading skills.

4. There is no significant difference between the performances of the learners of the two boards with regard to the writing skills.

5. There is no significant difference between the performances of Rural and Urban school students in listening skills.

6. There is no significant difference between the performances of Rural and Urban school students in speaking skills.

7. There is no significant difference between the performances of Rural and Urban school students in reading skills.

8. There is no significant difference between the performances of Rural and Urban school students in writing skills.

9. There is no significant difference between performances in listening skills of private and government school students.

10. There is no significant difference between performances in speaking skills of private and government school students.

11. There is no significant difference between the performances in reading skills of private and government school students.

12. There is no significant difference between the performances in writing skills of private and government school students.

13. There is no significant difference between the performances of male and female students in listening skills.

14. There is no significant difference between the performances of male and female students in speaking skills.

15. There is no significant difference between the performances of male and female students in reading skills.

16. There is no significant difference between the performances of male and female students in writing skills.

1.10 RESEARCH QUESTIONS

1. Is there any significant difference between the performances of the learners of the two boards with regard to the four skills of language learning?

2. Is there any significant difference between the performances of the rural and urban school students with regard to the four skills of language learning?

3. Is there any significant difference between the performances of the learners of private and government school students with regard to the four skills of language learning?

4. Is there any significant difference between the performances of male and female students with regard to the four skills of language learning?

5. What are the issues and challenges of teaching English at the Secondary level of the two boards?

6. What are the issues and challenges of learning English at the Secondary level of the two boards?

7. What are the suggestions of teachers to improve the status of teaching and learning of English in the two boards?

1.11 OPERATIONAL DEFINITIONS OF THE TERMS

1. Evaluation-

Evaluation refers to the assessment of the performance of English language learners in the four skills of language namely listening, speaking, reading and writing.

2. Teaching and learning of English language-

Teaching and learning of English language refer to the teaching and learning of the four language skills namely listening, speaking, reading and writing of the secondary level learners of NBSE and CBSE schools, the issues and challenges faced by teachers and learners in the process will be considered for the study.

3. Secondary Schools-

In this study, secondary schools refer to the NBSE and CBSE schools with grade IX to be considered for the study.

1.12 VARIABLES INCLUDED IN THE STUDY

   i.   Performances (Achievement) of the secondary school learners in English language skills

   ii. School boards (NBSE & CBSE)

   iii. Demographic variables like gender, management and locale

1.13 DELIMITATIONS OF THE STUDY

This study is delimited to Dimapur and Kohima districts only.

1. The study is meant for testing only the main four skills of language learning namely listening, speaking, reading and writing.

2. It is confined to the secondary learners of class IX.

3. Only 560 students were selected for this study.

4. This study is delimited to NBSE and CBSE boards only.

5. Only 35 teachers of the schools chosen for this study have been included.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

The most important aspect of research is review of literature. It enables the researcher to interpret the previous researches conducted in the area. It enables him/her to examine and evaluate the works done in that area, the methods employed, the outcome and the future course of action needed in that area. Thus, it provides scope to grasp the various dimensions of research. Review enables to get fresh understanding of research process as undertaken by others. It prepares one for new insights in the interest area (Koch and Crum 2009). Thus, the researcher gains knowledge to understand the gaps in the concerned area and also to explore what remains unexplored.

2.2. REVIEW OF THE STUDIES DONE IN INDIA AND ABROAD

The researcher had done an in-depth study on English language teaching and learning in India and abroad. The referred materials consist of ELT national and international journals, books, theses, dissertations and seminar papers. The literature reviewed by the researcher for this study have been presented in chronological order.

The study by **Edelsky (1978)** aimed at the 'Oral' aspect of language teaching. He mentioned that in order to become proficient in a language, it should be constantly used. The study emphasizes on the need to increase talk-time with the children. It suggests 'a variety of talk structures' like discussion in pairs, discussion in small as

well as larger groups, recording one's own talk and then listening to it, talk with adults which would provide opportunities for the learners to come across various real 'listening exercises'. The findings imply that a whole language approach is needed for successful language learning. Children need a variety of exposures right from the early stage.

Falk's (1979) study on writing skill shows that both children and adults acquire language in the same manner and that oral language and written language are learnt in the same manner. For oral language development, long exposure to listening is the key. Before speaking is learnt, a child is actively engaged in the listening activity and this strengthens his speaking. Likewise, a great deal of written materials by others needs to be exposed to the child before the child actually starts writing. This is where reading comes in. A good reading experience will enrich the language competence of the child eventually enhancing his writing capacities. For strong hold in writing, extensive reading is must. Good reading habits prepare the children for mastery over writing. Language acquisition is related to contextual and situational learning in natural environment which improves communication. For this kind of learning, a wide range of exposure is required. For successful learning, natural tasks have to be given to the students so that they find it easy for communicating their ideas with regard to the topics. This will enable them to express without hesitation leading to meaningful learning outcomes.

Aier's (1996) study aimed to know about the language situation of the state. Questionnaire comprising of both closed and open- ended questions were prepared and administered on the students for testing their general proficiency in English.

Another questionnaire consisting of closed-ended questions based on five- point scale was administered on general public. The study revealed that education system in Nagaland suffers from major setbacks. Students' poor performance in Mathematics, Science and English is a matter of concern for the Nagas. There is absence of proper language policy in Nagaland which calls for a clear-cut policy.

Peri's (2002) analysis of the variations in use of English language in different parts of the country as per the geographical locations focuses on the use of English which he calls 'Indian English'. In this study, he explains about the phonetic aspect of language. Status of English in India is brought to the forefront. India is a land of diverse language background and this accounts for the learners' adaptation of the language according to the region they are in or have been brought up. This study explains that English is a language of administration in India and various steps are taken for the upliftment of the language.

Fazili's (2002) study focuses on the evolution of communicative method of teaching English in Jammu and Kashmir. The study attempted to assess the system of teaching and learning of English at college level and suggest some strategies for its development. The findings indicate that the inappropriate syllabus, unsound teaching learning process and unsuitable resources have led towards the failure in the adaptation of new and advanced method of teaching language. The eclectic method of combination of Grammar- Translation and Direct Method was found to be used. Emphasis on reading and writing skill was found whereas the other two skills of listening and speaking were overlooked. Although, writing skill was emphasized, students were not able to write correctly. The interaction between

teacher and the taught were not adequate. A revised curriculum has been suggested for English language education to meet the communicative needs of students of Jammu and Kashmir.

Harper & Jong (2004) argued that just exposure to the target language will not benefit the language learners. Learners should also be taught about the linguistic aspects of the target language. Grammar, syntax and the functions of the language should equally be taken care of. Interactive teaching along with productive environment that creates learning opportunities will create learning spaces for the students. Constructive feedback has been recommended in this study. The researchers mentioned that students' diverse needs as per their capacities have to be kept in mind before formulating the strategies for enhancement of language skills. The study points out that setting clear objectives of the target language is required before organizing any teaching learning plans.

Khan (2005) examined the various challenges of communication in English and the techniques used for communication in various situations. He used questionnaire and interview to collect data for the study. The study mentioned that the main challenge was to speak in the target language. The various strategies used to overcome the barriers related to speech was use of gestures, fillers, verbal and non-verbal cues etc.

Sole dependence on the textbooks is a major concern for the English teachers in Palestine as mentioned by **Yamchi (2006)**. Owing to constraints of using supplementary texts or any other modern resources for teaching English, teachers

have to rely on the prescribed textbooks which is not productive in teaching language. Teaching of communicative skills is neglected. Students' attitude towards learning of language is found to be unfavorable due to historical factor of the country's subjugation by the English-speaking countries. This study recommends good teacher education program that prepares teachers according to the social milieu of Palestine.

Whiso (2006) examined the role, status and functions of English in the social and psychological milieu of Nagaland. The undergraduate students were the subjects of the study. Questionnaire and interview schedule were used as tools of the research. Students' questionnaire comprised of questions that tested all the language skills. The second questionnaire aimed to know about the curriculum and examination pattern for the undergraduate level. Questionnaire for the lecturers consisted of various aspects of teaching –learning process of English language. Interview schedule was also prepared. The study revealed that listening skill is neglected in the English classrooms. It is found that mother-tongue interference creates hindrance in the pronunciation of various words in English by different tribes of Nagaland. Lack of rapport between the student and the teacher is also found to be the main cause for the students' poor performance. Another cause of not being up to the mark is lack of proper infrastructure.

Chen (2008) investigated the use of cohesive devices in writing essays and the challenges faced by Malaysian students who use English as Second language. The researcher conducted action research which used mixed method for analysis. One hundred students pursuing a course called English for academic purposes formed

the sample. Role of various determiners of cohesion like substitution, reference, conjunctions ellipses have been mentioned. The study reveals that students lacked in cohesion and grammar while writing. This study emphasizes the importance of proper use of cohesive devices in writing. It suggests for training in the use of the devices of cohesion for the successful development in academic writing skills for both the students and the teachers.

Krashen (2009) in his book on language acquisition mentions about the relationship between practice and process of Second Language Acquisition. Krashen emphasizes on the importance of utilization of the available resources for communication among the language learners. The author mentions that 'language acquisition' is a slow and steady process. Language is acquired by means of learning the first skill which is listening. Thus, it is evident that listening paves the way for other language learning skills. Krashen makes a clear distinction between language acquisition and language learning. According to him, the process of acquiring language has to be taken as a subconscious activity as language acquirers are not really conscious of its process. In this sense, language acquisition can be understood as an 'informal' activity in a 'natural' setting. As opposed to language acquisition, language learners consciously learn a language in a formal setting following different rules of its grammar in the target language or 'second language'. It is stressed that for 'language learning', there is a necessity of providing 'comprehensible inputs' and that successful learning is largely dependent on the various 'inputs' that the receiver gets. Input in the form of 'teacher talk' has been suggested in this book.

Arshad (2009) evaluated the competencies of English teachers in teaching. Data was collected through questionnaire. The study reflected that the teachers lacked in various teaching strategies and classroom management. Teachers' incompetency in group activities were also found in this study. Communicative skills of language were also not given attention by the teachers. Teachers' inefficiency to attend to the diverse needs of the students were brought to light in this study.

Ghaznavi et al. (2011) studied effect of technology enhanced learning in education of Iranian students. 320 school students were selected for the study. Questionnaire was used. The findings highlighted that use of technology in education has positive effects in motivating the students leading to their overall improved performance in curricular areas. It has not only improved the questioning skills of the students but also helped in sustaining their interest throughout their classes. Students' performances have developed as their scores have raised considerably.

Meganathan (2011) surveyed on the 'language policy in education and role of English in India'. The improper implementation of 'Three-language formula' has been discussed by the researcher. Over the years, the varied perception of people towards English language, both as a maker for future perspectives and as a destroyer of Indian languages has changed to great extent and the demand for English language has increased considerably. The language policy, teaching methodologies and curriculum of all the states and the Union territories of India have been discussed in this paper. 'Digital divide' between urban and rural India in terms of access to language education to the rural students has been highlighted in this study. It is mentioned that in most of the regional medium schools run by the

government, students have no exposure to the language and even the teachers are inefficient to teach the language. In this context, the parental involvement towards child's education is almost nil. Some of the challenges faced in teaching and learning of language education in India as per the study are unskilled teachers of English, insufficient and poor quality of materials and unsuitable environment. For producing quality teachers, teacher education needs to be strengthened. Quality textbooks and other materials need to be developed. A language rich environment should be created in schools. To quote Meganathan, "it is better to have English taught as a subject rather than impose a bad English medium education" (Meganathan, 2011).

Ahmad (2012) explored role of media in teaching the language skills namely listening, speaking, reading and writing. Surveys regarding media enhanced English classes were conducted to recognize role of media technology in learning language. The findings show that 90% students are in favor of multimedia integrated learning. Students found it very encouraging and motivational. Their excellent performance in writing test shows the impact that technology has played in the learning process. Teachers' views about technology enhanced language teaching and learning was also found favorable. The study focused on the key role played by teachers for integrating technology in teaching learning process to make it interesting.

Nawab (2012) studied about the scenario of teaching English at the secondary level in Chitral district of Pakistan. Interview and observation were used to collect data. This study aimed to identify the approach used by the teachers of English and to reveal its benefits for the students. The study found that classical method or

Grammar-translation method was used for teaching. English language skills were not practiced at all. English was taught just like other subjects. Maximum teachers had no idea about lesson plans and only few were using lesson plans. They said that they were overburdened with classes and so, there was no time left for lesson plans. The classroom observation reveals that teachers read the textbooks and translated into Urdu. And only after the teacher's reading students were asked to read. Students were spoon-fed as they wrote what the teachers dictated. This tells us that there was no real practice of writing task which would need students' creativity. Listening and speaking were found to be the most neglected skills. Textbooks were not suitable enough for the practice of the language skills. The study points out that there is dearth of in-service training programs for the teachers.

Bharathi (2012) investigated the problems of teaching and learning of English in Commerce colleges of the Kachchh district. This study mentions about the importance of teaching Communicative skills of the language. It attempted to study teaching methods of B. Com. and the style of evaluation. It also studied about the problems of teachers and students in English language. The tools used for data collection were questionnaire and opinionnaire for the teachers, structured interviews for students and discussions. The findings reveal that English teaching in Gujarat is much to be desired. The ever-changing official policies of the country are to be held responsible for the under developed situation of English. The undergraduate students lack in basic communication skills. Some of the problems that they encounter are incorrectness of grammatical use, faulty pronunciation, spelling mistakes etc. Further, the study shows that teachers lack in the understanding of the aims of teaching the language and about the proper method of

teaching. Classroom teaching was dominantly teacher- centric. The study suggests for the balance development of all the language skills as adequate attention was not given for spoken English.

Dutta & Bala (2012) conducted a study on the status of English at primary level in eight states of India. Observation and discussion with teachers were the two sources for data collection. Findings reveal that there exists no linkage between practical and theoretical aspects in the textbooks. The language learning skills of listening and speaking were underestimated. Negligence of listening and speaking and over emphasis of reading and writing were found to be recurring problems. TLM grants that were allotted to the states were not utilized appropriately. In some institutions, library was just for the sake. Whereas in some schools, there wasn't any library. With regard to teacher training, theory overshadowed the practical aspects and thus, firsthand experience was missing. Grammar was taught as a rule-governed subject and not through contextualization. There was dearth of real communication and interaction among students and teachers. Aim of poetry teaching for developing aesthetic sense missed in the method of teaching employed by the schools considered for the study. The study suggests for refresher courses and rigorous training of English teachers at the foundational level, changes in the recruitment policies for elementary level and also for revision of the entire curriculum so that necessary changes are made at the elementary level which will strengthen the secondary and the higher level of education. It mentions that language teaching should be taken as skill teaching rather than subject teaching. It further emphasizes on the need to move towards constructivist method of teaching which gives ample opportunities to the learners for discussion, expression of ideas and to get exposure

to listening and speaking activities which lay the foundation for reading and writing.

Manju (2012) conducted a study on English Language Teaching in the Government Aided Management Schools in the coastal Villages of Kanyakumari District. Questionnaires have been used for data collection from English teachers, head of the institutions and students. Interview and observation methods were also used. It is found that most of the teachers of English lack fluency in the language. English teaching is found to be content based rather than language based. Lack of infrastructural facilities is an important factor in the region that creates a dismal picture of the teaching and learning of English. The study suggests that measures should be taken by the government for quality improvement in English language teaching. Special focus should be given on the improvement of infrastructure and training of the teachers and students in English. Teachers should create suitable environment for the students for learning the language. The textbooks of English should be reframed and set according to learner's pace. Functional grammar should precede formal grammar. It is suggested that teachers should not only pay attention to teach the students to compose but prior to that also teach them how to organize their ideas well.

Debnath (2012) made a critical analysis of problems and prospects of acquiring language skills at the secondary stage of education in West Bengal. The researcher followed a descriptive survey method. The study aimed at finding solutions for the language problems in the state. Questionnaire was prepared in order to know about the perceptions of various stakeholders of education namely students, teachers and

guardians with regard to the English language learning. Three sets of questionnaires were prepared for the study. A sample of 1200 students of government-aided and government secondary schools of West Bengal was drawn from three districts of the state by multi-stage proportional stratified random sampling. The researcher found that maximum number of students were unable to follow the pronunciation of the teachers. Students had little knowledge about grammatical elements which accounted for their poor listening ability. Teachers' limited understanding of the listening tasks is a major problem in training students for acquiring listening skills. Another major problem that hindered language learning is lack of its practical use. The study diagnoses the lack of students' exposure to sounds as the major cause of students' poor listening skills.

Abdalhamid (2012) investigated the strategies used by learners of English as Second language in Arabia with regard to listening comprehension. Achievement test on listening was administered on thirty language learners of the middle and higher grades. Questionnaire was also used to collect data. The study focused that learners used strategies like insightful learning coupled with critical thinking and collaborative learning for listening comprehension. Although the higher-grade learners performed better than the middle grade learners, there was no significant difference between the listening comprehension of the two grades of learners. This study suggests that students need to be equipped with the listening strategies at early years of life. It should be explained to the students that listening is purposeful and listening can happen best only when the purpose of listening is known. Practice in listening is important to train students in listening skill of language learning. Moreover, teachers should help the students to build up their schemata by linking

their previous knowledge with the present. Activities for the development of listening skill need to be done where students get sufficient chance to listen to variety of materials. This will enhance the skill of listening in the students.

Valliammai (2012) attempted to study on the impact of communicative method of teaching English on secondary students of Tamil Nadu. It was an experimental study. The results revealed that communicative teaching is beneficial for the students as it equipped them with better language skills. The post-test scores in the productive skills of language were found to be significantly higher than the pre-test scores. The study concluded that communicative teaching was more effective than conventional method of teaching.

Gomathi (2014) analyzed the divide between the rural and urban children in the way English language education is given to them. This study attempted to enhance the language learning skills of rural and urban students with the appropriate methods of teaching English. Exposure to a language is the basic factor in the improvement of the language skills of the learners. This study reveals that the performance of urban students is better than the rural students in language. The 'divide' is due to the lack of exposure to the various new methods of teaching and enhanced technological facilities of the rural children, their language skills remain limited. This creates a barrier in the career opportunities of the rural children as compared to the urban children. So, this study suggests effective measures and methods for teaching English by concentrating on the four language learning skills namely Listening, Speaking, Reading and Writing so that each and every skill of

language can be taught separately for enhancing the English language in the rural students.

Balakrishnan (2014) conducted an experimental study on the upper primary students of Kerala. The study aimed to find out the awareness and attitude of the teachers towards Discourse Oriented Pedagogy. It also aimed to know the effect of the pedagogy on students and to assess its strengths and weaknesses. Experimental survey method was adopted for this study. A total of 240 students and 120 teachers were taken for this study. Multistage sampling technique had been used. The study highlighted the effectiveness of the pedagogy in language acquisition and the teachers' positive attitude towards the pedagogy. However, the study revealed that use of interactive method of teaching has its own fair share of strengths and weaknesses in the state.

Copland et al. (2014) examined the issues of teaching English through global viewpoint. For this study, data was collected from 4,459 teachers from various nations across the globe. The common issues found in the countries were lack of appropriate textbooks, non-utilization of resources available for teaching learning process, lack of funding for infrastructural development, teachers' incompetency to teach the language, overcrowded classrooms leading to disciplinary issues. The study mentions that despite tremendous technological advancement, teachers do not reap the benefits of utilizing it. Case studies reveal that the toughest issue of teachers of Columbia, Italy, Tanzania and the UAE is to teach the productive skills to English language learners. Problem of addressing to students' diverse needs are faced by teachers of Columbia, South Korea, Japan, Taiwan, Hong Kong and the

UAE. Lack of proper resources is yet another challenge faced by Tanzania and Columbia. Teachers of Italy and the UAE struggled due to time constraints for teaching language. The study suggests for improvement and reformations in teacher education programs so that teachers can be well-equipped with the use of technology, be skilled in time management and classroom management in order to maintain decorum of the classrooms, can have better understanding about differentiated learning, be able to integrate technology in teaching English language and make efficient strategies to teach the skills of language learning to the learners.

Webb & Barrett (2014) examined the importance of rapport building in ESL classrooms in Taiwan. This study explores the behavioral techniques adopted by English teachers to build good and strong interpersonal communication with students in a multicultural classroom setting. The researcher interviewed the instructors of ESL. The findings bring to light that the techniques to build rapport with the students is by sharing clear information, caring about the students, motivating students, being humorous at times keeping in mind the age level of the students, being fair to every student of the class and by giving sufficient chance to the students for expression. Maintaining a fine line with the students that displays the authority of a teacher is also emphasized in the study.

Rahman's (2015) study in Dhemaji District of Assam aimed to find out the techniques of teaching English in the Assamese medium Secondary schools. It also aimed to study student and teacher related issues and challenges in English language as a second language. 720 students from 30 schools were chosen by quota sampling method. All the secondary English teachers were a part of the study.

Schedule and questionnaires were used for data collection. The study revealed that students were uninterested, inattentive and demotivated towards English and the major reason behind it was the teachers' inability to make teaching interesting. The study shows that among other factors, teachers' incompetency to use audio-visual aids was another contributing factor towards the students' failure to understand the language properly. Proper reading strategies were not used by the teachers. Moreover, teaching was not found to be student- centered.

Saha's (2015) study attempted to study attitude and motivation of the students in learning English as a second language among rural and urban area students. Descriptive survey was adopted for this study. Stratified sampling was used. Attitude and Motivation Test Battery developed by R.C Gardner was used. Another test battery was developed by the researcher for testing the language skills of the students. Questionnaire was also used as a tool. The findings revealed that students have problems in listening, speaking, and writing skill. When compared with urban areas, rural area students are found to be weaker in English language skills. Students' attitude and motivation towards English was negative. The study reveals the inappropriateness of English language education.

Yılmaz &Yavuz (2015) studied the listening problems of the fourth-grade students of primary school in Turkey. The study attempted to categorize the problems related to three factors namely- teachers, the learner himself or herself with regard to the strategies and also their beliefs and attitudes towards listening. A listening activity was organized for students after which a questionnaire was given. The questions had four options and students had to tick the relevant options. Lack of training in

phonetics is found to be the main reason behind the poor listening skills of the students. The study suggests the practice of sounds in English language. The study revealed that maximum students found difficulty in pronunciation of the teachers. Teachers' faulty pronunciation was the main barrier in listening. Another problem is related to students' failure to grasp what they heard. They claimed that the speech that they heard was very fast. This reveals their lack of constant practice. Students are found to be anxious during the listening activity and they fail to remember what is being heard. Students believe that they may not be successful listeners and their fear led to their anxiety. This mindset act as a barrier in listening. The study suggests that good input in listening is required for the improvement of the learners. Of all the issues, the problem in 'phonetics' seem to be the most prominent one. As teachers of English, good command over the language is expected. The study suggests that linguistic system should be incorporated in teaching so that students become proficient in the language skills. This study mentions that more 'practical input' should be provided to the learners. Engaging activities can be arranged to make learning joyful.

Geetha (2015) attempted to identify the issues faced by English teachers in degree colleges of Karnataka. Major problems faced by the teachers are to do with students' improper pronunciation, non-engagement of students with the activities, lack of syntax, lack of proper vocabulary, divided attention in the class, grammatical errors etc. The study suggests for making the classroom teaching interesting in order to capture attention of students in class. Emphasis on teaching of language skills need to be given and using English in context -based situation is to

be stressed on. This study mentions about the need to use constructivist method of teaching for enhancing the language skills of the students.

Deepti (2016) conducted a study on language competence of undergraduate students of Kurukshetra district of Haryana. It dealt with the communicative approach of teaching language. Case study was conducted. Responses were collected through questionnaire. The findings revealed that the government policies are not in favor of English language teaching. It mentioned that lack of trained teachers, lack of infrastructural facilities and unsatisfactory curriculum hinder communicative skills. The researcher found that skills of listening and speaking were not practiced or tested at all. In the rural areas, modern and advanced method of teaching through technology was not used at all.

Banerjee (2016) examined the status of English as a second language in the schools of West Bengal. The study brings to light the pathetic condition of English language in the state board schools. The recurrent problem is related to lack of communicational skills of the students which hinders the fluency of the speech. It is found that the state board schools preferred the regional language to English language and the students lacked in the conversational skills whereas the English medium school students have a good hold over the language. The not-so standard syllabus of the state board schools gives very less scope for the learning of the language. Having mentioned about the importance of English language in the context of modern-day world, this study emphasizes that English should be taught as the first language in the state.

Banditvilai (2016) conducted an experimental study on the use of blended-learning for augmenting language skills namely- listening, speaking, reading and writing among second year undergraduate Thai students of the age group of 18-21 years who opted for English honors. The study aimed to identify role played by blended learning in learning language skills and the attitudes of the students towards integrated learning that uses technology along with the traditional mode of teaching. The tools used for data collection were questionnaire, e-learning lessons, achievement test and semi-structured interview. The study was administered on sixty students by giving a pre-test to test the competence of language skills. In control group which was group I there were thirty students and the remaining thirty students were in experimental group- group II. The experimental group was taught by the means of technology in regular classroom which facilitated them to learn through media whereas no treatment was meted out to students of group I. The study reveals that group II- experimental group who received the treatment and got the facility to learn through technology performed better than group I who were not taught through technology. They had positive attitude towards blended learning. According to them, e-learning could augment their learning and boost up their confidence in language learning. They found blended learning to be very beneficial as well as interesting. But contrary to this, some students were of the opinion that although technology has its own benefits, it is not free from drawbacks. Time constraints coupled with network issues at times can be very frustrating and demotivating. It opines that e-learning can be a boon for language learning but can never replace the student-teacher interaction in face-to- face mode.

Rani (2016) analyzed performance of secondary level learners, curriculum and evaluation criteria from Punjab Board of Secondary Education and Central Board of Secondary Education regarding English language learning skills in Malwa region of Punjab. This study considered three districts of Punjab. The sample consisted of 600 language learners from 10 schools- 5 from each school affiliated to CBSE and PSEB. Tests, questionnaires, and informal interviews were used for data collection. The researcher developed four tests and administered on class 10 students. Average score, standard deviation and t-test techniques were used to analyze the scores. The results indicated that there existed significant difference in learners' performance of the two boards with regard to listening skill. CBSE learners scored higher than the PSEB learners. The PSEB school learners' pronunciation was not comprehensible. Mother tongue interference could be found in the PSEB learners. The proficiency of the PSEB learners was 'inadequate' and the CBSE learners was 'above average'. The writing skill of the PSEB learners was 'below average' whereas CBSE learners was 'above average'.

Tully (2016) presented a lecture in 1996 at University Press/ BBC Lecture given at the English-Speaking Union, London on English in India, its role and the problems. This paper is an edited version of the original lecture. It attempts to address the issues related to English in India. It describes about the influential role played by English which to a large extent dominates all other Indian languages. This, the speaker calls as 'unhealthy'. Importance of Indian languages and use of Indian English has been reiterated in this paper. The study mentions division between the students of India into two groups. For the first group of students studying in private schools, English acts as the language of 'power and prestige'. Whereas, in the

government schools, mother tongue, Hindi or the regional language has dominant role to play. English in Indian institutions is mostly taught from 'exam-oriented' point of view. A sincere effort of change to 'Hindi imperialism' from 'English imperialism' has been suggested here. This paper mentions that the deteriorating condition of English can be credited to superior attitude of elite class over speakers of Hindi or regional languages.

Porto et al. (2016) reviewed the status of English language in Argentina. English, in Argentina is taught as one of the foreign languages in secondary schools set up by the Centre. Whereas, the schools set up by the British community use English as the medium of instruction. This study focused on importance of visual images for developing imagination and creativity of the language learners. Teachers' attitude and perception were found to have profound impact on the teaching and learning of English. Extensive use of ICT has been found at the college level but there is lack of attention in this regard at primary and secondary level. So, it recommends training of teachers in ICT so that the best can be provided to the learners. Motivation is the key factor for success in language learning and so learners should be motivated. Role of evaluation has been emphasized in the study.

Patil (2017) investigated on the effects of computer-based activities to teach and test listening and speaking skills in English among engineering students of Maharashtra. The study attempted to empower teachers with the competency to develop their own materials and computer–based activities for teaching language according to learners' needs. It also attempted to enhance the employability skills of the students. Mixed methods research was adopted for the study. Questionnaires,

experiments and some tests were used as tools for collecting the data. The study show that computer-based teaching and learning are very engaging and motivating for the learners as it gives more exposure and autonomy for learning. It also benefits the teachers to become innovative in teaching.

Kumar et al. (2017) made a comparative study between the government and private schools with regard to the proficiency of the learners of English language and also their study habits. The sample of the study consisted of one hundred and fifty language learners from both government and private schools. English language proficiency test was taken to determine the proficiency level of students. Findings reveal that study habits had greatly impacted students' performances. Students of private school outdid government school students. The scores of private and government schools differ significantly.

Lakhera & Biswal (2017) recommended strategies for development of skills of language learning among secondary students. The study mentions about the necessity of mastering the skills of language for communicative competence. The authors pointed out that adequate emphasis is not given in training of the four skills of language learning. The barriers for learning a language as pointed out are inefficient teachers, lack of proper environment, failure to teach English as a language, emphasis on completion of syllabus, time constraints for teaching of all the skills, overemphasis on writing leading to the neglect of other skills and lack of teaching learning materials. The strategies recommended for improving listening skills are to give exposure to various types of audios which are appropriate for the learners, use of sufficient vocabulary in classroom and initially teacher's voice can

be used for listening tasks which can be altered with the voice of the native speakers so that the speech style, accent, pattern of pronunciation can be understood by the listeners. The paper mentions about the transfer of skills of speaking to the skills of reading and writing. The strategies suggested for enrichment of speaking skills are group speaking tasks followed by individual speaking tasks and time bound presentations. For reading skills, reading strategies should be well known to language learners and most importantly, the purpose of reading should be explained. Adequate practice in reading is suggested so that students can develop independent reading habits. Teachers of language should motivate the students to read a lot. For writing skills, the mechanics of writing should be taught and organizing written work is yet another strategy. Both guided and free composition in writing would help the students. Assessment criteria should be made known to the students. Among the roles played by the teachers in language learning, the most important role is to constantly motivate the learners in language learning and also to provide feedback so that students get corrections for their works.

Ghosh (2017) conducted a study on gaps in language education in West Bengal. In her descriptive study, she collected data from the teachers and students of 150 schools. Questionnaire and achievement tests were used to identify gaps in teaching English. It was found that students' achievement in English language was considerably low. Teachers were found to be using traditional method of teaching English. Translation method was still used in teaching. Gaps like teachers' incompetencies, faulty learning environment, lack of students' exposure to the language, lack of students' interest, less parental involvement etc. were the reasons that contributed towards the status of English language in the state. Apart from

these, lack practical use of language is yet another factor. Altogether, English language teaching and learning in West Bengal suffers from major setbacks.

Lakhera (2017) developed a package for English language enhancement and implemented among secondary CBSE students of Baroda city. The package contained various visual aids, audio-visuals and language activities. The researcher used achievement test and reaction scale for this study. Quasi-experimental design was chosen for the study. For this purpose, students of class IX consisting of two sections was selected. One section of students which comprised of 43 students was made the experimental group and the other group consisting of 40 students was taken for control group. Pre-test was administered and, on its basis, both the groups were made equivalent. Then the developed package was used on both the groups to know the effectiveness of the package. Statistical techniques such as Mean, Standard Deviation, Standard Error of Mean and U-Test were used to calculate post-test scores. It was concluded that the developed package was effective in development of the language skills of secondary learners.

Salwa (2018) studied on the attitude of teachers towards teaching profession and specifically towards teaching of English language in Kuwait. English teachers teaching the elementary level students were the study participants. Findings revealed that teachers had mixed attitude towards the teaching of English. Under sentimental urges, English is taken to be a language of the British used for exercise of power and authority to control over different nations of the world. According to those teachers, it is a language of subjugation. Whereas, some teachers considered it

as useful for carrying out the day-to-day activities. Some teachers were in favor of English and expressed their interest in it.

Rachman's (2018) study on students' interest in reading comprehension revealed that students are interested in English. The researcher used questionnaire in this study. A very high correlation was found between students' interest in English and reading comprehension. The findings also show that parental involvement in motivating the children for reading regularly resulted in such high correlation. Listening to various types of English songs and movies helped in increasing students' vocabulary.

Ojha (2018) studied on the status, issues and challenges of six tribal regions of Rajasthan with regard to English education. A sample of 600 students and 60 teachers of government schools and 30 ELT experts was chosen. Descriptive Survey Method and Normative Survey method was used. Documents, questionnaires, observations, in-depth interview were the source for data collection. For data interpretation percentage, average percentage, percentile, t-test, graphical representation and data interpretation were used. Findings point that -- 1) Grammar-Translation Method was in use for English teaching. 2) There is a dearth of language resources in the schools. 3) Maximum teachers don't use any reference materials for teaching English. 4) Co-curricular activities for language skills were not conducted in the schools. 5) 88% and above teachers use Hindi and the local dialect as medium of instruction in class. 6) Lack of motivation among the learners. 7) Pronunciation of English words was never taken into consideration. 8) No attention was paid to the structures of the sentences in the language. 9) Teachers of

English laid emphasis on loud reading. 10) Silent reading was not emphasized. 11) Group work and language activities were not done. 12) Teachers' perception about the departmental role and the techniques of evaluation was very low. However, the teachers' and the students' perception about language teaching was very high.

Rao's (2018) study indicates complexities in language education in India which are inability to understand aim of English language, poor infrastructural facilities in schools, traditional method of teaching, improper language policies, sub-standard textbooks, lack of technology enhanced teaching and learning, exam-oriented teaching, gap between theory and practice in teacher education curriculum. The study suggests for a comprehensive understanding of problems and prospects of language for adapt to the changing needs of language learning as a whole.

Adhikari (2019) studied on status of English language in secondary schools of West Bengal. The study investigated into the qualifications of English teachers, duration of English classes, teaching methods employed by different school boards and the issues and challenges of teaching language. Different school boards namely CBSE, ICSE and West Bengal Board were taken into consideration for this study. For data collection, questionnaire and observation schedule was used. It was a mixed method study. The findings disclose that varied methods of teaching were followed by ICSE and CBSE schools whereas this was restricted to the state boards. Traditional method of teaching was followed in the state board schools. ICSE board schools were found to allot more periods per week for English classes. Equal importance was given for teaching prose, poetry and drama. This study mentions about the importance of rapport building of student and teachers for effective

language learning. ICSE and CBSE school teachers were better in rapport building with the students. Teachers were qualified enough to teach at the secondary level except very few who lacked professional training. As far as medium of instruction is concerned, both ICSE and CBSE schools used English whereas, the state board schools used a mixture of Bengali, Hindi and English to teach. The study suggests for the creation of 'constructivist' classrooms for better learning opportunities of the students.

Moses & Mohamed (2019) explored the issues and challenges in teaching and learning of English at the elementary level in writing skill of language learning. Student related problems found in this study are lack of exposure of the students, lack of motivation, lack of understanding of the proper usage of grammar, incorrectness of spellings, lack of vocabulary and lack of readiness of students. Teacher related problems are the teacher's inability to motivate the students, inability to facilitate various levels of learners, lack of parental support and most importantly lack of professional experience of the teachers.

Sarkar & Yadav (2019) analyzed the importance and challenges of listening skill and thereby provided strategies for development of listening skills among English language learners. It is mentioned that listening lays the foundation for language learning. Listening with comprehension is emphasized in this study. The first and foremost challenge of listening is that students hardly know importance of listening and its purpose is also not understood by the learners. Apart from this, lack of inadequate materials, improper strategy, inadequate attention for listening are some other challenges. Listening is considered as a skill which is automatically developed

and so, due emphasis is not given to it. Listening paves the way for speaking skills. This study reveals that lack of exposure is the most recurring problem in listening skill. The study suggests that learners require variety of listening opportunities for good practice in listening skill. This study further mentions about the role of 'Inputs' for enhancing the listening skills of the learners. Teachers need to diagnose the problems of listening so that appropriate strategies can be formulated.

Gari (2020) examined role of activities in teaching language as a second language and also foreign language. The researcher concentrated on the primary and secondary level of students. It is mentioned that activities are the best way to instill joy in learning. Activities enhance interest, make the children curious and enable them to stay motivated throughout the language classes. The types of activities that are suggested are individual, group and paired activities.

Kottairaj et al. (2020) investigated problems of learning English in Tamil Nadu. This study attempted to know proficiency level of students based on gender, locale and type of management. The sample consisted of three hundred secondary students of some selected schools. This study reveals that there is no difference between government and private school students. It found that female students performed better than the male students in English language.

Kumawat & Tiwari (2020) diagnosed the students' errors in English and suggested measures for the rectifications. For this, the researchers made remedial plans on various dimensions of grammar. It was a quasi- experimental study wherein the researcher conducted a pre-test to identify the errors. After the pre-test, students

were taught through the remedial plans and then a post- test was conducted to find the difference in the achievement of the scores. The marks scored in post-test was compared to scores of pre-test to find impact of remedial teaching on the students. Findings revealed that remedial teaching helped the students to decrease the errors of language. The researchers concluded that remedial teaching has positive impact on the students.

Safitri et al. (2020) conducted an experimental study to identify issues in language acquisition. They found that students lacked in speaking skill. They faced various problems related to grammar and sentence structures in English language leading to their reluctance to speak in front of others. Students also lacked confidence to speak. However, after they were taught through 'task-based' method the scores of the students were found to have increased significantly. This study suggests a task-based method of teaching English that engages the students in various kinds of tasks like role-playing, story-telling etc. so that students can communicate effectively with each other.

Muniruzzaman (2020) investigated the issues and challenges of Bangladeshi students in speaking English. Questionnaire was used. 100 undergraduate students were selected for this study. This study stressed on the importance of providing extensive practice in speaking skills of the students. It mentioned that students should be motivate to learn the language and that role of teachers is crucial in this respect. A natural kind of environment for language learning need to be provided to the students. Good exposure in English is needed so that students can acquire the language skills.

Cha (2020) examined the language situation of Koreans learning English in Korea as a Foreign language (EFL) and Koreans learning English in India as a second language. Data was collected by means of a questionnaire and free composition by students. The study mentions that English in Korea is learnt for the nation's overall progress and unlike other nations it does not focus on the communicative purpose of language. English is used in official contexts and in classrooms it holds the status of foreign language. English is not the method of instruction. Students fail to get opportunity to interact in the target language except in the classrooms where translation method is used to disseminate information and knowledge. Thus, teaching of English is in dismal situation in Korea. As opposed to this, in India Korean students get the exposure to listen, speak and communicate in various ways in and outside the classrooms in English language. English in India occupies a prominent place as it is used as second language (ESL). The study reveals stark differences in the method of teaching and learning of English in the two situations. This study yields that myriads of problems exist for language learning of the Korean students some of which are teachers' incompetency in teaching the language, lack of its practical applicability, outdated and inefficient method of teaching etc. The researcher suggests that English needs to be used for communicative purposes as per the social milieu of the land as most important objective of language learning is development of communication skills of the learners so that they can be effective communicators.

Ao & Jamir (2021) studied on ELT (English Language Teaching) in Nagaland. The study aimed to find out the English language situation among the undergraduate students. Google forms and questionnaire were used for collecting data from the

students and the teachers respectively. The study brought to light that there is employment crisis in the state not due to lack of jobs but it is due to being unskilled as per the demands of the jobs. The main cause for this can be accounted to lack of communicative skills in the graduates who are mostly from rural areas. The exam-oriented goal of teaching and learning of English in Nagaland is presented in the study. The syllabus is found to be heavily lopsided which emphasizes on literature and language is not taken care of. The student-teacher ratio is found to be imbalanced. The study points out that communicative as well as writing skill of the students need to be redefined. Appropriate methodologies for teaching need to be adopted. Change over to student-centred method of teaching is recommended. Through this study, the dismal picture of teaching and learning of English in the state is presented which suggests for rethinking of language teaching from grassroot level.

Zahin & Zannat (2021) attempted to study the barriers of teaching productive skills in English language in online mode in the private universities in Bangladesh. Questionnaire, document analysis and observation were the sources for data. The findings reveal that factors like imbalanced syllabus, inappropriate teaching techniques, overcrowded classrooms and old method of teaching English namely- Grammar-translation method of teaching stand as barriers to teaching of English productive skills of the students. The problems aggravated during pandemic due to the shift from physical classrooms to digital classrooms as it posed various limitations like time constraints, fluctuating network, teachers' inefficiency in using technology, uninterestedness of the students for online classes. Teachers were unable to conduct the language activities due to complete move away from face-to -

face mode of teaching. Teaching productive skills through activities like discussion, role-play, presentation and composition were challenging for the teachers. Teachers' inability to give feedback online also posed as a problem for the rectification of the students' mistakes. The study suggested that more time should be allotted for language classes, regular feedback should be given by the teachers, strong and stable network facilities should be provided by the authorities and teachers should be provided training for online classes.

Kulkarni (2021) designed a remedial English course on English language. It was an experimental study. This study attempted to enhance English language efficiency of students. A pre-test was conducted to determine attainment level of the learners without any treatment followed by a post-test. It aimed to find out the changes in the scores of the language learners who got the treatment i.e., the remedial teaching. Then, the scores of both the pre-test and the post- test were compared to find the effect of the remedial teaching on the students. Results shows that remedial teaching is beneficial for the students. A marked difference in the achievement scores was found in this study.

Verma's (2021) study had reflected on the various issues in teaching of language skills in Nagaland. It was found that listening skill is not adequately stressed in the teaching of the language. However, other skills of language are given importance. Findings reveal that teachers do not get enough support from the institutions to teach the language, lack of basic proficiency in the language, learner's inhibition to speak the language is yet another issue which acts as a barrier in the learning

process, lack of interest for consistency in learning language and lack of parental involvement and support.

Belho (2022) studied on the methods employed to teach English at Secondary level in Nagaland. The study also aimed to explore if the modern teaching methods have been adopted in the state. Data was collected through questionnaire. The study revealed that for teaching reading and speaking, drill and repetition is used. It is found that there is no particular method of teaching English at the secondary level in Nagaland. It is found to be teacher-centric where the teacher explains the lesson and provides notes. Project works are given to students as homework. Discussions among students and teachers do rarely happen in teaching learning situation. This study brought to light that modern methods of teaching are rarely used in the schools and traditional methods are still in use.

Jefferson (2022) conducted an experimental study on writing skills of learners for enhancing their communicative competency. Pre-test was used to assess the writing skill of language learners. Structural writing method was used to teach the experimental group. Language errors were found to have considerably reduced by this syntactic method. This study mentions that grammar and structure or syntax play important role in writing skill. So, equal emphasis needs to be given to grammar and structure in communicative language teaching. Various kinds of writing activities should be arranged for the learners in order to equip them with good writing skill.

Rohilla (2022) made an attempt to study the issues and challenges of teaching English in secondary schools in India. Questionnaire and interview were used for data collection. Overcrowded classrooms, lack of infrastructural facilities, shortage of quality faculty members in the institution etc. are some of the challenges found in the study. The study mentions that proper selection of candidates for teacher training program is crucial to ascertain their attitude towards the profession. Moreover, teacher educators should be oriented from time to time and professional development programs should be arranged.

Bauerlein (2024) emphasized that teaching of English language should concentrate more on the history of English literature and works of great writers of English literature should be exposed to the language learners. He mentions about the focus on skill-based learning that is prevalent in America which neglects the legacy that literature leaves behind. The author calls 'skills' to be 'vacuous' without knowledge of literary history. The researcher believes that teaching of period-wise literary history would strengthen the students to analyze the periods and understand the things better. It is mentioned that excessive reliance on skills has brought tremendous loss to the Americans and that restoration of the literary history is the need of the hour.

2.3 SUMMARY

This chapter contains review of literature which are relevant to this study entitled "An Evaluation of Teaching and Learning of English Language in Secondary Schools of Nagaland". The researcher has reviewed 35 studies conducted in India and 27 studies conducted abroad. Literature reviews highlight that persistent issues

and challenges exist in the field of English language teaching and learning. Studies conducted in India point out the disparities that contribute towards the issues. There are ongoing disparities in the availability of teaching and learning materials, access to technology, library facilities, quality of teaching, availability of teachers, pedagogical practices etc. in the private and the government schools and also rural and urban area schools.

Issues with regard to non-availability of teaching learning materials, inappropriate curriculum, teacher's inability to address to the diverse needs of the students, overcrowded classrooms, teacher's incompetency in teaching English, inefficiency in using technology in teaching English, lack of students' motivation and time constraints are the common issues found in the studies conducted in India and abroad. Studies have recommended that good rapport building among the students and also between the teacher and the students can bridge the problems faced by the students in second language learning. Studies suggest for good exposure in English language through rich learning experience.

Studies done in India and abroad specifically emphasize that good teacher education program is required for training the teachers to equip them for the challenges. Teachers' incompetency in teaching language, inability to teach through technology, inefficiency in time and classroom management, inability to address the diverse needs of the students etc. have posed real question to the adequacy of the teacher education programs across the world. Majority of the studies have mentioned about the concern related to teacher preparation. The literature review highlights that a robust teacher education program is the need of the hour. It also points out that at

the entry level of teacher education program proper initiatives should be taken for selection of the right candidates who are really interested in taking up the profession. The attitude of the teachers towards teaching profession needs to be assessed so that deserving people can be chosen in the field.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Research Methodology is an important part of any research work. It shows a clear path of how the objectives of a particular study are to be achieved. It gives an explanation of all the steps that the researcher takes for the research. It takes into account the plan, the methods and the techniques that are followed by the researcher for dealing with the problem. It serves like a blueprint that gives direction for the researcher in order to carry out the work. According to Kothari, C.R., Garg, Gaurav (2019) research method is a broad aspect. It considers both the methods of research and the rationale behind the selection of such methods. Thus, the explanation provides the reasoning for the appropriateness of the methods (Kothari, Garg and Gaurav, 2019). Hence, research methodology gives an overview of the methods and the reasons for selecting a particular method in accordance with the research study, the formulation of hypotheses, the methods used for collecting the required data, the techniques used for analyzing the data and also the presentation of the entire work in a sequential manner.

This chapter presents the methodology followed by the researcher for the research work.

3.2 RESEARCH METHOD

Descriptive survey method was adopted for this study. A descriptive survey is conducted in a natural setting and variables are not manipulated. In descriptive

survey method both the dependent and the independent variables are clearly identified and handled systematically.

3.3 POPULATION

The population of this study consisted of the secondary school learners of Nagaland which are affiliated to two boards namely- CBSE (Central Board of Secondary Education) and NBSE (Nagaland Board of School Education). The English Teachers of secondary level were also a part of the study.

3.4 SAMPLE

For this study, two types of data sources were used. The following are the data sources-

1. Secondary English language learners of class IX
2. English Teachers

1. Secondary English language learners of class IX

A sample of 560 language learners of English of grade IX were randomly selected. From each district 280 learners were selected. Altogether 16 schools were selected for this study. In Kohima district, 8 schools were selected. Of these 8 schools, 4 schools were affiliated to Nagaland board of School Education and 4 schools were affiliated to Central Board of Secondary Education. In Dimapur district, 8 schools were selected, 4 schools affiliated to NBSE and 4 were from CBSE.

Table 1: List of schools from Kohima district

Sl. No	Name of the schools	Type of Institution		Type of management		Locality		Total
		NBSE	CBSE	Private	Government	Urban	Rural	
1.	Northfield, Kohima	N		P		U		35
2.	Razukhrie Hr. Secondary School, Kohima	N			G	U		35
3.	Govt. High School, Jakhama	N			G		R	35
4.	Alderville Higher Secondary School, Jotsoma	N		P			R	35
5.	Kendriya Vidyalaya, Lerie, Kohima		C		G		R	35
6.	G.Rio School, Kohima		C	P		U		35

Sl. No.	Name	NBSE	CBSE	Private	Government	Urban	Rural	Total
7.	Jawahar Navodaya Vidyalaya,Yekukie, Kohima		C		G		R	35
8.	Kendriya Vidyalaya, Jakhama		C		G		R	35

Table 2: List of schools from Dimapur district

Sl. No.	Name of the schools	Type of Institution		Type of management		Locality		Total
		NBSE	CBSE	Private	Government	Urban	Rural	
1.	Govt. Higher Secondary School, Dimapur	N			G	U		35
2.	Govt. High School, Thahekhu	N			G		R	35
3.	Community Education Centre School	N		P			R	35

No.	School							
4.	Holy Cross Higher Secondary School	N		P		U		35
5.	Kendriya Vidyalaya, Rangapahar Cantt.		C		G		R	35
6.	Delhi Public School, Darogapathar		C	P			R	35
7.	Assam Rifles Training Centre, Dimapur		C		G		R	35
8.	St.Mary's Higher Secondary School		C	P		U		35

2. English Teachers

For this study, 35 teachers of English were selected through purposive sampling from the schools considered for the study.

3.5 TOOLS

For this study, the researcher developed three tools. The following are the tools.

1. Achievement Test in English language Skills

2. Questionnaire on the issues and challenges of teaching English and suggestions for improvement

3. Questionnaire on issues and challenges of learning English

3.5.1 Achievement Test in English language skills

4 tests on Listening, Speaking, Reading and Writing (LSRW) were designed in order to test the language skills/ competence of the English language learners of the secondary level.

The achievement tests were prepared by the researcher based on English textbooks of class IX of Nagaland Board of School Education and Central Board of Secondary Education. In the construction phase of the achievement test, besides the suggestions of the supervisor, English teachers were also consulted.

Initial draft of Achievement test in English language skills

Initially there were 62 items in the first draft of this tool. After getting suggestions from the experts, 11 items were removed and 7 items were modified. So, the final tool has 51 items.

Achievement Test in Listening Skills

For testing the listening skill of the students, two tasks were given. The type of the first task was informative listening whereas second task was critical listening. For

the first task, the students were asked to listen to a passage that was read by the researcher. They were asked to read the questions that were in the question papers which were distributed to them before the passage was read out. After listening to the passage for the second time, the learners had to answer the questions in the answer sheet given to them. The passage was read twice. For the second task, a recorded speech was played for the learners to listen and complete the test items in the question paper. The famous speech of the climate activist Greta Thunberg which she addressed at the UN's Climate Action Summit in New York City was played twice. After listening to the speech, the students had to answer the test items in the answer sheets.

Criteria for allotment of marks

Listening skill consisted of 25 marks. Two tasks were prepared for testing the listening skill of the students. In the first task, there were 10 multiple choice questions. In the second task, there were 8 multiple choice questions, 1 short answer question and 6 fill in the blanks. For each question 1 mark was allotted. The criterion for allotting of marks was the correctness of the items.

Achievement test in Speaking Skill

For this skill, students were asked to complete three tasks. In the first task, they had to introduce themselves. The second task was to observe the given images carefully and describe the images in six to seven sentences. The images were based on various themes like deforestation, flood, water conservation, afforestation, Covid-19 pandemic, Christmas, Holi, the solar system, Diwali, bribe, birthday party, child

labor and cleanliness drive. The responses of the students were recorded and used as data.

Objectives of the tasks

The speaking tasks aimed to test students' speaking skills. The first task was to introduce oneself. Knowing the art of introducing oneself is very important as it builds confidence to speak with others without any hesitation and also improves communication skills. The second task called for picture study where students had to observe the picture and explain in their own words what they could comprehend. The objective of this task was to enable the students to comprehend the pictures and thereby enhance their cognitive ability. The third task intended to test the student's ability to speak instantly on the chosen topic based on their own experience. This broadened the mental horizon and they learnt the art of extempore speech.

Criteria for allotment of marks

Speaking skill comprised of 25 marks. Three tasks were designed for assessing the speaking skills of the students. For assessing the speaking skills of the students, the parameters put forward by CBSE was used. CBSE has suggested a rubric of 4 different components namely- Interaction, Pronunciation, Fluency and Coherence, Vocabulary and Grammar. However, some modifications were done and the components that were most relevant for English language speakers were taken into consideration. The parameters are as follows:

1. Pronunciation
2. Fluency
3. Grammar
4. Vocabulary

Each of the 4 parameters has 5point rating scale consisting of statements. The statements indicate the level of speaking skill competency of the learners. Rating score of 5 indicates that the speaker has clear, correct and fluent pronunciation with appropriate vocabulary. A score of 4 indicate that speaking is little hindered by rate of speech, repetition, few errors and use of inappropriate words. Score of 3 indicate that rate of speech is strongly affected, frequent grammatical errors exist and vocabulary is wrongly used. Score of 2 indicates that the speaker has recurrent speech problems leading to slow rate of speech, wrong sentence structures, limited and wrong use of vocabulary. Score of 1 indicates that the speaker has severe problem in speech, incorrect use of grammar, no competency in speaking.

Achievement test in Reading Skill

Reading skill test was administered in order to test the reading ability of the students. For this, they had to complete two tasks. The first task consisted of an excerpt from 'Wings of Fire' an autobiography by Dr. A.P.J. Abdul Kalam. The students had to read and comprehend the passage and then answer the questions in various forms like completion of statements in one word each, multiple choice questions and short answer questions. The second task was to read the given poem 'Stopping by the Woods on a Snowy Evening' by Robert Frost. On the basis of reading the poem, the questions to be answered were in the form of multiple-choice questions and answers.

Objectives of the reading test

The reading test aimed to test the skills of students in reading. The various objectives of reading skills are as follows:

1. Reading for specific information/scanning

2. Reading for similar meanings/ synonyms

3. Reading for comprehension

Criteria for allotment of marks

The reading test consisted of 25 marks. For each question of completion of sentences and multiple-choice question, 1 mark was allotted for the correctness of answers. For the questions that needed to be answered in short, 1mark questions as well as 2 marks questions were asked. The parameters for marks allotment were correctness of spellings, grammar, vocabulary and accuracy of answer.

Achievement test in Writing Skill

For assessing students' writing skills, three tasks were administered. For the first task, students were asked to write about their 'aim in life'. For the second task, a picture was given for comprehension which led them to picture composition. They had to explain in words what the picture means and the significance of the picture. For the third task the students were to develop a story from the given outline. For this, the students had to add a suitable title to the story that they develop.

Objectives of writing skill

The first task gave the students opportunity to think about their plans and ambitions in their lives. This also gave them the direction to their thought process about the importance of having a dream in life. The second task gave a scope to develop picture composition skill. The third task enabled them to develop the imaginary skill

by being in the guided form of composition. The outlines provided the guidance. Through this, the thinking skill of the students was also tested.

Criteria for allotment of marks

25 marks were allotted for assessment of writing skill. Three tasks were given for this. For the first task, seven marks were allotted. Nine marks were allotted for the second and the third task. The parameters which were taken into consideration for assessment of writing skills are content, vocabulary, grammar, consistency and coherence in writing.

3.5.2 Questionnaire on the Issues and Challenges of Teaching English and Suggestions for Improvement

A questionnaire was prepared to identify the issues and challenges of teaching English in secondary schools of Nagaland wherein some open-ended questions were added to seek suggestions for the improvement of teaching English at secondary level. 35 teachers of English were selected through purposive sampling.

Altogether there were 28 closed-ended questions in the form of multiple-choice questions and yes/ no questions and 4 open-ended questions. The questionnaire consisted of the teacher's demographic profile and the various areas of teaching and learning of English like class strength, teacher's workload, student's interestedness in learning English language, student's competencies, library facilities, use of audio-visual aids, methods of teaching English, lesson plan, teachers' initiatives for remedial teaching, homework/ assignment/tasks given to the students, co-curricular activities for developing or honing the language skills of the students, opinion about the current textbooks of English, criteria for allotment of internal marks, teacher's

competencies, problems of teaching English and the strategies for the improvement of language education at secondary level.

Initial draft of Questionnaire on the status and challenges of teaching English and suggestions for improvement

In the first draft there were 59 items. 27 items were deleted and **7** items were modified after experts' suggestions. The final tool consisted of 32 items out of which 28 questions were closed-ended and the remaining 4 questions were open-ended questions.

3.5.3 Questionnaire on Issues and Challenges of Learning English

A questionnaire was prepared for the students to identify the issues and challenges of learning English at secondary level. The questionnaire consisted of both 11 closed-ended and 1 open-ended question. Closed-ended questions consisted of multiple-choice questions and yes/no questions.

Initial draft of Questionnaire on the status and challenges of learning English

In the first draft there were 15 questions. After experts' suggestions, 3 items were deleted and 4 items were modified. So, the final tool consisted of 12 items.

3.6 VALIDITY OF THE TOOLS

The first draft of the tools was prepared considering the different domains of language teaching and learning. All the three tools that the researcher had constructed were sent to ELT experts of some Central Universities (across India) for necessary corrections and feedback. Feedback regarding difficulty level of the

items, language aspect of the achievement tests and comprehensiveness of the topics were sought. According to the experts, some of the items lacked in content validity and some were confusing. Those items were asked by the experts to be removed. So, as per the suggestion, those items were dropped. Some items were overlapping and hence, needed to be edited. Accordingly, those items were modified. Experts also suggested to add a few questions. So, the questions were included. The word and sentence structure of few items restructured as per the suggestions of the ELT experts. Finally, all the suggestions were incorporated in the draft and the final tool was prepared. Thus, the face validity was ensured. Content related feedback was also incorporated in the tools.

The initial draft of the achievement test on the four language skills consisted of 62 items. But, in the final tool there were only 51 items. In the initial draft of the questionnaire for the teachers on the issues and challenges of teaching English and suggestions for improvement of English, there were 59 items. But, in final tool there were only 32 items. The initial draft of the questionnaire on the issues and challenges of teaching English consisted of 15 items but after modifications only 12 were kept.

3.7 RELIABILITY

Reliability refers to consistency of the tool. If the tool measures what it aims to measure, it can be called as reliable. Reliability was determined by test-retest method. For the reliability of the tool on Achievement test of the English language learners, a pilot study was conducted as a try-out. Test -retest method was applied. The retest was administered on 150 language learners and after a gap of 15 days,

retest was taken. Correlation was computed between results of both the test and the

retest and found to be 0.616. Thus, reliability of the tool was ensured.

3.8 STATISTICAL TECHNIQUES USED

The following statistical techniques were used to analyze the collected data:

- Mean

- Standard Deviation (SD)

- t-test

- Percentage

CHAPTER 4

ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

Analysis of data is an important phase in the research work which enables the researcher to examine the raw data for testing the hypotheses, to summarize and to draw conclusions about the study. It helps to generate meanings needed to answer the research questions. Analysis aids in evaluating the data for information about the study.

This chapter includes the statistical analysis and interpretation of the results.

4.2 OBJECTIVE AND HYPOTHESES WISE ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

In this section objective wise data analysis is performed to get the required results. The collected data were entered into excel sheet and arranged according to various demographic variables through different coding. Excel and SPSS software were used for data analysis according to objectives.

Result of analysis is presented in following sections according to objectives.

4.2.1 Result of data analysis for objective 1

Objective 1: To analyze the performance of learners from schools affiliated to two boards- NBSE and CBSE at secondary level with regard to four skills of English namely- listening, speaking, reading and writing.

To achieve objective 1 descriptive statistics has been applied for the analysis of the data related to four skills of language learning.

Results of descriptive analysis of listening skill is given in the table below.

Table 3: Descriptive statistics related to Listening Skills (n=560)

Mean	SD	Min.	Max.	Range	Kurtosis
15.47	3.03	2.00	22.00	20.00	.526
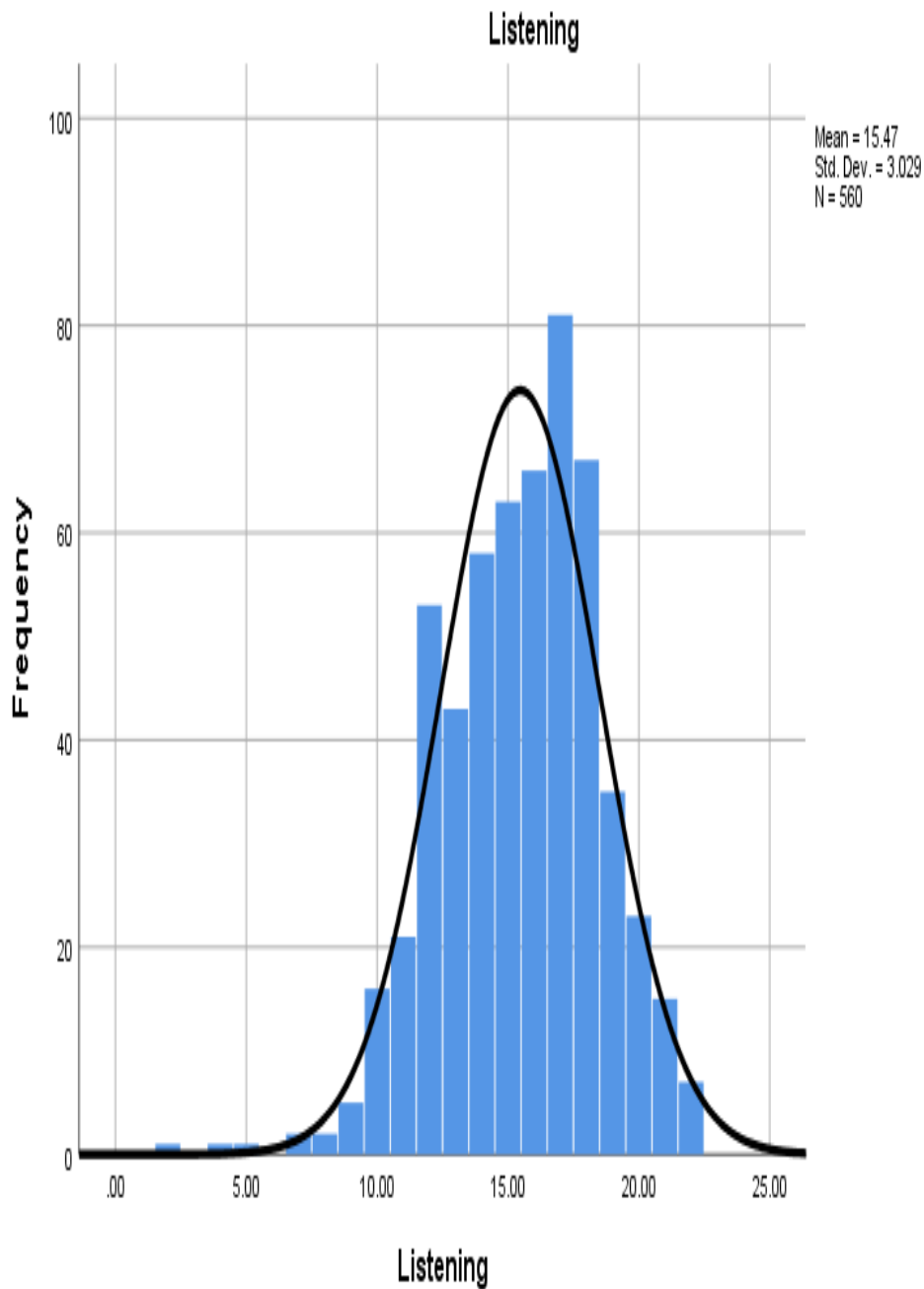
Figure 3: Histogram of scores for listening skills

Table 3 summarizes the scores of 560 English language learners. It includes mean, Standard deviation, minimum score, maximum score, range and kurtosis. The average scores of the CBSE and NBSE language learners in listening skill is 15.47 out of 25 marks. Standard deviation is 3.03. Minimum score is 2 and maximum score is 22, range is 20 and Kurtosis is found to be .52.

Table 4: Descriptive statistics related to Speaking Skills (n=560)

Mean	SD	Min.	Max.	Range	Kurtosis
12.96	3.44	.00	23.00	23.00	1.612
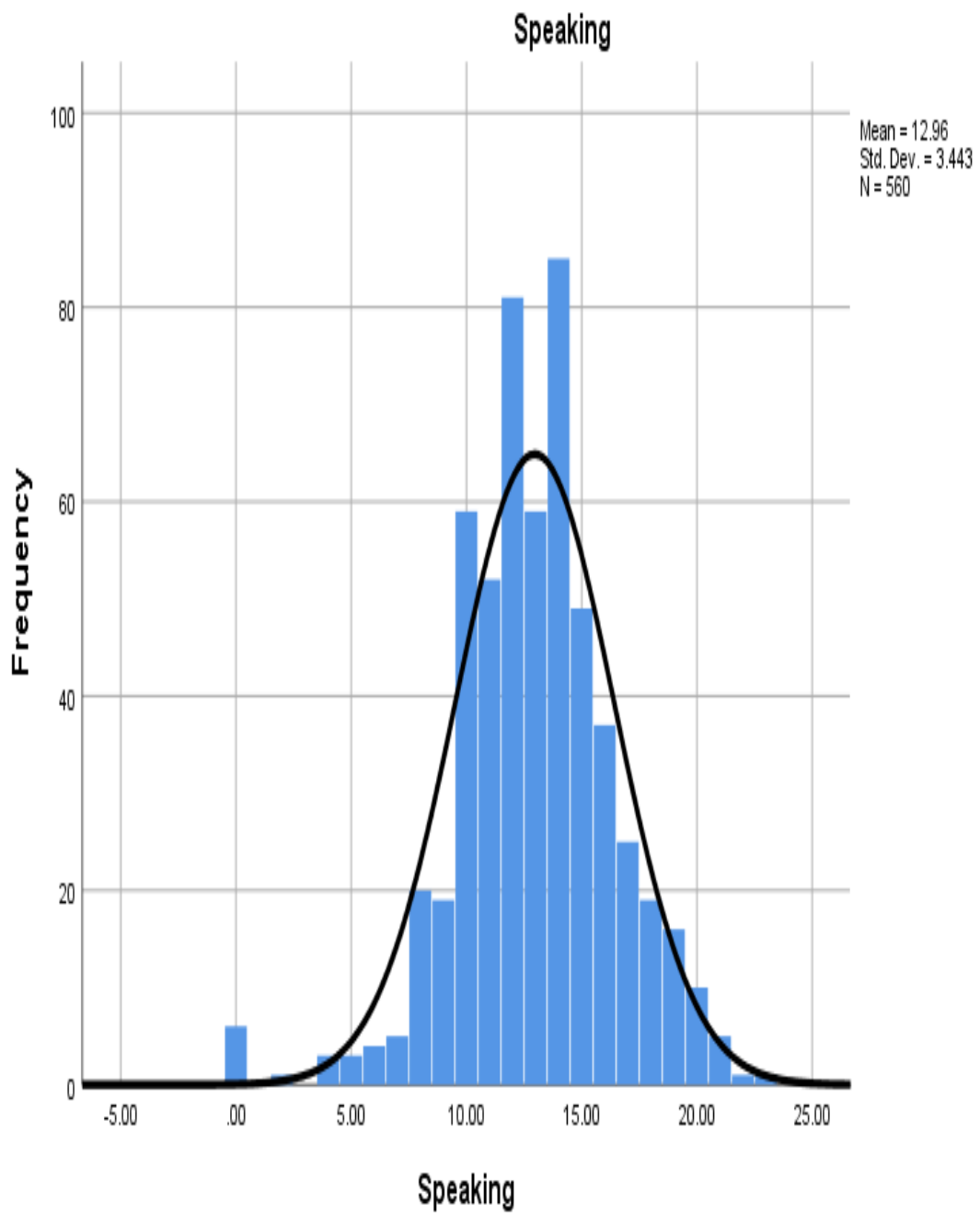
Figure 4: Histogram of scores for Speaking skills

In table 4, the mean score of the NBSE and CBSE language learners in speaking skill is 12.96, Standard Deviation is 3.44. The minimum score is 0 and the maximum score is 23 out of 25 marks. Range is 23 and kurtosis is found to be 1.612.

Table 5: Descriptive statistics related to Reading Skills (n=560)

Mean	SD	Min.	Max.	Range	Kurtosis
15.76	3.61	6.00	25.00	19.00	-.017
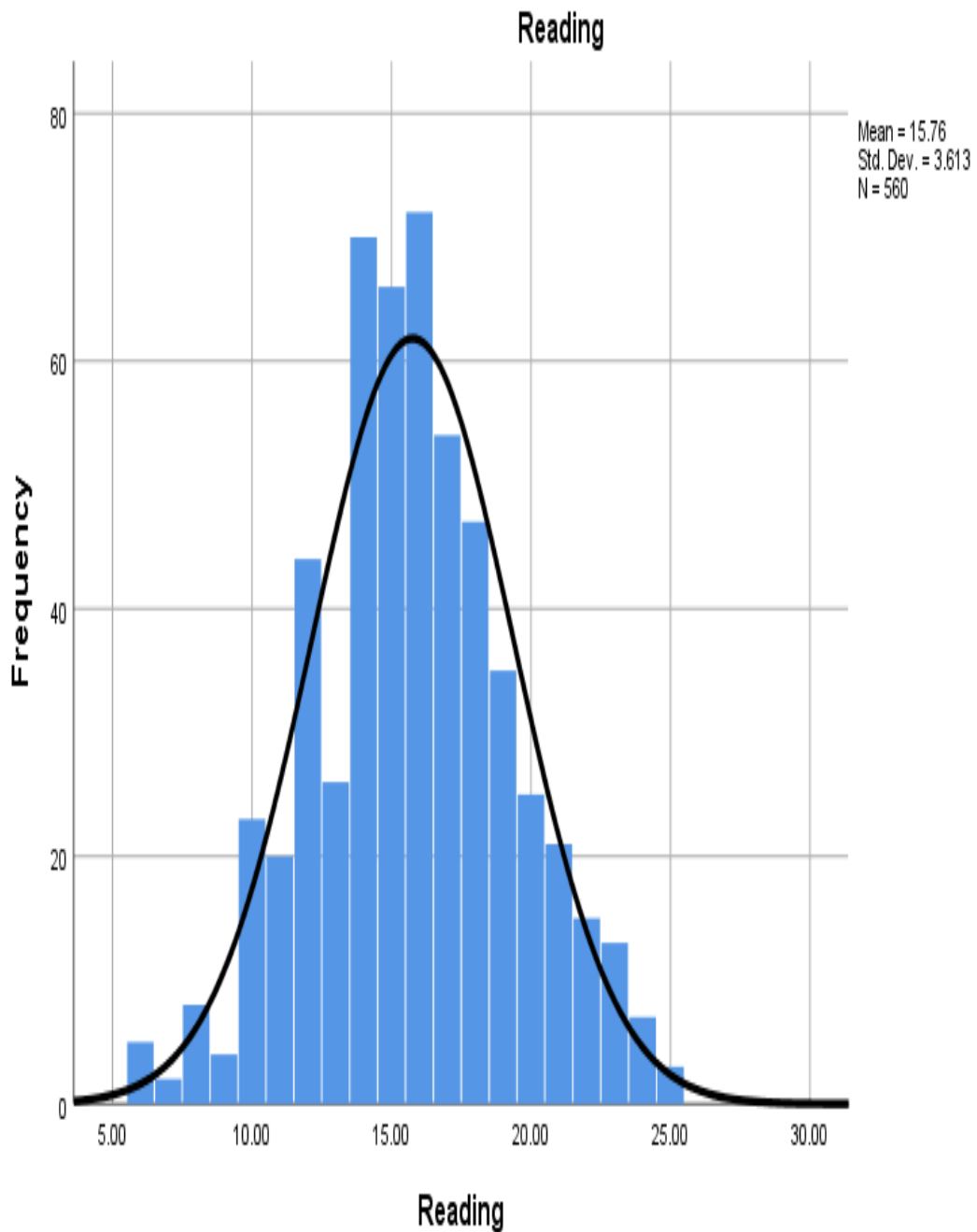
Figure 5: Histogram of scores for Reading skills

As per table 5, the mean score of NBSE and CBSE language learners in reading skill is 15.76. Standard Deviation is 3.61. Minimum mark scored by the learners is 6 and maximum marks is 25 out of 25 marks allotted for reading. Range is 19 and Kurtosis is -.017.

Table 6: Descriptive statistics related to Writing Skills (n=560)

Mean	SD	Min.	Max.	Range	Kurtosis
11.06	4.15	.00	22.00	22.00	.884
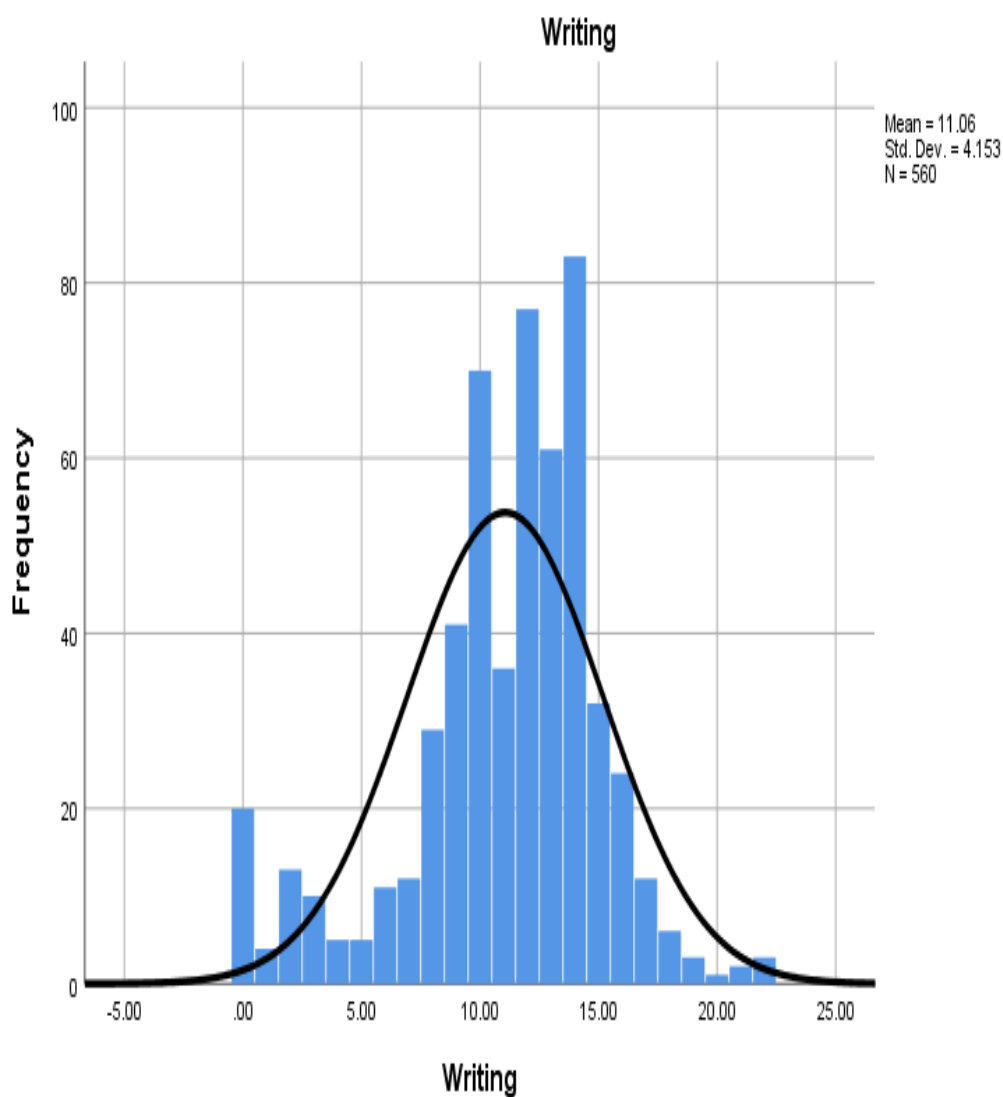
Figure 6: Histogram of scores for Writing skills

Table 6 shows that mean score of NBSE and CBSE language learners in writing skill is 11.06. Standard Deviation is 4.15. Minimum score is 0 and maximum marks scored by the learners is 22 out of 25 marks. Range is 22 and Kurtosis is .884.

4.2.2 Result of data analysis for objective 2

Objective 2: To compare the performance of learners in the four skills of English namely- listening, speaking, reading and writing on the basis of board of institution, locale, type of management and gender.

Null Hypothesis 1: There is no significant difference between Listening skills of CBSE board and NBSE board students.

Table 7: Result of analysis of t-test for the significance of difference between listening skills of CBSE and NBSE board students

Group Statistics							
	Board	**n**	**Mean**	**Std. Deviation**	**Std. Error Mean**	**t**	**Signific ance (S/NS)**
Listening	CBSE	280	15.4000	3.18779	.19051	.530	NS*
	NBSE	280	15.5357	2.86472	.17120		

*Not Significant at .05 level of significance

Table 7 reflects that mean of the scores in listening skill of CBSE affiliated schools is 15.4000 and the mean of scores obtained by NBSE affiliated schools is 15.5357. The t-value at .05 level of significance is .530 which is below .596 at 2 tailed test. So, it is inferred that it is not significant. Hence, the hypothesis that there is no significant

difference between the performances of the learners of CBSE and NBSE boards with regard to the listening skills is accepted at .05 level of significance.

Hypothesis 2: There is no significant difference between Speaking skills of CBSE board and NBSE board students.

Table 8: Result of analysis of t-test for the significance of difference between speaking skills of CBSE and NBSE board students

	Board	n	Mean	SD	SE	df	t	Significance (S/NS)
Speaking	CBSE	280	13.5714	2.76601	.16530	558	4.262	S*
	NBSE	280	12.3500	3.91747	.23411			

*Significant at 0.05 level of significance

As per table 8, in speaking skill mean of students of CBSE board learners is 13.5714 whereas the mean of NBSE language learners is 12.35. The t-value is 4.262. df is 558. Hence, the hypothesis that there is no significant difference between the performances of the learners of CBSE and NBSE learners with regard to speaking skills is rejected at 0.05 level of significance.

Hypothesis 3: There is no significant difference between Reading skills of CBSE board and NBSE board students.

Table 9: Result of analysis of t-test for the significance of difference between Reading skills of CBSE and NBSE board students

	Board	n	Mean	SD	SE	df	t	Significance (S/NS)
Reading	CBSE	280	15.9929	3.44	.20609	558	1.546	NS*
	NBSE	280	15.5214	3.76	.22486			

*Not Significant at 0.05 level of significance

Above table no. 9 shows that mean score of reading of CBSE board learners is 15.9929 and that of the NBSE learners is 15.5214. The t-value is 1.546. df is 558. Hence, the hypothesis that there is no significant difference between performances of the learners of NBSE and CBSE learners with regard to the reading skills is accepted.

Hypothesis 4: There is no significant difference between Writing skills of CBSE board and NBSE board students.

Table 10: Result of analysis of t-test for the significance of difference between Writing skills of CBSE and NBSE board students

	Board	n	Mean	SD	SE	t	df	Significance (S/NS)
Writing	CBSE	280	11.9536	3.42162	.20448	5.227	558	S*
	NBSE	280	10.1607	4.60783	.27537			

*Significant at 0.05 level of significance

As per table 10, mean of writing skill of CBSE affiliated language learners is 11.9536 and NBSE affiliated language learners is 10.1607. The t-value is 5.227. df of equal variances assumed is 558. Hence, the hypothesis that there is no significant difference between the performances of the learners of NBSE and CBSE learners with regard to the writing skills is rejected.

To compare the performances of the learners in listening, speaking, reading and writing skill according to locale.

Hypothesis 5: There is no significant difference between performance in listening skills of Urban and Rural school students.

Table 11: Result of t-test for listening skill as per locale

	Locale	n	Mean	SD	SE	t	df	Significance (S/NS)
Listening	Urban	210	16.0190	3.25027	.22429	3.360	558	S*
	Rural	350	15.1375	2.84534	.15231			

* Significant at .05 level of significance

From table 11, the computed value of t is 3.360 for the difference between performance in listening skill of Urban and Rural school students is significant at 0.05 level of significance at 558 df. Therefore, the hypothesis that there is no significant difference between the performance in listening skills of Urban and Rural school students is rejected at 0.05 level of significance.

Hypothesis 6: There is no significant difference between performance in speaking skills of Urban and Rural school students.

Table 12: Result of t-test for speaking skill as per locale

	Locale	n	Mean	SD	SE	t	df	Significance (S/NS)
Speaking	Urban	210	13.9238	3.87655	.26751	5.258	558	S*
	Rural	350	12.3782	3.01818	.16156			

*Significant at .05 level of significance

From table 12, it is clear that mean of Urban school students in speaking is 13.9238 and mean of Rural school students is 12.3782. The computed value of t is 5.258 for difference between the performance in speaking skills of Urban and Rural school students is significant at 0.05 level of significance at 558 df. Therefore, the hypothesis that there is no significant difference between speaking skills of Urban and Rural schools is rejected.

Hypothesis 7: There is no significant difference between the performance in reading skills of Urban and Rural school students.

Table 13: Result of t-test for reading skill as per locale

	Locale	n	Mean	Std. Deviation	Std. Error Mean	t	df	Signif- icance (S/NS)
Reading	Urban	210	16.4667	3.73671	.25786	3.585	558	S*
	Rural	350	15.3496	3.46217	.18533			

* Significant at .05 level of significance

As per table 13, mean of the scores of reading skill of Urban school students is 16.4667 and scores of Rural school students is 15.3496. The computed value of t is 3.585. df is 558. Therefore, the hypothesis that there is no significant difference between the performance of Urban and Rural school students in reading skill is rejected at 0.05 level of significance.

Hypothesis 8: There is no significant difference between the performance in writing skills of Urban and Rural school students.

Table 14: Result of t-test for writing skill as per locale

	Locale	n	Mean	Std. Deviation	Std. Error Mean	t	df	Signif-icance (S/NS)
Writing	Urban	210	12.3762	3.32979	.22978	5.945	558	S*
	Rural	350	10.2951	4.36568	.23369			

* Significant at .05 level of Significance

As per table 14, mean of the scores of writing skill of Urban school students is 12.3762 and mean of the scores of Rural school students is 10.2951. The computed t-value is 5.945. df is 558. Therefore, the hypothesis that there is no significant difference between the performance of Urban and Rural school students in writing skill is rejected at 0.05 level of significance.

To compare the performances of the learners in listening, speaking, reading and writing skill according to type of management

Hypothesis 9: There is no significant difference between the performance of private and government school students in listening skills.

Table 15: Result of t-test for listening skills as per type of management

	Type of management	n	Mean	SD	SE	t	df	Significance (S/NS)
Listening	Govt.	315	14.6603	3.16864	.17853	7.500	558	S*
	Private	245	16.5061	2.48375	.15868			

*Significant at .05 level of significance

Table 15 reflects mean scores of government school students in listening skill is 14.6603 and mean scores of private students is 16.5061. The computed t-value is 7.500 and df is 558. Therefore, the hypothesis that there is no significant difference between the performance of government and private school students in listening skills is rejected at .05 level of significance.

Hypothesis 10: There is no significant difference between the performance of private and government school students in speaking skills.

Table 16: Result of t-test for speaking skill as per type of management

	Manag-ement	n	Mean	Std. Deviation	Std. Error Mean	t	df	Significance (S/NS)
Speaking	Govt.	315	12.2603	3.00035	.16905	5.606	558	S*
	Private	245	13.8612	3.75766	.24007			

*Significance at .05 level of significance

In table 16, mean of scores of government school students in speaking skill is 12.2603 and scores of private school students is 13.8612. The calculated value of t-test is 5.606. df is 558. Therefore, the hypothesis that there is no significant difference between speaking skill of students of government and private school students is rejected at 0.05 level of significance.

Hypothesis 11: There is no significant difference between the performance of government and private school students in reading skills.

Table 17: Result of t-test for reading skill as per type of management

	Manag-ement	N	Mean	Std. Deviation	Std. Error Mean	t	df	Significc-ance (S/NS)
Reading	Govt.	315	14.6730	3.40631	.19192	8.554	558	S*
	Private	245	17.1510	3.39323	.21679			

*Significant at .05 level of significance

Table no. 17, shows that mean of scores of government school students in reading skills is 14.6730 and mean of the scores of private school students is 17.1510. The calculated t-value is 8.554 and df is 558. Therefore, the hypothesis that there is no significant difference between reading skill of students of government and private school students is rejected at 0.05 level of significance.

Hypothesis 12: There is no significant difference between the performance of government and private school students in writing skills.

Table 18: Result of t-test for writing skill as per type of management

	Manage ment	n	Mean	Std. Deviation	Std. Error Mean	t	df	Sign- ific- ance (S/N S)
Writing	Govern ment	315	10.8698	3.93808	.22189	1.21	558	NS*
	Private	245	11.2980	4.40996	.28174			

*Not Significant at .05 level of significance

From table 18 shows that the mean of scores of writing skill in the government school students is 10.8698 and the mean of scores of private school students is 11.2980. The calculated t-test value is 1.21. df is 558. Therefore, the hypothesis that there is no significant difference between writing skill of government and private school students is accepted at 0.05 level of significance.

To compare the performances of the learners in listening, speaking, reading and writing skill according to gender.

Hypothesis 13: There is no significant difference between the performance of male and female students in listening skills.

Table 19: Result of t-test for listening skill according to gender

	Gender	n	Mean	SD	SE	df	t	Significance (S/NS)
Listening	Male	240	15.4917	3.28556	.21208	558	.161	NS*
	Female	320	15.4500	2.82577	.15797			

*Not Significant at .05 level of Significance**

In table 19, mean of scores of male students in listening skill is 15.4917 and the mean of scores of female students is 15.4500. df is 558. The calculated t value is .161. Therefore, the hypothesis that there is no significant difference between the performances of male and female students in listening skill is accepted at .05 level of significance.

Hypothesis 14: There is no significant difference between the performances of male and female students in speaking skills.

Table 20: Result of t-test for speaking skill according to gender

	Gender	n	Mean	SD	SE	df	t	Significance (S/NS)
Speaking	Male	240	13.0167	3.82457	.24687	558	.333	NS*
	Female	320	12.9188	3.13134	.17505			

*Not Significance at 0.05 level of significance

Table 20 shows that mean of scores of male students in speaking skill is 13.0167 and the mean of scores of female students is 12.9188. df is 558. The calculated t value is .333. Therefore, the hypothesis that there is no significant difference between the performances of male and female students in speaking skill is accepted at .05 level of significance.

Hypothesis 15: There is no significant difference between the performances of male and female students in reading skills.

Table 21: Result of t-test for reading skill according to gender

	Gender	n	Mean	SD	SE	df	t	Significance (S/NS)
Reading	Male	240	15.6917	3.61377	.23327	558	.371	NS*
	Female	320	15.8063	3.61813	.20226			

*Not Significant at .05 level of significance

Table 21shows that mean of scores of male students in reading skill is 15.6917 and the mean of scores of female students is 15.8063. df is 558. The calculated t value is .371. Therefore, the hypothesis that there is no significant difference between the performances of male and female students in reading skill is accepted at .05 level of significance.

Hypothesis 16: There is no significant difference between the performances of male and female students in writing skills.

Table 22: Result of t-test for writing skill

	Gender	n	Mean	SD	SE	df	t	Significance (S/NS)
Writing	Male	240	11.3292	3.98480	.25722	558	1.343	NS*
	Female	320	10.8531	4.26919	.23866			

*Not Significant at .05 level of significance

From table 22, it is clear that the mean of the scores of male students in writing skill is 11.3292 and the mean of scores of female students is 10.8531. df is 558. The calculated t value is 1.343. Therefore, the null hypothesis that there is no significant difference between the performances of male and female students in writing skill is accepted at .05 level of significance.

4.2.3. Result of data analysis for objective 3

Objective 3: To find out the issues and challenges of teaching English at the secondary schools of Nagaland and seek suggestions for their improvement.

Analysis of teachers' responses

Altogether, 35 English teachers were selected for this study. Teachers' questionnaire consisted of two sections. Section I consists of demographic profile of teachers and determinants of English language teaching. And section II consists of suggestions from the English teachers for improvement of teaching English language in the secondary schools. Percentage analysis of section I and content analysis of teachers' responses in section II are presented in the following pages.

Section 1: Demographic Profile of Teachers

Percentage Analysis of demographic profile of teachers has been done.

1. **Gender**
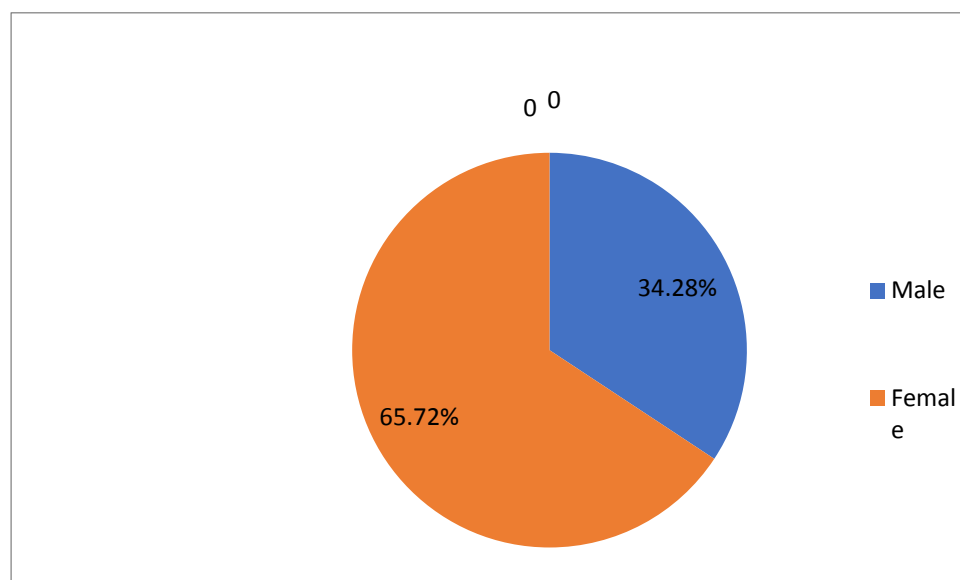
Figure 7: Gender

The above figure shows the percentage of the teachers involved in this study. It depicts that 34.28% teachers were male teachers and 65.72% teachers were female

teachers who teach English at the secondary schools of Kohima and Dimapur districts of Nagaland.

2. **Academic Qualification**
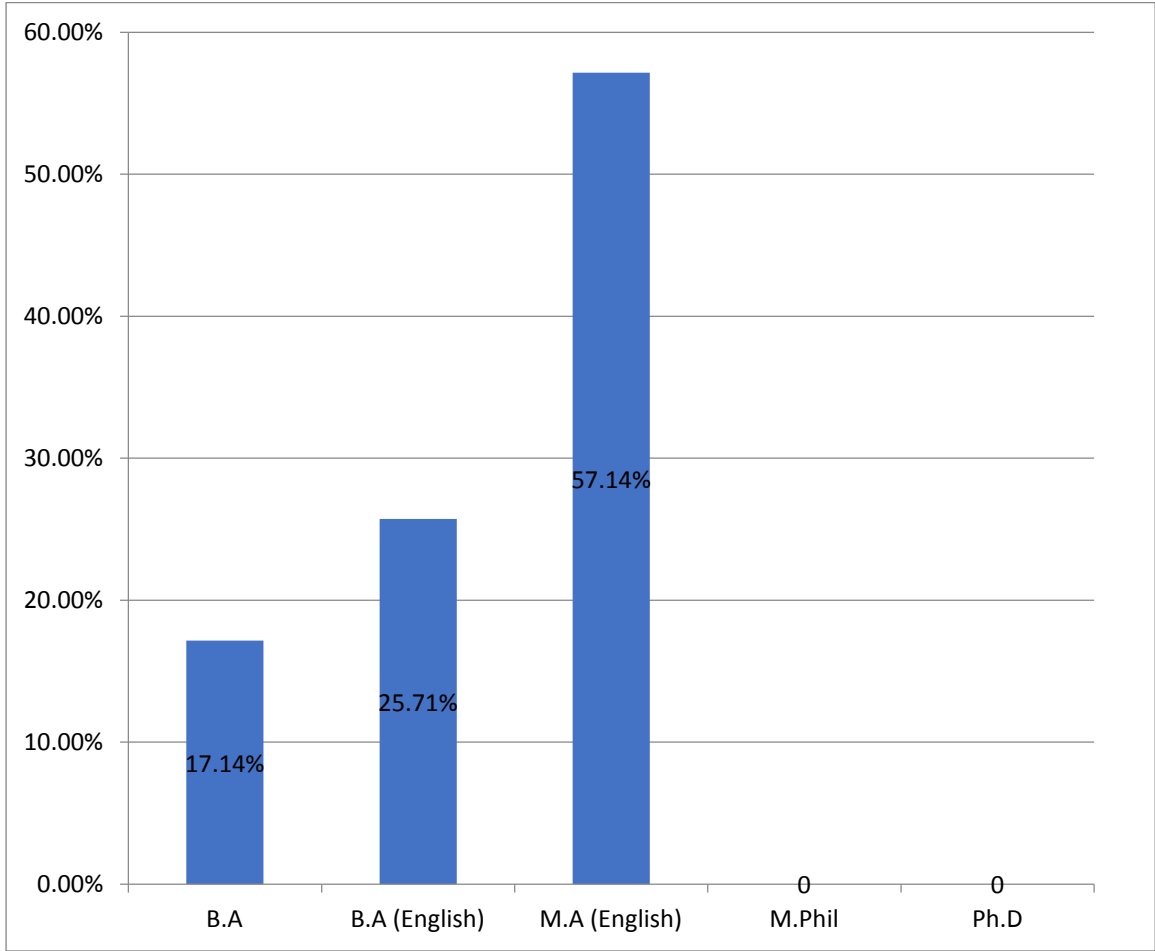
Figure 8: Academic Qualification

The above figure shows academic qualification of the teachers. According to the graph, out of 35 teachers, six teachers are B.A. qualified which accounts to 17.14%. Nine out of 35 teachers are B.A. qualified with English honors which account to 25.71%. From the result it is clear that twenty teachers are master's degree holders in English which makes to 57.14% of teachers. The collected data shows that none of the teachers are M.Phil. or Ph.D. degree holders.

3. Professional Qualification
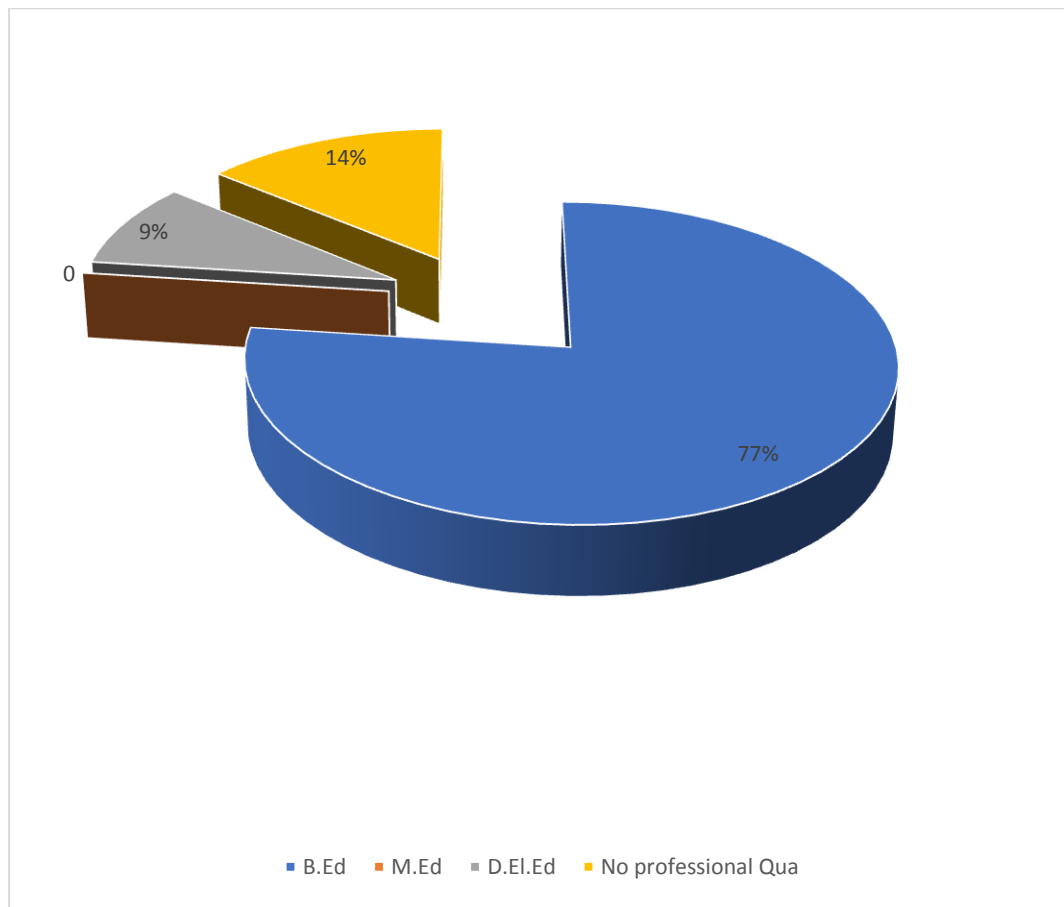
Figure 9: Professional Qualification

The above pie chart depicts professional qualification of the teachers of the secondary schools. 77% teachers are having Bachelor's degree in Education (B.Ed.). None of the teachers are M.Ed. qualified. 9% of the teachers are D.El.Ed. trained teachers and 14% of the teachers are not trained in any professional degrees.

4. Teaching Experience of the Teachers

The table below depicts the teaching experience of teachers.

Table 23: Teaching Experience of teachers

Sl. No.	Teaching Experience of teachers	Percentage (%)
1.	2-6 years	37.142
2.	7-11 years	25.714
3.	12-16 years	14.285
4.	17-21 years	11.428
5.	22-26 years	5.714
6.	27-30 years	5.714

Table 23 shows that 37.142% teachers have 2-6 years of teaching experience. 25.714% teachers have 7-11 years of teaching experience. 14.285% teachers have 12-16 years of experience. 11.428% of the teachers have 17-21 years of experience. 5.714% teachers have 22-26 years of experience and the remaining 5.714% teachers have 27-30 years of teaching experience.

5. Participation in ELT (English Language Teaching) programs

On being asked if the teachers have participated in ELT programs and the kind of programs they have attended, 31% teachers responded that they had participated in some kind of ELT programs and the remaining 69% teachers responded that they

have not participated in any of the programs. The table below depicts the participation percentage in each category.
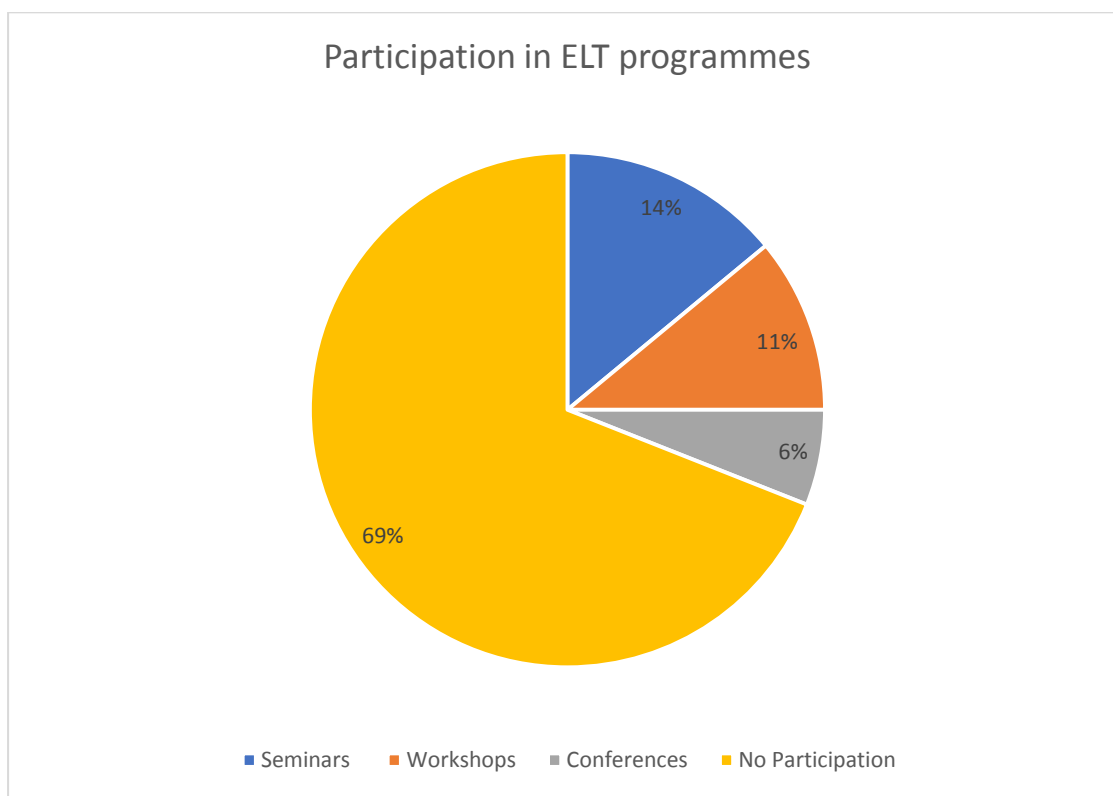
Figure 10: Participation in ELT Programs

The above pie-chart that shows that 14% teachers participated in ELT seminars, 11% of them have attended ELT workshops, 6% of them attended ELT conferences and remaining 69% did not attended any ELT programs.

Section II: DETERMINANTS OF ENGLISH LANGUAGE TEACHING

Percentage analysis of determinants of English language teaching has been done.

In this section, questions with regard to the determinants of teaching English language have been asked. The questions are on class strength, teacher's workload, students' interestedness in learning English language, student's competencies, library facilities, use of audio-visual aids, methods of teaching English, lesson plan,

initiatives taken by the teachers for remedial teaching, homework/ assignment /tasks given to the students, co-curricular activities conducted in the school for developing /honing the language skills of the students, opinion about the current textbook of English and teacher's competencies.

1. What is the total strength of your class?

The teachers' response to this question has been shown in the table below.

Table 24: Total no. of students in the class

Sl. No.	No. of students/class	Teachers' response	Percentage %
1.	30	5	14.285
2.	40	7	20
3.	50	16	45.714
4.	more than 50	7	20

From table 24, it can be inferred that 14.285% of the teachers responded that total strength of their class was 30, 45.714% of the them stated that the strength of the class was 40, 20% stated that the number of students in the class was 50 and the remaining 20% teachers stated that their classrooms had more than 50 students.

2. How many periods in a week are allotted to you for teaching English?

This question was asked in order to know if adequate number of classes are allotted per week for teaching English. This question had four options which were as follows: i. three classes ii. four classes iii. five classes iv. six classes. Teachers had to tick just one option as per the number of classes they get for teaching English in their institution.
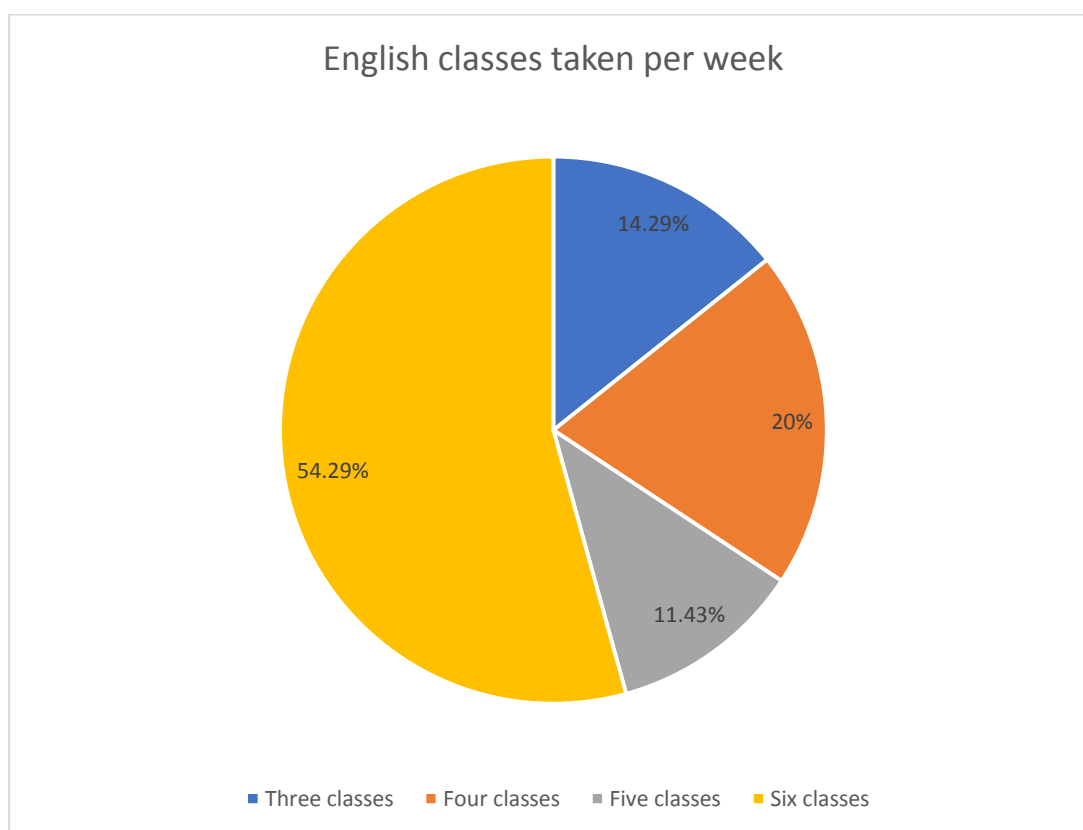
Figure 11: No. of classes per week

Above pie-chart depicts that 14.29% teachers responded that in a week they get three classes for teaching English, 20% teachers responded that they get four classes per week, 11.43% teachers said that they get five classes per week and 54.29% of them said that they get six classes for teaching English.

3. What is the duration of each English class?

The teachers' response to this question is presented in the table below:

Table 25: Duration of English classes

Sl. No.	Duration of classes	Teacher's response in percentage %
1.	30 minutes	0
2.	35 minutes	2.857
3.	40 minutes	65.714
4.	45 minutes	31.428

From table 25, it is clear that according to 2.857% teachers, the minimum duration for English classes is 35 minutes. 65.714% teachers responded that the duration of classes is 40 minutes and 31.428% teachers said that the duration of classes was for 45 minutes.

4. Do you think that your students are interested in learning English?

This question aimed to know about the students' interest in learning English. Student's interestedness plays a prominent role in learning.

There were four options for this question. Data is presented through the pie chart.
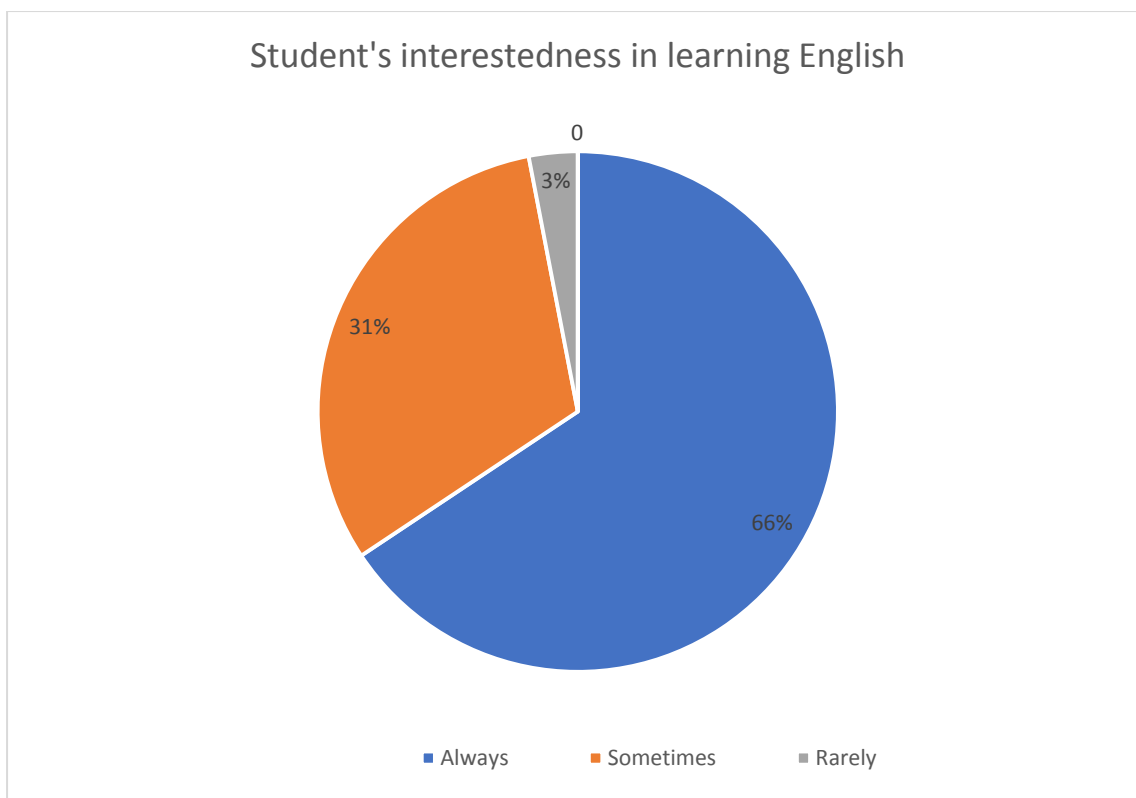
Figure 12: Interest in learning English

The pie chart shows that 66% of the students are 'always' interested in learning English, 31% students are 'sometimes' interested in learning English and the remaining 3% of them are 'rarely' interested in learning English language.

5. In which language/dialect do you find your students conversing among their peers?

Students' interaction among their peer groups plays a significant role in language learning. This question aimed to know about the language or the dialect in which the students converse in their English classes. Responses of the teachers are presented in the table below:

Table 26: Language/dialect used among peer groups

Sl.no.	Language/dialect used among peer groups	Responses in percentage %
1.	English	44
2.	Nagamese	31
3.	Hindi	6
4.	Any other	19

From table 26, it is evident that 44% students of the secondary schools speak in English to interact among their peer groups. 31% students use Nagamese for interaction. 6% of them speak in Hindi language and the remaining 19% of them speak in mixed tongues of Hindi and English and sometimes Nagamese and English.

6. Do you think that your students face difficulty in following your explanation/instructions in your class?

This question aimed at knowing if the students face any difficulty in following the teacher's explanation. Teachers' responses are given in the table below:

Table 27: Difficulty in following explanations

Sl. No.	Difficulty in following explanation	Percentage %
1.	Yes	0
2.	No	60
3.	Sometime	40
4.	Very Often	0

Table 27 shows that 60% of the students have no difficulty in following the teacher's explanation and instructions in the English classes and the remaining 40% students sometime face the difficulty in following the teacher's explanation.

7. Do you think that your students have understanding about the communicative skills of language (listening, speaking, reading and writing) learning?

In response to this question, the teachers' response was to be either in 'Yes' or 'No'.

A pictorial representation has been done to depict the response of the teachers for the above-mentioned question.
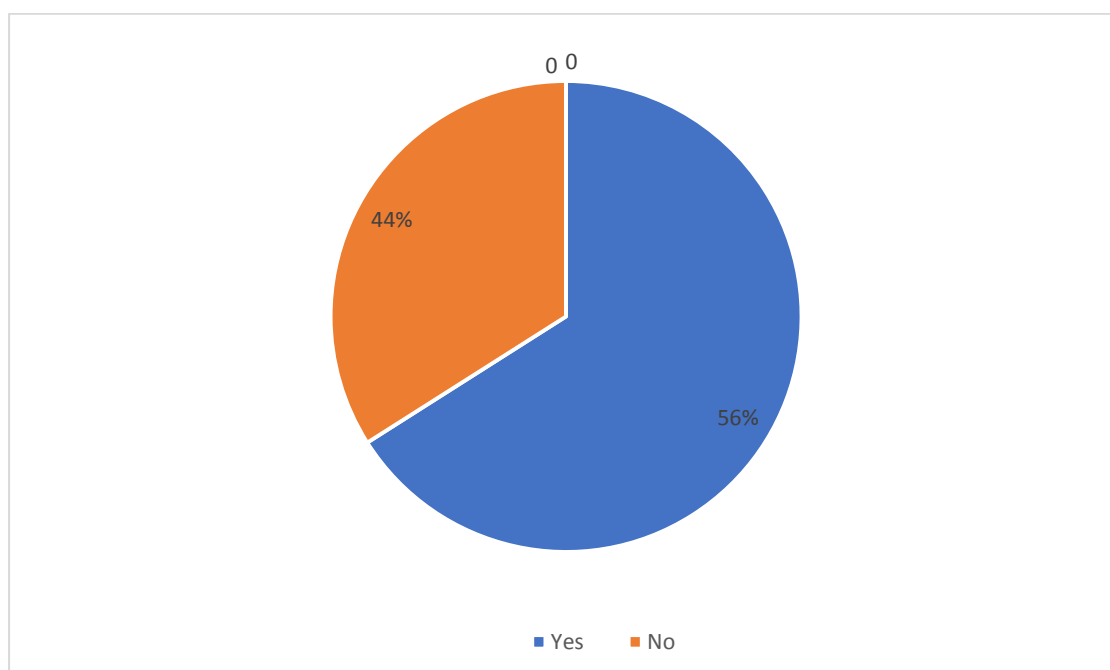
Figure 13: Understanding about Communicative skills of language

The above bar chart shows that according to the teachers 56% of the students understand about the communicative skills of language which are called as LSRW (Listening, Speaking, Reading and Writing) skills. The remaining 44% of the students do not understand the LSRW skills.

8. Which of the language skills do your students face difficulty in?

This question was asked in order to find out the skills in which the students find difficulty in. The responses are given below:

Table 28: Percentage of students facing difficulty in LSRW skills

Sl. No.	LSRW skills	Percentage of students facing difficulty in LSRW skills (%)
1.	Listening	6
2.	Speaking	31
3.	Reading	6
4.	Writing	57

Table 28 shows that 6% of the students face difficulty in listening skill, 31% students face difficulty in Speaking skill, 6% of the total number of students face difficulty in reading skill and the remaining 57% of them face challenges in writing skill.

9. Do your students take active part in the activities of English class?

The motif behind this question was to know about the students' interest in taking active part in activities of the English class. The teachers' response is given in the table below.

Table 29: Active participation in activities of the English class

Active participation in activities of the English class			
Yes %	No %	Sometime %	Rarely %
54	17	20	9

Table 29 shows that 54% of the students take active participation in the activities of the English classes, 17% of the students do not take part in the activities, 20% students sometimes take part in the classroom activities and the remaining 9% students rarely take any active participation in the English classes.

10. Which skill do you think your students are best equipped with?

This question aimed to find out the out that the students are best equipped with so that their competency in that particular skill can be known.
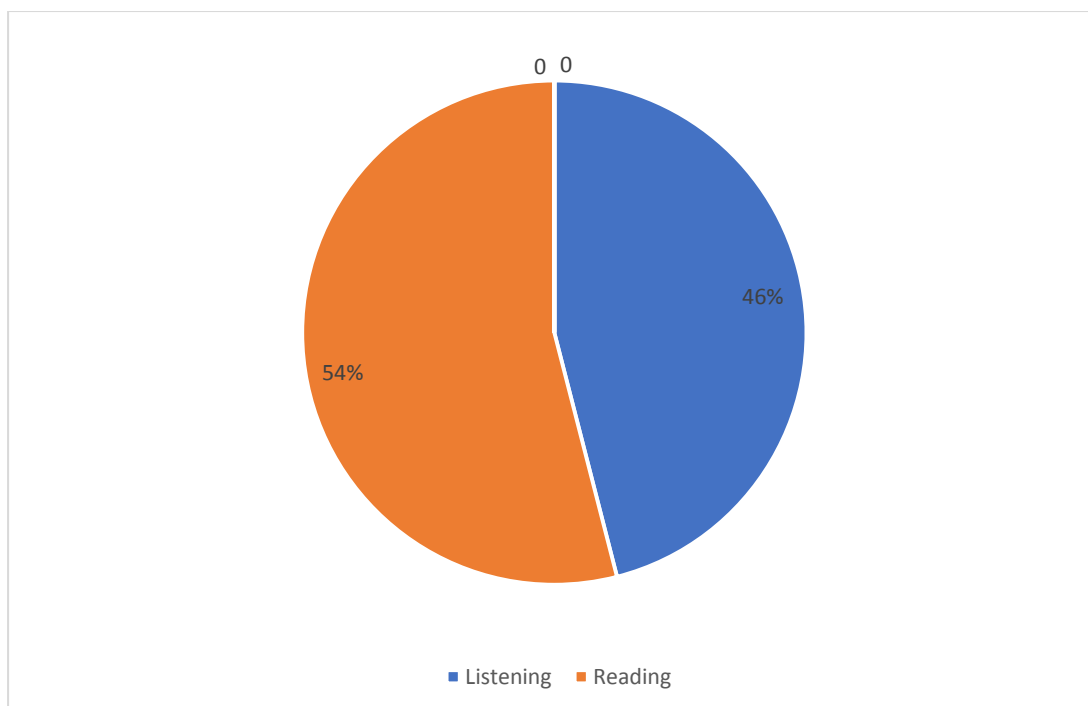
Figure 14: Skills students are best equipped at

The pie chart shows that 46% of the students are best equipped in listening skill, 54% of the students are equipped in reading skill.

11. Do you have library facilities in your school?

This question was asked to find out if the students get the facility of library in the schools which aids in students' language learning. Teachers' responses are as follows.
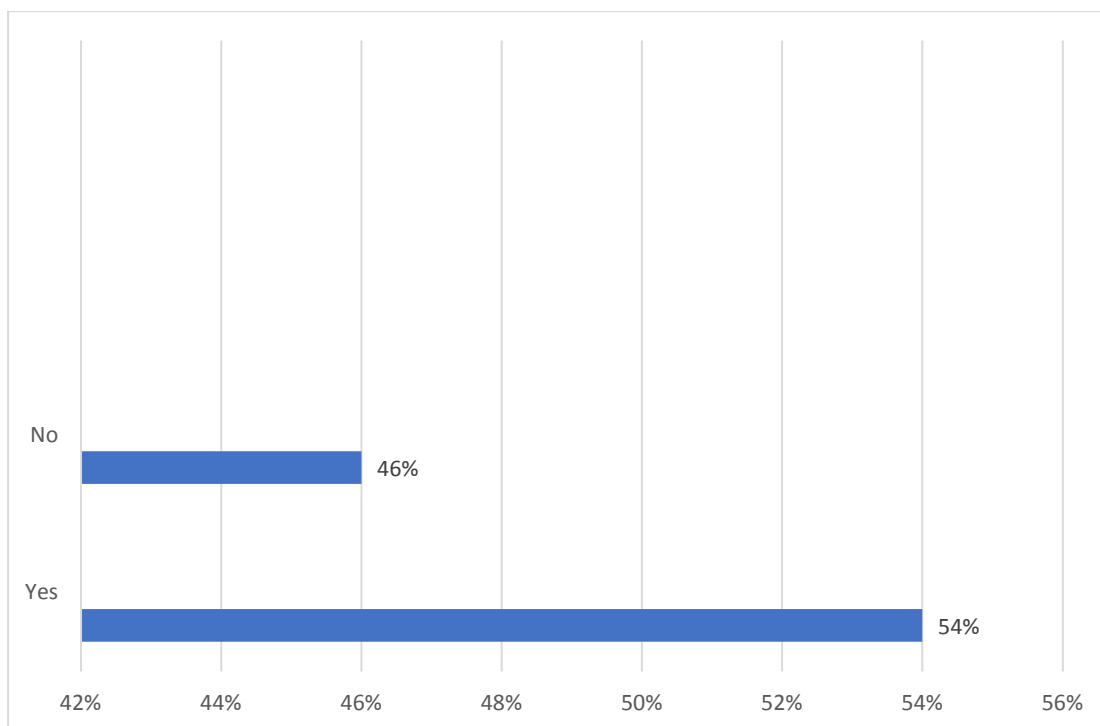
Figure 15: Library facilities in school

The bar graph shows that 54% of the schools have library facilities whereas the remaining 46% of the schools do not have the library facilities in the schools.

12. Do you use audio-visual aids in the classroom while teaching English?

Audio-visual aids facilitate learning. They aid in retention too. The aim of this question was to find out if the teachers use audio-visual aids while teaching. The responses of the teachers are given below.
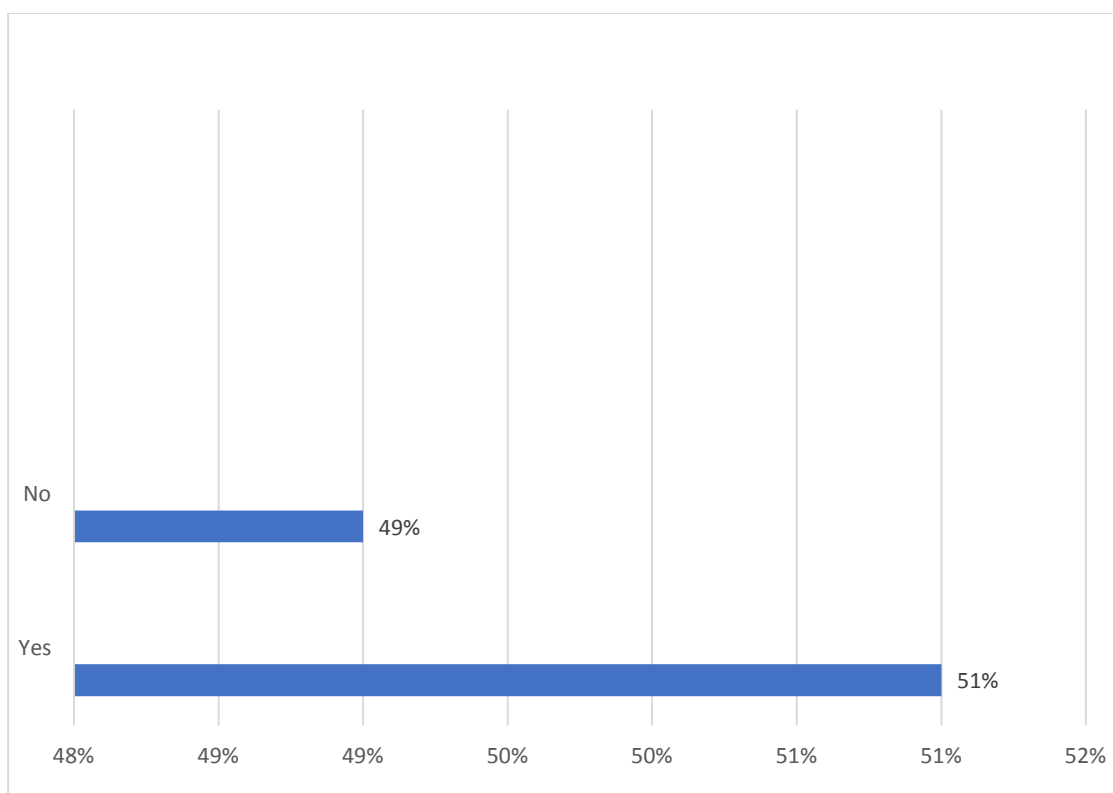
Figure 16: Teachers' use of audio-visual aids

The above bar graph depicts 51% of the teachers use audio-visual aids and 49% the teachers don't use audio visual aids in their schools.

13. Do you have language laboratory in your school?

Language laboratory plays an important role in language learning. Teachers responded that the schools do not have any language laboratory. Not a single school in Nagaland from where data has been collected has language laboratory.

14. Which method do you use while teaching English to your students?

Teaching methods have a great impact on the students learning. With innovative teaching methods, learning enhances. This question aimed to find out the teaching method of the teachers. The findings have been shown in the table below:

Table 30: Methods of teaching English

Sl. No.	Methods of Teaching English	Percentage %
1.	Lecture Method	54
2.	Discussion Method	3
3.	Communicative Method	23
4.	All of the above	20

From table 30, it can be inferred that 54% of the teachers use lecture method for teaching English. 3% of the teachers use discussion method. Communicative method of teaching is used by 23% of the teachers and the remaining 20% of the teachers responded that they amalgamate the various methods for teaching English.

15. What is your first priority while teaching English?

The objective aimed to know about the priority teachers give while teaching English. Four options were given for this question. The options are given in the table below.

Table 31: Priority while teaching English

Sl. No.	Priorities	Responses in percentage %
1.	To complete the syllabus on time	22.85
2.	To make the students memorize the textual questions and answers	2.85
3.	To develop the communicative competencies of the students	48.5
4.	Any other	25.71

From table 31, it can be inferred that 22.85% of the teachers' priority while teaching English is to complete the syllabus on time. 2.85% of the teachers make it a priority that students memorize the textual questions and answers. 48.5% of teachers responded that their priority is to develop the communicative competencies of the students while the remaining 25.71% of them said that their priority is vocabulary development, reading fluency and develop comprehensive abilities.

16. Which type of activities do you conduct in your classroom for language development of your students?

There were four options for this question which are provided in the table below.

Table 32: Activities conducted for language development

Activities conducted for language development				
Presentation %	Class Tests %	Group Discussion %	None of the above %	Any other %
20	3	23	31	23

From table 32 it is clear that 20% of teachers conduct presentations for language development of the students, 3% of them conduct class tests, 23% of them engage students in group discussions and 31% of them do not initiate any of the activities. The rest 23% of the teachers conduct activities like reading out loud and composition.

17. How frequently do you conduct test for assessing the language skills (LSRW) of your students?

This question had two options which show how often teachers conduct tests for testing the language skills of the students. The following 3-D Pie shows the response of the teachers in percentage.
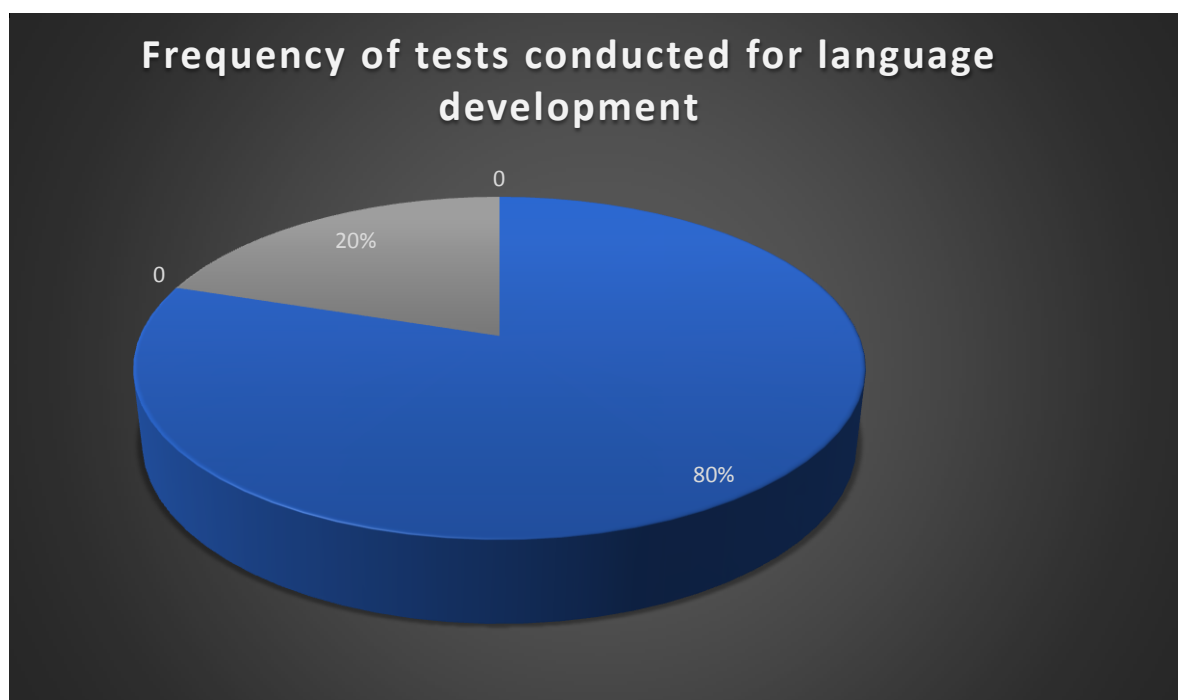
Figure 17: Frequency of tests

The above pie chart shows that 80% of the teachers rarely conduct tests for language development of the students and the remaining 20% of the teachers very often conduct class tests for the language development of the students.

18. For testing which type of language skills of your students do you conduct tests in your English classes?

This question had five options. The response of the teachers is shown in the table below.

Table 33: Language skills tested through tests

Language skills tested through tests				
Listening %	Speaking %	Reading %	Writing %	All the four skills %
3	9	46	37	6

Table 33 shows that 3% of the tests are conducted for assessing the listening skills of the students, 9% of the tests test the speaking skills of the students, 46% of the tests test the reading skills and 37% assess the writing skill. The remaining 6% tests are conducted for assessment of all the four language skills.

19. Which skill do you stress more while teaching English?

This question had six options. The responses are given below.

	List.& Speaking	Speaking	Reading & Writing	Reading	Writing	All of the above
■ Sress on the skills						
■ Column2	0	17%	0	23%	49%	11%
■ Column1						
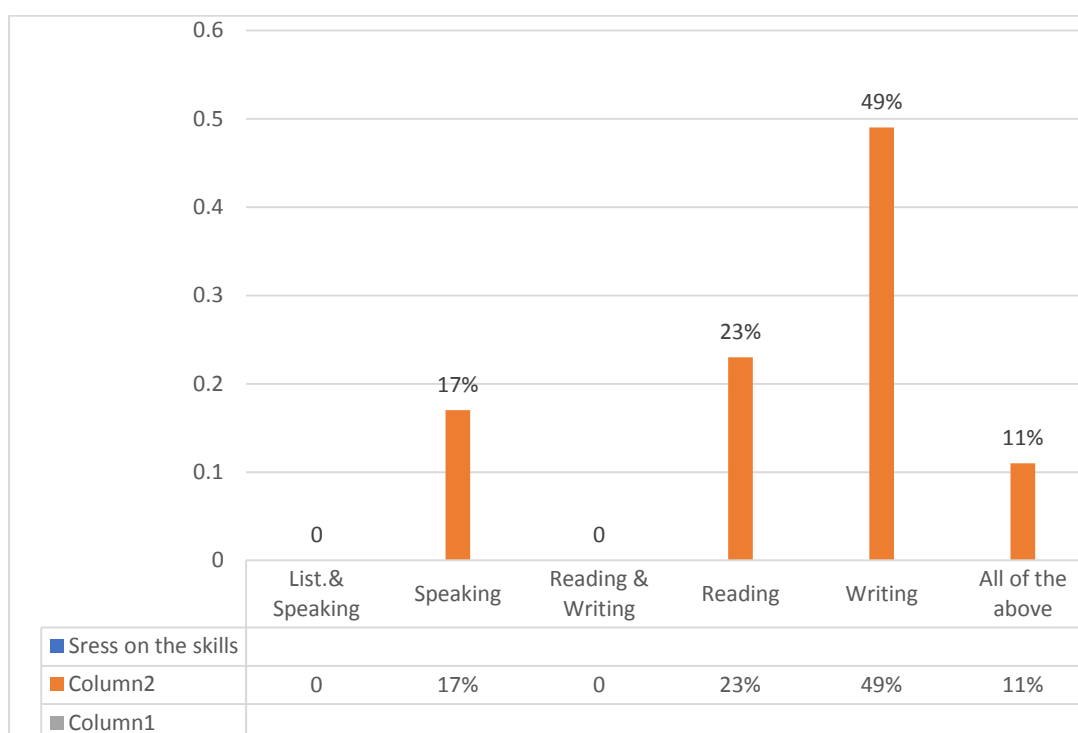
Figure 18: Stress on the skills

The above chart shows that 17% of the teachers stress on speaking skills, 23% of the teachers stress on reading skills, 49% of the teachers stress on writing skills and the remaining 11% of the teachers stress on combination of all the skills.

20. For teaching reading comprehension to the students, the passages that you select are from-

Four options were given for this question. The table below shows the teachers' responses.

Table 34: Source of selection of reading materials

Source of selection of reading materials			
Prescribed English textbook %	Unseen passages from a variety of sources %	Both (a) & (b) %	Any other %
23	23	54	0

Table 34 depicts that 23% of the teachers select the reading materials for reading comprehension from the prescribed English Textbooks. 23% of the teachers select unseen passages from a variety of sources for reading comprehension. 54% of them choose both prescribed English and unseen passages from a variety of sources.

21. Do you think that lesson plan is an aid for teachers in teaching English?

The objective of this question was to know the opinion about lesson plan. The responses are presented in the chart below.
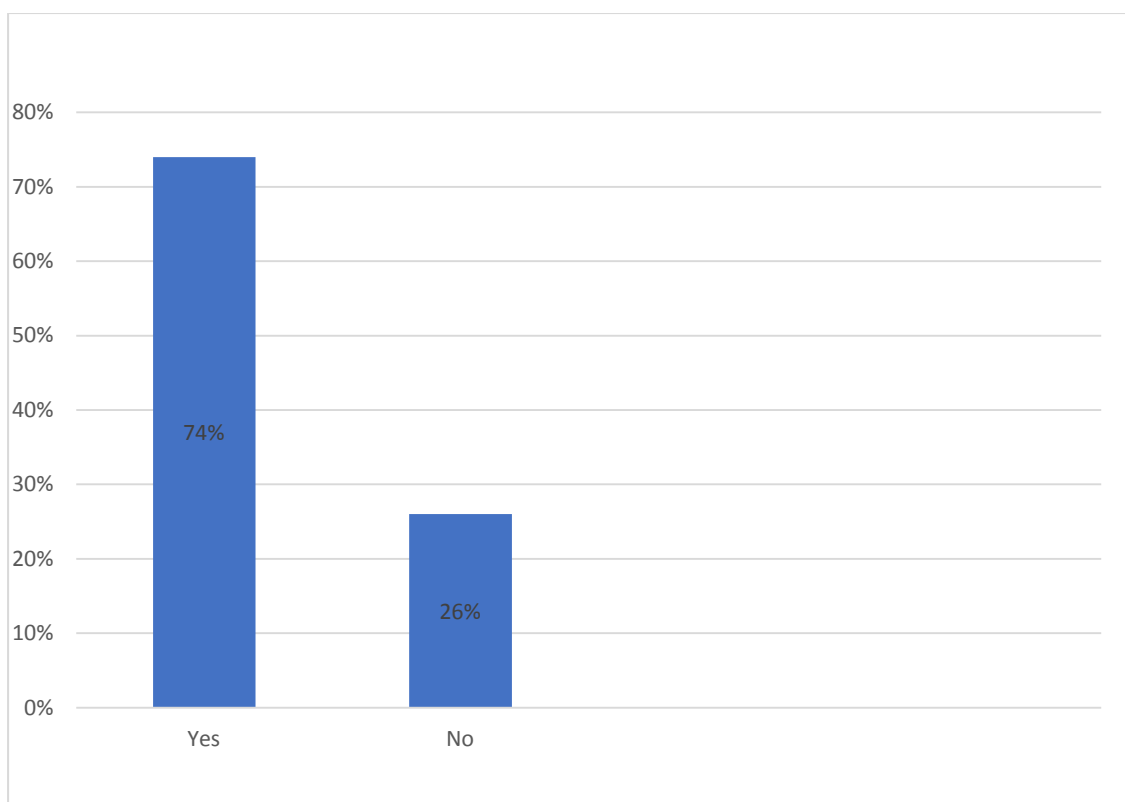
Figure 19: Lesson Plan

The above column shows that according to 74% of the teachers, lesson plans are helpful. Whereas, 26% of teachers think that lesson plans do not aid in teaching.

22. Do you give remedial class to your students who are lagging behind in English subject?

The responses have been shown in the table below.

Table 35: Remedial class for students

Remedial class for students	
Yes %	No %
46	54

Table no. 35 shows that 46% of the teachers give remedial class for the students who are lagging behind in English subject. The remaining 54% of the teachers do not give remedial class for the students.

23. Do you give assignments to your students?

There were four options for this question. The options were sometimes, always, very often and never. 100% of the teachers' responded that they sometimes give assignments to their students.

24. What type of assignment do you give to your students?

This question aimed to know about the type of assignments that teachers give for development of language skills.

Table 36: Type of assignments

Sl. No.	Type of Assignments	Responses in Percentage
1.	Preparing question/answers	34
2.	Grammar exercises	6
3.	Composition	31
4.	All of the above	29
5.	Any other	0

Table 36 shows that 34% teachers give task of preparing question and answer as assignment. 6% teachers give grammar exercises. 31% of the teachers give composition tasks to the students. The remaining 29% of the teachers give all these tasks.

25. Which type of co-curricular activities are being conducted for developing the English language skills?

Teachers' responses are given in the table below.

Table 37: Co-curricular Activities

Sl. No.	Co-curricular Activities	Responses in percentage %
1.	Debate	26
2.	Essay competition	14
3.	Extempore Speech	17
4.	All of the above	43
5.	Any other	0

Table 37 depicts that 26% of teachers conduct debate as a part of co-curricular activities for language development of the students. 14% of them conduct essay competition. 17% of them conduct extempore speech. The remaining 43% of them conduct a mixture of all the above mentioned co-curricular activities for the language development of the students.

26. Do you get support from the head of the institution for carrying out the activities that you think would develop the language skills of the students?

This question attempted to know if the teachers get support from the head of the institution for carrying out the activities that would enhance the language skills of students. Students' responses are depicted in the pie chart below-

108
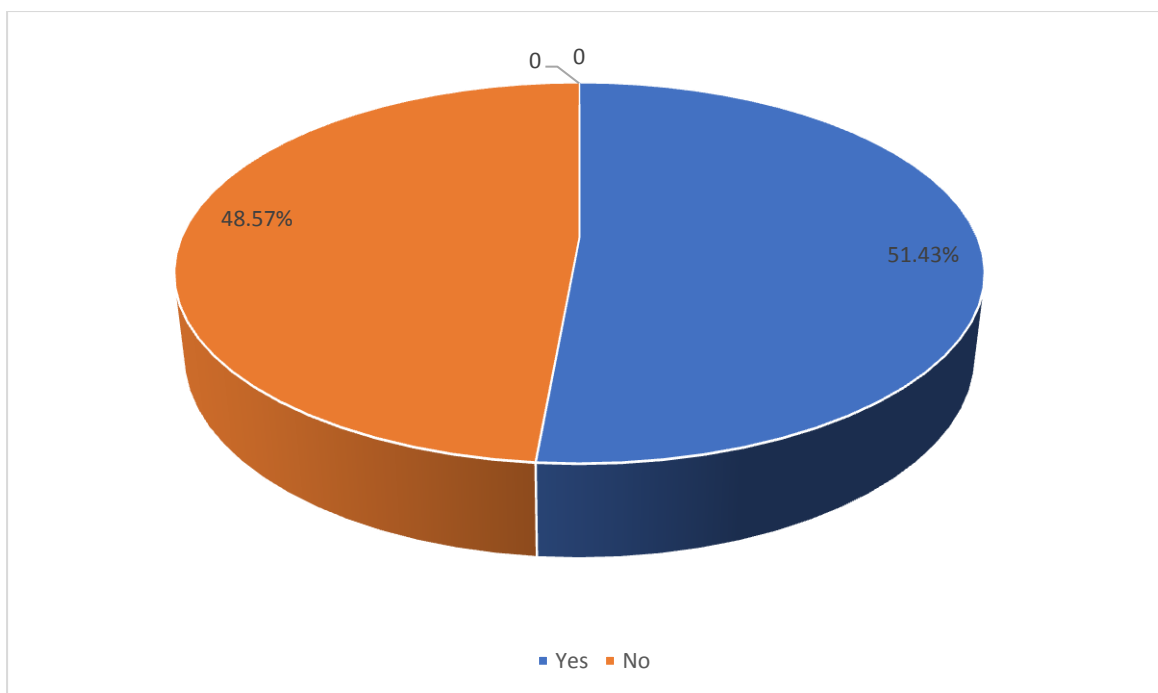
Figure 20: Support from the head of the institution

As per figure 19, 51.428% teachers responded that they get support from the head of the institutions for carrying out the activities that they think would develop the language skills. The remaining 48.571% of them said that they do not get any support from the head of the institution for carrying out the language activities.

27. Do you think that the content, vocabulary, activities, the syllabus and the language used in the prescribed English textbook are apt for the students?

This question aimed to know about the teachers' opinion about the current textbooks of English in relation to the content, vocabulary, activities, syllabus and language used in the prescribed English textbook and if the textbooks are apt for the students.
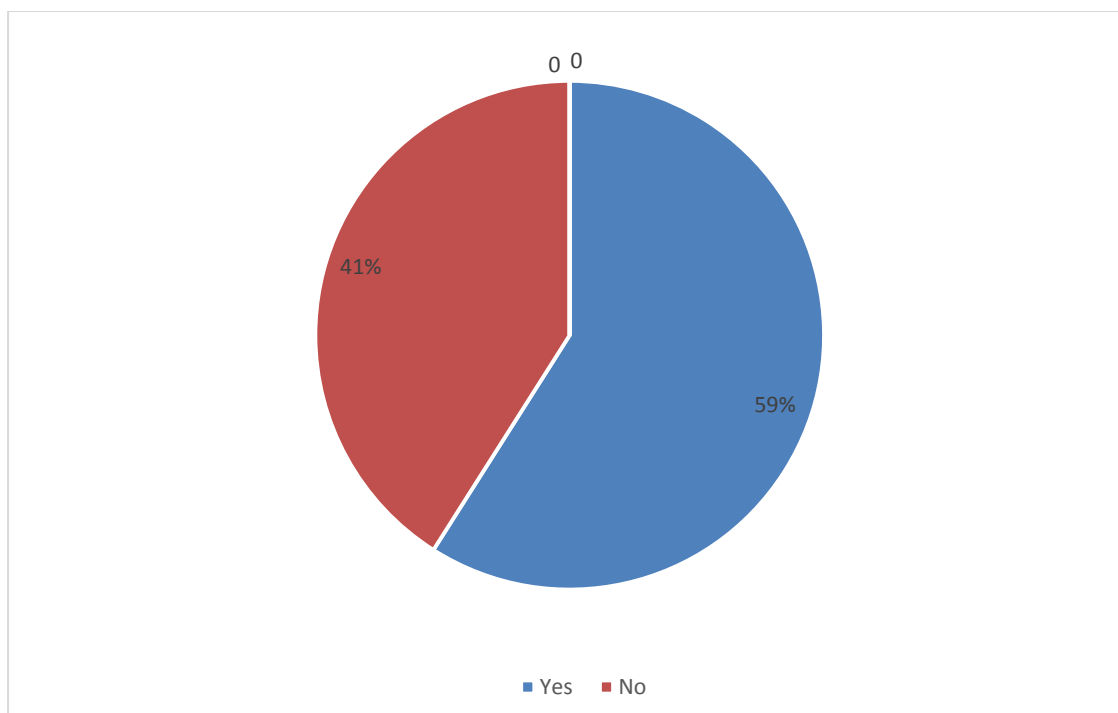
Figure 21: Opinion about current textbooks

59% of the teachers responded positively. According to them, the prescribed English textbooks are apt whereas the remaining 41% of the teachers claimed that the content, vocabulary, syllabus etc. are not apt for the students.

28. Are you able to use audio-visual aids while teaching English?

This question attempted to know if the teachers are competent enough to use audio-visual aids while teaching English.
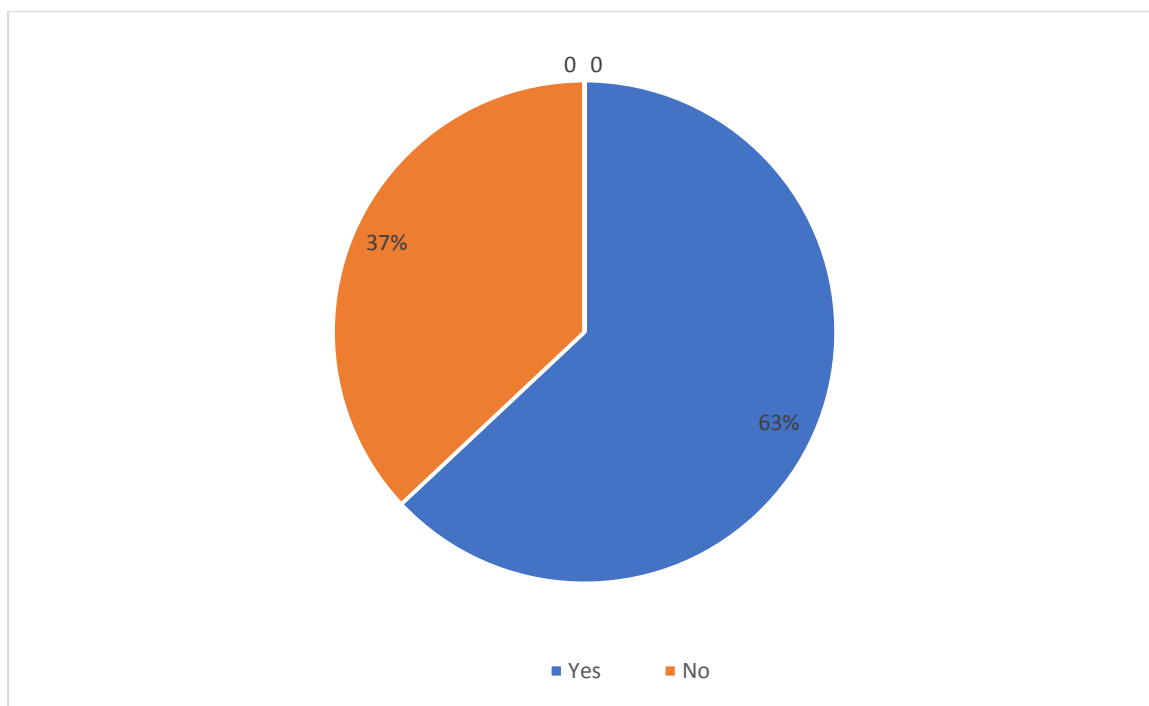
Figure 22: Competency in using audio-visual aids

The above pie-chart shows that 63% of teachers can use audio-visual aids while teaching English and remaining 37% of them are incompetent to use audio-visual aids.

Section III: Issues and challenges of teaching English and suggestions for their improvement

Based on teachers' responses analysis has been done for this section. Under this section, 4 questions have been asked. Question no. 29-32 explains the various issues and challenges related to teaching of English at secondary level.

The questions along with the responses have been discussed below.

29. What are the problems that you face in teaching English in your school?

The various problems faced by the teachers in teaching English are the lack of resources, lack of supplementary materials, lack of proper facilities of library and audio-visual aids in the institutions, weak foundation of the students. Sometimes, it is also a challenge to balance the diverse needs of the learners. Incompetency to use audio-visual aids is yet another challenge that they face. Another pertinent problem that hinders in teaching and learning of English language are the overcrowded classrooms. Individualized attention is required for the development of language skills of the students. But, due to the excessive number of students in the classrooms, teachers are not able to focus on each student.

30. In your opinion, how can students become proficient in reading skill?

This question aimed to know about opinions of the teachers about the strategies to become proficient in reading skill. Teachers gave various types of responses. In content analysis of this item, the following themes have been identified which are presented below.

i. Setting aside time to read everyday

Students can become proficient in reading by setting aside time to read everyday. Reading has to be practiced everyday at school as well as at home.

ii. Cultivating reading habits

Reading habit has to be cultivated in the children right from an early age. Different kinds of books can be introduced to them as per their age.

iii. Encouragement to read

Students should be encouraged by the teachers to read. "Reading expands the vocabulary of the students and enables in phonemic awareness. It also enhances

the cognitive level. So, the teacher may explain the benefits of reading to the children to keep them motivated," said an English teacher.

iv. Supporting and improving reading skills of weak readers

A senior most teacher said, "There is a general tendency in the teachers to ask for loud reading to those students who are skilled in reading. In that way we do not pay attention to the students who are not so well- equipped or weak in reading skill. But equal emphasis or even little more emphasis is needed for the not so good readers in order to help them become fluent and clear in reading with correct pronunciation. In this way, the weak readers can be supported to improve in reading skills.

v. Clarifying purpose of reading

Teachers' need to clarify the reasons for reading as the students engage themselves with a variety of materials. This gives students a clear purpose so that they can accordingly make plans. It enables them to be more focused and adjust their reading as per requirement.

vi. Selection of reading materials as per the age and interest of the students

Reading materials are to be selected as per age level and interest of the students. This will motivate students to read and will keep them engaged.

31. What initiatives can be taken for developing LSRW skills of your students?

According to teachers, the initiatives for development of LSRW skills of the students are as follows.

i. Listening to audios

Students should be made to listen to various types of audios so that they can learn the speech patterns and clearly distinguish between the pronunciation of various speakers from different regions.

ii. Engaging students in both individual and group activities

Students learn best when they get involved in both individual and group activities. Group discussions, debates, role plays, news reading, extempore speech, reading aloud, essay writing, poetry writing, presentations, speech competitions etc. can be very fruitful for developing LSRW skills.

iii. Creating a congenial atmosphere for learning language

Creating a joyful and comfortable learning culture need to be ensured for language learning. It motivates the learners to be deeply engaged in language earning. One of the teachers pointed out, "Joyful learning reduces stress and anxiety of the students, thus, boosting him/her to be productive". Overall, it develops the communication skills of the students.

32. Suggest some measures for the improvement of teaching and learning of English at the secondary level.

According to teachers, various measures can be taken for improvement of teaching and learning of English language at the secondary level which are presented below.

i. Use of ICT tools in teaching language

According to the teachers, ICT tools in teaching helps the learners in grasping the content better. Various types of audio-visual aids can be incorporated while teaching the language skills.

ii. Using flipped classrooms model in teaching language

Flipped classrooms make the learning process student-centered. "It enhances students' engagement and saves time giving more time for student teacher talk and active interaction. We should try to use flip classroom strategies for the benefit of language learning of our students" a teacher mentioned.

iii. Conducting co-curricular activities

One of the teachers pointed out, "Co-curricular activities provide real world experiences to the learners for language use to the maximum. Engaging students in co-curricular activities will give them opportunities for interaction and to use language according to the context. This will enhance communication skills of the students".

iv. Proper qualified teacher should be appointed by the institutions/government

Teachers responded that proper qualified teachers should be appointed by the institutions for teaching language. It is a general idea that any subject teacher can teach English which is not true. Teaching of any language needs expertise of the language teacher. "Language teaching not only needs in-depth knowledge but also understanding the pedagogical implications required for diverse classrooms" stated by an English teacher.

v. Grammar classes to be emphasized

Some of the teachers reiterated that grammar classes are important for language development. They said that separate grammar textbook should be provided for teaching grammar in class IX. According to them, a strong hold on grammar will equip learners in the formation of grammatically correct sentences. It will be beneficial for enhancing the LSRW skills.

vi. Continuous evaluation and feedback

Teachers are of the view that continuous evaluation and monitoring of language learning is required to keep a track of students' progress. Evaluation is needed for teachers to plan their work and make proper strategies as per the needs of children. Feedback forms an important part of language teaching. "Teachers' feedback helps the child to rectify the mistakes if any and also motivates to do better," emphasized one of the teachers.

4.2.4 Result of data analysis for objective 4

Objective 4: To identify the issues and challenges of learning English at the secondary level of the two boards.

Students' questionnaire consists of three sections. Section I contains the demographic profile. Section II consists of the determinants of learning English. For section I and II percentage analysis has been done. Section III has one open ended question for which analysis of students' responses has been done.

Section I: Demographic Profile of the students

1. Name of the student (Optional):

2. Gender (Please tick): Male ☐ Female ☐

3. Type of School: Government: ☐ Private ☐

4. District (Please tick): Dimapur ☐ Kohima ☐

5. Name of the school board (Please tick): NBSE ☐ CBSE ☐

6. Locale: Rural ☐ Urban ☐

Table 38: Demographic Profile of the students

Sl. No.	Gender		Type of management		Type of institution		Locale	
	Male	Female	Government	Private	NBSE	CBSE	Urban	Rural
1.	240	320	315	245	280	280	210	350

Table 38 shows that the demographic profile of students shows that out of 560 students, 240 are male students which makes it to 42. 85% of total participants and 320 students which is 57.14 % of total number of students are female students. 62.5% of government schools and the remaining 37.5% of the private schools are selected for this study. 43.75% of the schools are located in urban areas and 56.25 schools are in the rural areas.

Section II: Determinants of Learning English

1. Do you have interest in learning English in future?
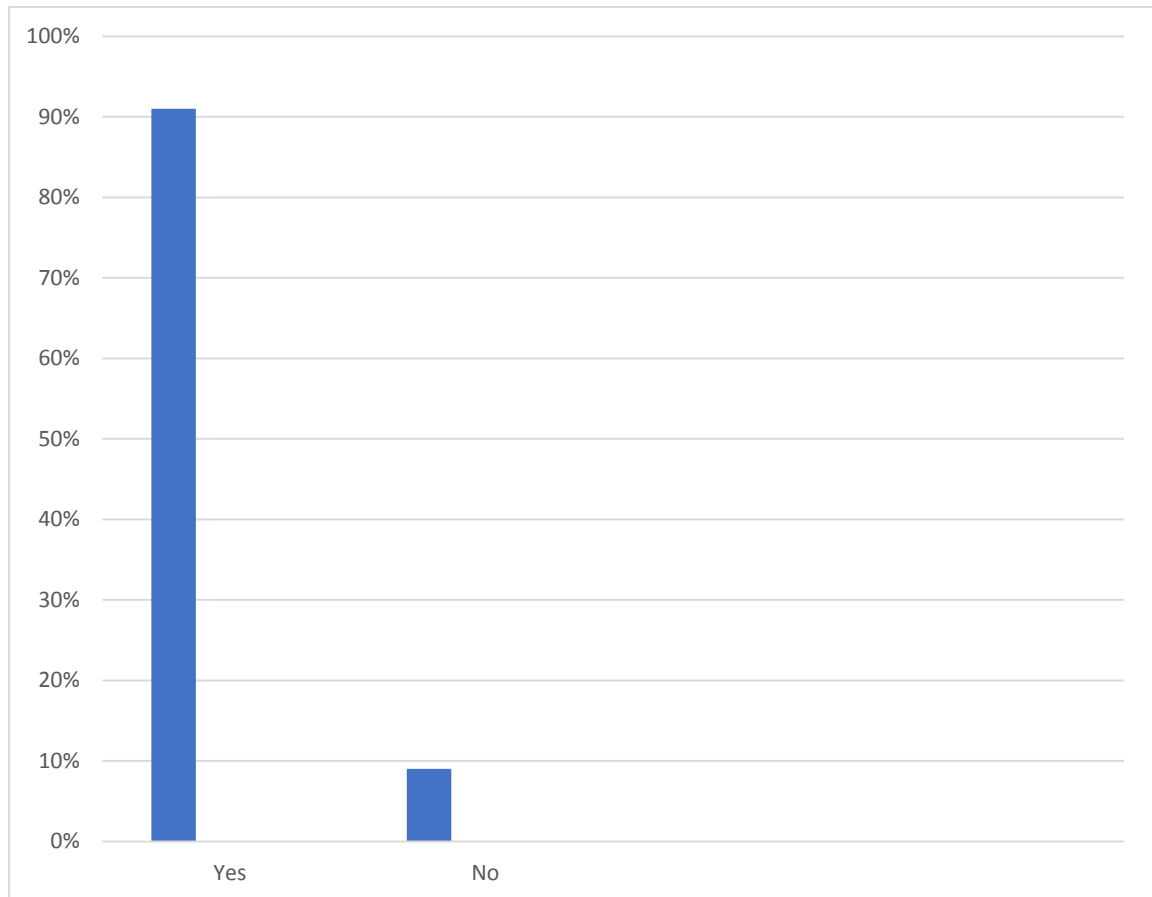
Figure 23: Interestedness in learning English

Above figure shows that 91% students have interest in learning English in future.

And only 9% students said that they are not interested in learning English.

2. What activities do English teachers organize in your English class?

For this question, twelve options were given. The responses of the students are given below in the table.

Table 39: Activities conducted in English class

Sl. No.	Activities	No. of students	Percentage %
1.	Loud reading	363	64.82
2.	Silent reading	115	20.53
3.	Quiz	16	2.85
4.	Extempore speech	0	0
5.	Debate	0	0
6.	Paragraph writing	0	0
7.	Essay writing	0	0
8.	Letter writing	0	0
9.	Drama	0	0
10.	Elocution	0	0
11.	Poetry writing	10	1.79
12.	Any other	56	10

Table 39 shows that 64.82% students said that loud reading is conducted in English classes. 20.53% students responded that they are asked to do silent reading. 2.85% students responded that quiz is conducted. 1.79% students responded that poetry

writing is organized in English classes. The remaining 10% of the students wrote

that question answer session is conducted in the form of oral tests.

3. Does your English teacher use audio-visual aids while teaching in English class?

Students' response is presented in the form of pie-chart given below.
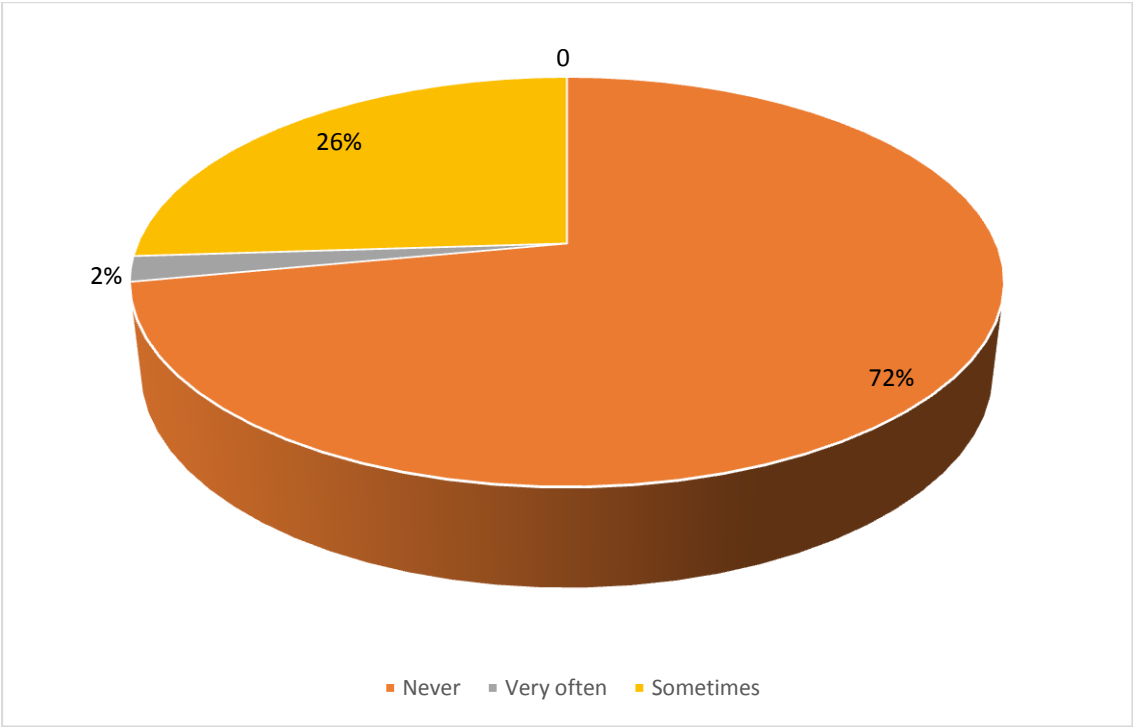
Figure 24: Use of Audio-visual aids

This pie chart shows that 72% teachers 'never' use the audio-visual aids in teaching

English. Only 2% students claimed that teachers 'Very often' use audio-visual aids

in teaching English. Remaining 26% students said that teachers 'sometimes'

incorporate audio-visual aids in teaching English.

4. Do you like to watch English channels on television?

In response to this question, the students' data has been presented in the pie-chart below.
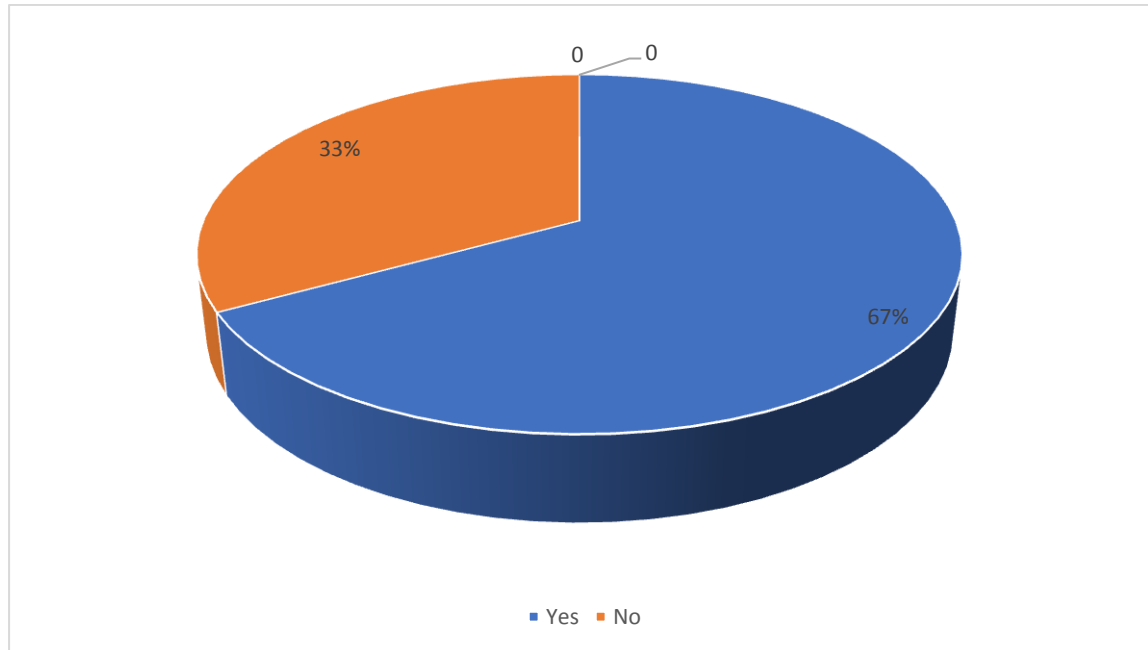
Figure 25: Preference for English Channels

From the above pie chart, it is clear that 33% don't like to watch English Channels on Television and the remaining 67% like to watch English channels.

5. Do you read English Newspapers?

Students' response for this question is given in the pie- chart below.
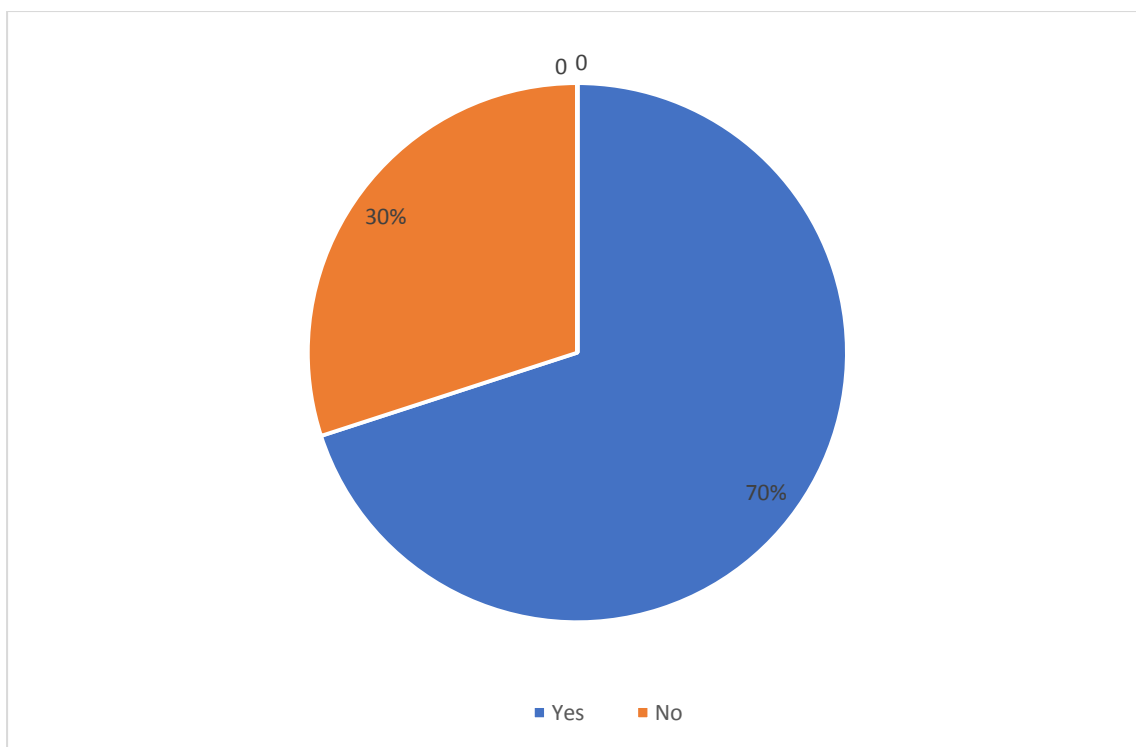
Figure 26: Reading of English newspapers

It is observed that 70% students read English newspapers whereas the remaining 30% said that they don't read English newspapers.

6. In which language/dialect do you speak in the English class?

Students' response has been given in the table below.

Table 40: Language used in class

Sl. No.	Language used in class	Responses in percentage %
1.	English	61
2.	Hindi	13
3.	Nagamese	7
4.	Any other	19

From table 40, it is found that 61% students speak in English in the classes. 13%students speak in Hindi. 7% students speak in Nagamese. And the remaining 19% students speak in mix language of English, Hindi and Nagamese.

7. How often do you get chance to speak in the English class?

The table below shows the responses of the students.

Table 41: Opportunity to speak in English class

Sl. No.	Opportunity to speak in English class	Responses in percentage %
1.	Always	0
2.	Sometimes	86
3.	Very often	3
4.	Never	11

From table 41, it is clear that 86% students 'sometimes' get the opportunity to speak in English classes. 3% students claim that they 'very often' get opportunity to speak in the class. 11% students never get any opportunity to speak in the English classes.

8. Among the four language skills (listening, speaking, reading and writing), in which skill do you find difficulty?

This question was attempted to identify students' difficulties in language skills. The answer to this question is presented in the bar graph below.
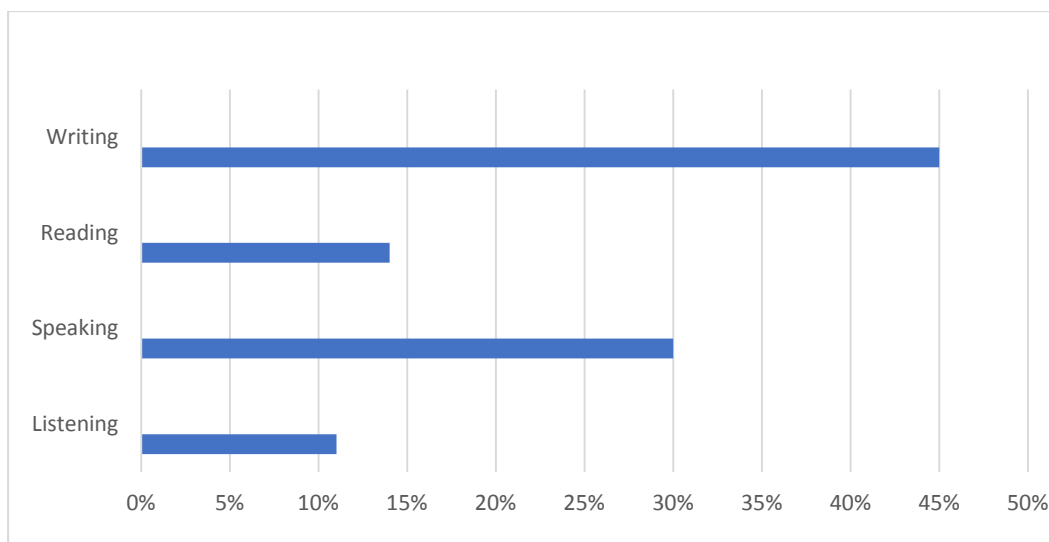
Figure 27: Difficulties in the language skills

From the above bar graph, it is clear that 11% students face difficulty in listening skill. 30% students find issues in speaking skill. 14% students find difficulty in reading skill and the remaining 45% of them face difficulty in writing skill.

9. What type of teaching aid/aids is/are used by your English teacher while teaching in the class?

The responses to this question have been shown in the table below.

Table 42: Teaching Aids used in the class

Sl. No.	Teaching Aids	Responses in percentage %
1.	Charts	0
2.	Visual Aids	39
3.	Audio Aids	2
4.	Any other	24
5.	No Teaching Aids	35

Table 42 shows that teachers never use charts for teaching English. 39% students answered that visual aids are used by teachers for teaching English. 2% teachers use audio aids. 35% teachers do not use any teaching aids and the remaining 24% students had chosen the option any other where they mentioned that books and blackboard are used for teaching English.

10. Do you understand the explanation of your English teacher while teaching in the class?

This question had three options as follows- Yes, No and May be. The responses of the students are given in the table below.

Table 43: Understanding the explanation of the English teachers

Sl. No.	Understanding the explanation of the English teacher	Responses in percentage %
1.	Yes	65
2.	No	35
3.	May be	0

According to table 43, 65% students claimed that they understand the explanation of the English teachers while 35% students said that they don't understand their teacher's explanation.

11. Do you face any problem in learning English language?

Two options were given for this question. The responses are given below in the table.

Table 44: Problem in learning English

Problem in learning English	
Yes %	No %
38	62

As per table 44, 38% students answered that they face problem in learning English language and the remaining 62% of the students do not have any problem in learning English.

Section III: Issues and challenges of learning English language

Through analysis of the responses given by the students, the following problems have been identified. The question along with the students' response to it have been discussed below.

1. What are the problems faced by you while learning English language?

   The students' responded that they face various problems in the following areas.

   i. <u>Faulty pronunciation of the English teacher</u>

      Some students said that due to faulty pronunciation of the teachers they are unable to follow them.

   ii. <u>Fast explanation of the teacher</u>

      Few students mentioned that teacher explains very fast due to which they face problems in understanding the explanation of the teacher.

iii. Grammatical errors

Students make grammatical errors which are pointed out by the teachers. Some students responded that they don't know how to use grammar correctly.

iv. Spelling mistakes

A lot of students face problem in using correct spelling of words. A student said that when he is asked to write something he is mostly pointed out for his wrong spellings and his marks are deducted.

v. Pronunciation problem of the students

Correct pronunciation of unfamiliar words is a challenge for many students. They responded that they fail to pronounce new words.

vi. Comprehension problems

Some students have some issues to comprehend the given text/materials. They claim that most of the time, they don't understand the given or written materials. This hinders in language learning.

vii. Difficulty in expressing fluently while speaking

One recurrent problem that students cannot speak fluently in English. They responded that they have ideas but they are unable to express properly while speaking.

viii. Difficulty in expressing while writing

Students claim that they want to express themselves in writing but are unable to do that. They memorize what is being given in class and when they are asked to compose anything new, they cannot put their ideas as effectively as is required.

ix. <u>Communication problems</u>

Some students cannot communicate effectively. Sometimes, they also have fear of making mistakes. Fears stop them from communicating with one another.

CHAPTER 5

SUMMARY, DISCUSSIONS, EDUCATIONAL IMPLICATIONS,

SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

5.1 INTRODUCTION

Language is a vehicle of articulation of thoughts and notions. It enables our inner hidden feelings and emotions to find a way out and channelizes those through verbal or non-verbal cues or clues. Language provides identity to the speaker by means of associating him/her with the symbols used for speaking in the same community. It serves as a medium of construction of knowledge. It gives direction to human life. Thus, language has a special place in human life. Whether written or spoken it is a universal means of communication. For effective communication, one needs to master in the skills of listening, speaking, reading and writing. The capacity or competency to do something well can be considered as a skill. Language learning can be understood as a skill or a skill subject in which techniques or the methods of learning the language need consideration. Like an artist or a painter who needs constant practice in the field of work of art, language learning essentially requires practice in (LSRW) language learning skills. All these skills are interrelated with one another. Good foundation in one skill would surely aid in the development and perfection of other skills.

Nagaland has a complex sociolinguistic setting. Because of the diverse linguistic system in the state, chance of learning English language is mainly in the classrooms. Once the students are out of the classrooms, the usage of the English language diminishes. In Nagaland, "English is taught as a subject and not as a

language" (Belho, 2022). English is the official language of the state. Children get exposed to this language quite early in life. But irrespective of this, it is a sad reality that students are not adequate enough. "In Nagaland, English is taught as a subject and not as a language and it becomes evident from the memorization of it for the sake of securing good grades" (Kichu, 2019). Overdependence on literature and negligence of language has serious issues which has led to communicative incompetence of the learners. Altogether, the teaching of English is far from satisfactory (Whiso, 2006). The home language and the school language of Nagaland are not the same and due to this there are lots of issues in teaching-learning process. Communicative competence calls for competence in language for communicative purpose. Hence, it is worth mentioning about the role that Listening, Speaking, Reading and Writing skills play in language learning.

5.2 STATEMENT OF THE PROBLEM

The present research problem is entitled as *"An Evaluation of Teaching and Learning of English Language in Secondary Schools of Nagaland"*.

5.3 OPERATIONAL DEFINITIONS

1. Evaluation-

   Evaluation refers to the assessment of the performance of English language learners in the four skills of language namely listening, speaking, reading and writing.

2. Teaching and learning of English language-

   Teaching and learning of English language refer to the teaching and learning of the four language skills namely listening, speaking, reading and writing

of the secondary level learners of NBSE and CBSE schools, the issues and challenges faced by teachers and learners in the process will be considered for the study.

3. Secondary Schools-

   In this study, secondary schools refer to the NBSE and CBSE schools with grade IX to be considered for the study.

5.4   OBJECTIVES OF THE STUDY

1. To analyse English language skills performance (listening, speaking, reading and writing) of NBSE and CBSE secondary school learners.

2. To compare the performance of learners in the four skills of English namely- listening, speaking, reading and writing on the basis of board of institution, locale, type of management, and gender.

3. To identify the issues and challenges of teaching English at the secondary level of the two boards and to seek suggestions for the improvement of teaching and learning of English skills.

4. To identify issues and challenges of learning English by students at the secondary level of the two boards.

5.5 HYPOTHESES OF THE STUDY

1. There is no significant difference between the performances of the learners of the two boards with regard to the listening skills.

2. There is no significant difference between the performances of the learners of the two boards with regard to the speaking skills.

3. There is no significant difference between the performances of the learners of the two boards with regard to the reading skills.

4. There is no significant difference between the performances of the learners of the two boards with regard to the writing skills.

5. There is no significant difference between the performances of Rural and Urban school students in listening skills.

6. There is no significant difference between the performances of Rural and Urban school students in speaking skills.

7. There is no significant difference between the performances of Rural and Urban school students in reading skills.

8. There is no significant difference between the performances of Rural and Urban school students in writing skills.

9. There is no significant difference between performances in listening skills of private and government school students.

10. There is no significant difference between performances in speaking skills of private and government school students.

11. There is no significant difference between the performances in reading skills of private and government school students.

12. There is no significant difference between the performances in writing skills of private and government school students.

13. There is no significant difference between the performances male and female students in listening skills.

14. There is no significant difference between the performances of male and female students in speaking skills.

15. There is no significant difference between the performances of male and female students in reading skills.

16. There is no significant difference between the performances of male and female students in writing skills.

5.6 DELIMITATIONS OF THE STUDY

This study is delimited to Dimapur and Kohima   districts only.

1. The study is meant for testing only the main four skills of language learning namely listening, speaking, reading and writing.

2. It is confined to the secondary learners of class IX.

3. Only 560 students were selected for this study.

4. This study is delimited to NBSE and CBSE boards only.

5. Only 35 teachers of the schools chosen for this study have been included.

5.7 POPULATION AND SAMPLE

a. Population

The population of this study consisted of the secondary learners of class IX of the schools in two districts of Nagaland- Kohima and Dimapur which are affiliated to two boards namely- CBSE (Central Board of Secondary Education) and NBSE (Nagaland Board of School Education). The English Teachers of secondary level were also a part of the study.

b. Sample: For this study, two types of data sources were used. The following are the data sources-

1. Secondary English language learners of class IX

2. English Teachers

1. Secondary English language learners of class IX

A sample of 560 language learners of English of grade IX were randomly selected. From each district 280 learners were selected. Altogether 16 schools were selected for this study. In Kohima district, 8 schools were selected. Of these 8 schools, 4 schools were affiliated to Nagaland board of School Education and 4 schools were affiliated to Central Board of Secondary Education. In Dimapur district, 8 schools were selected, 4 schools affiliated to NBSE and 4 were from CBSE.

2. English Teachers

For this study, 35 teachers of English were selected through purposive sampling from the schools considered for the study.

5.8 VARIABLES OF THE STUDY

   i.   Performances (Achievement) of the secondary school learners in English language skills

  ii.   School boards (NBSE & CBSE)

 iii.   Demographic variables like gender, management and locale

5.9 TOOLS USED IN THE STUDY

For this study, three tools were developed. The following are the tools.

1. Achievement Test in English language Skills

2. Questionnaire on the issues and challenges of teaching English and suggestions for improvement

3. Questionnaire on issues and challenges of learning English

5.10   MAIN FINDINGS OF THE STUDY

Findings have been presented objective wise.

Objective 1: To analyze the English language skills performance (listening, speaking, reading and writing) of NBSE and CBSE secondary school learners.

i.   Average scores of CBSE and NBSE language learners in listening skills is 15.47 out of 25 marks. Standard deviation is 3.03. Minimum score is 2 and maximum score is 22, range is 20 and Kurtosis is .52.

ii.   The mean score of NBSE and CBSE language learners in speaking skill is 12.96, Standard Deviation is 3.44. The minimum score is 0 and the maximum score is 23 out of 25 marks. Range is 23 and kurtosis is 1.61.

iii. The mean score of NBSE and CBSE language learners in reading skill is 15.76. Standard Deviation is 3.61. Minimum mark scored by the learners is 6 and maximum marks is 25 out of 25 marks allotted for reading. Range is 19 and Kurtosis is -.017.

iv.   The mean score of NBSE and CBSE language learners in writing skills is 11.06. Standard Deviation is 4.15. Minimum score is 0 and maximum marks scored by the learners is 22 out of 25 marks. Range is 22 and Kurtosis is .884.

Objective 2: To compare the performance of learners in four skills of English namely- listening, speaking, reading and writing on the basis of board of institution, type of management, locale, and gender.

To compare the performance of learners in four skills of English namely- listening, speaking, reading and writing on the basis of board of institution.

1. There is no significant difference between the performances of the learners of the two boards with regard to the listening skills.

   Findings: Performance of both NBSE and CBSE learners in listening skill is almost equal. Hence, the null hypothesis that there is no significant difference between the performance of the learners of CBSE and NBSE boards with regard to listening skills is accepted at .05 level of significance.

2. There is no significant difference between the performances of the learners of the two boards with regard to the speaking skills.

   Findings: Performance of CBSE students in speaking skill are found to be better than the NBSE students. Hence, the null hypothesis that there is no significant difference between the performances of the learners of CBSE and NBSE learners with regard to speaking skills is rejected at 0.05 level of significance.

3. There is no significant difference between the performances of the learners of the two boards with regard to the reading skills.

   Findings: In reading skills, both NBSE and CBSE students have performed at equal level. Hence, the null hypothesis that there is no significant difference between performances of the learners of NBSE and CBSE learners with regard to the reading skills is accepted at .05 level of significance.

4. There is no significant difference between the performances of the learners of the two boards with regard to the writing skills.

   Findings: In writing skill, the performance of CBSE students are found to be better than the NBSE students. Hence, the null hypothesis that there is no significant difference between the performances of the learners of NBSE and CBSE learners with regard to the writing skills is rejected at .05 level of significance.

   To compare the performance of learners in four skills of English namely-listening, speaking, reading and writing on the basis of locale.

5. There is no significant difference between the performance of Rural and Urban school students in listening skills.

   Findings: Performance of Urban school students are found to be better than the Rural school students**.** Therefore, the null hypothesis that there is no significant difference between the performance in listening skills of Urban and Rural school students is rejected at 0.05 level of significance.

6. There is no significant difference between the performance of Rural and Urban school students in speaking skills.

   Findings: In speaking skill, Urban school students have performed better than the Rural school students. Therefore, the null hypothesis that there is no significant difference between speaking skills of Urban and Rural schools is rejected at .05 level of significance.

7. There is no significant difference between the performance of Rural and Urban school students in reading skills.

Findings: In reading skill, Urban school students have performed better than the Rural school students. Therefore, the null hypothesis that there is no significant difference between the performance of Urban and Rural school students in reading skills is rejected at 0.05 level of significance.

8. There is no significant difference between the performance of Rural and Urban school students in writing skills.

    Findings: In writing skills, Urban school students have performed significantly better than the Rural school students. Therefore, the null hypothesis that there is no significant difference between the performance of Urban and Rural school students in writing skills is rejected at 0.05 level of significance.

    To compare the performance of learners in four skills of English namely-listening, speaking, reading and writing on the basis of type of management.

9. There is no significant difference between the performance of private and government school students in listening skills.

    Findings: Performance of Private school students in listening skill is much better than the Government school students. Therefore, the null hypothesis that there is no significant difference between the performance of government and private school students in listening skills is rejected at .05 level of significance.

10. There is no significant difference between performance in speaking skills of private and government school students.

    Findings: Performance of Private school students in speaking skills is better than the Government school students. Therefore, the null hypothesis that there is no significant difference between speaking skill of students of government and private school students is rejected at 0.05 level of significance.

11. There is no significant difference between the performance in reading skills of private and government school students.

Findings: Private school students have performed better than the Government school students in reading skills. Therefore, the null hypothesis that there is no significant difference between reading skill of students of government and private school students is rejected at 0.05 level of significance.

12. There is no significant difference between the performance in writing skills of private and government school students.

Findings: Performance of Private school students in writing skills is found to little higher than the Government school students. However, the scores do not differ significantly. Therefore, the null hypothesis that there is no significant difference between writing skill of government and private school students is accepted at 0.05 level of significance.

To compare the performance of learners in four skills of English namely-listening, speaking, reading and writing on the basis of gender.

13. There is no significant difference between the performance male and female students in listening skills.

Findings: The scores of male and female students in listening skills are at equal level. Therefore, the null hypothesis that there is no significant difference between the performances of male and female students in listening skill is accepted at .05 level of significance.

14. There is no significant difference between the performance of male and female students in speaking skills.

Findings: Performance of male and female students in speaking skills are at equal level. Therefore, the null hypothesis that there is no significant difference between the performances of male and female students in speaking skill is accepted at .05 level of significance.

15. There is no significant difference between the performance of male and female students in reading skills.

    Findings: Performance of male and female students in reading skills is found to be at equal level. Therefore, the null hypothesis that there is no significant difference between the performances of male and female students in reading skill is accepted at .05 level of significance.

16. There is no significant difference between the performance of male and female students in writing skills.

    Findings: Scores of male and female students in writing skills are found to be at equal level. Therefore, the null hypothesis that there is no significant difference between the performances of male and female students in writing skill is accepted at .05 level of significance.

Objective 3: To find out the issues and challenges of teaching English in secondary schools of Nagaland and seek suggestions for the improvement of teaching and learning English at the secondary level

Section I: Demographic Profile of Teachers

1. 34.28% of the teachers were male teachers and 65.71% of the teachers were female teachers who teach at the secondary schools of Kohima and Dimapur districts of Nagaland.

2. 17.142% of the teachers are B.A. qualified. 25.714% teachers are B.A. qualified with English as their honours subject and remaining 57.142% of the teachers are Master's degree holders.

3. With regard to professional qualification of the teachers, 77% teachers are having B. Ed. degree. 9% teachers are D. El. Ed. trained and 14% of the teachers are untrained.

4. Teaching experience of teachers ranges from two to thirty years.

5. 31% teachers have participated in some kind of ELT programs. Whereas the remaining 69% teachers have not participated in any ELT programs.

Section II: Determinants of English Language Teaching

1. 45.714% teachers claimed that classrooms are overcrowded.

2. Teachers are over loaded with classes.

3. The duration of English classes is found to be 40 minutes according to 65.71% of teachers.

4. 66% students are found to be 'always' interested in learning English. 31% students are 'sometimes' interested in learning English and the remaining 3% of them are 'rarely' interested in learning English language.

5. It is found that 44% students use English to interact among their peer groups. The remaining percentage of students use either Nagamese, Hindi or a mixture of both Hindi and Nagamese for interaction.

6. 60% students do not have any problem in following teacher's explanation. The remaining 40% students 'sometimes' face problems in following teacher's explanation.

7. 66% students have proper understanding about communicative skills of language. The remaining 44% students do not have any understanding about the communicative aspects of language.

8. Maximum number of students face difficulty in the productive skills of language.

9. 54% students take active participation in the activities of the English class. 17% students do not participate actively. 20% students 'sometime' participate in the activities and 9% do rarely participate in the activities of English classes.

10. According to teachers, 46% students are best equipped with listening skill and 54 % students are equipped with reading skill.

11. Only 54% schools have library facilities and the remaining 46% schools do not have library facilities.

12. 51% teachers use audio-visual aids and the remaining 49% teachers do not use audio-visual aids. Among the schools that have facilities for using audio-visual aids, private schools were found to be the maximum in number.

13. None of the schools in Nagaland that the researcher has collected data from, has any language laboratory.

14. 54% teachers use lecture method for teaching of English. Only 3% teachers use discussion method. 23% teachers use communicative method of teaching. 20% teachers use a combination of lecture and discussion method.

15. 22.85% teachers prioritize to complete the syllabus on time. 2.85% is to focus on the rote memory of the students. 48.5% teachers claimed that they prioritize students' communicative competence. 25.71% teachers' priority is to develop vocabulary, reading fluency and comprehension abilities of the students.

16. For language development of the students, 20% teachers engage them in presentations. Tests are conducted by 3% teachers. 23% of them engage students in group discussions. 31% teachers do not involve students in any of the activities. 23% teachers involve students in activities like loud reading and composition.

17. 80% teachers said that they 'rarely' conduct tests for the language development of the students. Only 20% teachers claimed that they 'very often' conduct class tests.

18. The study reveals that 46% teachers assess the reading skill of the students through the test conducted in the class. 37% teachers test the writing skills of the students. 3% test the listening skills of the students. 9% test the speaking skills of the students.

19. While teaching English, maximum stress is given to writing skill which accounts to 49%, 23% teachers stress on reading skill, 17% teachers stress on speaking skill and the remaining 11% teachers stress on a combination of all the skills.

20. 23% teachers use the prescribed textbooks for selection of the materials for reading comprehension. And another 23% teachers chose materials from unknown sources.

21. A considerable number of teachers are in favor of lesson plans. 74% teachers think that lesson plans can be helpful for them. Whereas 26% teachers think that lesson plans are not helpful for them.

22. 46% teachers give remedial classes to the students who lag behind in English. Remaining 54% teachers do not give any remedial classes.

23. 100% teachers sometimes give assignments to their students.

24. Various types of assignments are given to learners. 34% teachers give questions to be answered by students, 6% teachers give grammar exercises as assignments, 31% teachers give composition work. The remaining 29% teachers give a combination of the above-mentioned assignments.

25. Co-curricular activities conducted for development of English language skills are debate competition, essay competitions and extempore speech.

26. The findings reveal that 51.428% teachers get support of the head of the institutions for carrying out the language activities. Remaining 48.571% teachers do not get any support from head of the institutions.

27. 59% teachers have responded that textbooks used for teaching the students are apt for their class. Whereas, 41% teachers responded that textbooks are inefficient and content, syllabus, language, vocabulary and activities are not apt.

28. 63% teachers are able to use audio-visual aids while teaching English while 37% teachers are incompetent to use audio-visual aids while teaching English.

Section III: Issues and challenges of Teaching English and suggestions for their improvement

Analysis of responses given by teachers has been done for this section.

29. This study reveals that various problems faced by teachers of English at the secondary level are lack of resources, lack of supplementary materials, lack of students' support/interest, lack of facilities, weak foundation of students, overcrowded classrooms. Sometimes, balancing diverse learning needs of learners is a challenge.

30. The teachers suggested that students can become proficient in reading by setting aside time to read everyday, by cultivating proper reading habits. Teachers need

to support and improve the reading skills of the weak readers. The purpose of reading should be made clear and students need to be encouraged by their teachers. Most importantly the materials selected for reading should be done according to age and interest of the students.

31. English language teachers suggested that the initiatives that can be taken by them for developing the LSRW skills of the students are to let the students listen to audios, news reading, make them read aloud and emphasize on composition work. Individual and team work like role play, narrating stories, drama, reading poetry, group discussions, debates and framing of questions in the class, essay writing, presentations, dictation and extempore speech can be conducted. Teachers need to create joyful and comfortable learning culture to inculcate different language skills of students.   .

32. This study reveals that teachers' view about the measures for improvement of English language education at the secondary level are using ICT tools/audio-visual aids in teaching, using flipped classroom model and encouraging co-operative learning. Conducting more co-curricular activities has been suggested. Proper qualified teachers should be appointed by the institutions. Grammar classes should be emphasized. Continuous evaluation of progress of students is required. Feedbacks should be provided- both positive and negative so that students understand their strengths and weaknesses.

Objective 4: To identify the issues and challenges of learning English at the secondary level of the two boards.

1. 91% students are interested in learning English and the remaining 9% students are not interested in learning English.

2. 64.82% students responded that loud reading is conducted in English classes. 20.53% students responded that they do silent reading. 2.85% students said that quiz is conducted. 1.79% students responded that poetry writing is organized in English classes. The remaining 10% students responded that question answer session is conducted in the form of oral tests.

3. It is found that 72% teachers never incorporate audio-visual aids in teaching, 2% teachers very often use audio visual aids and the remaining 26% teachers sometimes use audio visual aids in teaching English.

4. 67% students like to watch English channels on television and 33% students are not interested in watching English channels.

5. 70% students read English newspapers. Whereas 30% students do not read English newspapers.

6. 61% students use English language for communication in the classes. 13% students speak in Hindi. 7% students speak in Nagamese and 19% students speak in mix language of English, Hindi and Nagamese.

7. 86% students 'sometimes' get the chance to speak in English classes. 3% students claim that they 'very often' get the opportunity to speak in class. 11% students never get any opportunity to speak in English classes.

8. 11% students have issues in listening skill. 30% students find issues in speaking skill. 14% students have problems in reading skill and the remaining 45% of the total number of students struggle in writing skill.

9. 35% teachers do not use teaching aids in English classes. 39% teachers use visual aids. Audio aids are used by 2% teachers and 24% teachers use books and blackboards to teach English in the class.

10. 65% students understand explanation of the English teachers while 35% students do not understand their teacher's explanation.

11. 38% students face difficulty in learning English whereas 62% students do not face any difficulty in learning English language.

12. Various problems faced by students in learning English are faulty pronunciation of teachers, fast explanation of the teacher, grammatical errors, spelling mistakes, pronunciation problems, difficulty in expressing while writing, difficulty in expressing fluently while speaking and communication problems.

5.11 DISCUSSION

Results of this study revealed that the performances of English language learners of two boards namely- Nagaland Board of School Education and Central Board of Secondary Education in listening skill is almost same and so, it is inferred that there is no significant difference between the performances of the learners of the state board and Central board of Secondary Education. This is contradictory to the findings of Rani (2016) which shows that there is significant difference between the performances of learners of state board and Central Board of Secondary Education and that CBSE students have performed better than students of the state board.

In this study, there exists significant difference between the performances of learners of state board- NBSE and CBSE. CBSE students' speaking skills are better than speaking skills of NBSE students. This is in line with the findings of Rani (2016) which reveals that CBSE students performed better than PSEB students. The reason behind the better performance of CBSE students may be attributed to CBSE learners' better practice of speaking skills. CBSE incorporates the following

activities in teaching learning process for enhancing the speaking skills of the students which are speeches - debates, oratory, recitation, extempore etc. Whereas, teaching speaking to NBSE students is merely done by repetition and drill (Belho, 2022). Under Nagaland Board of School Education, speaking skills are tested only during exams for which only 10 marks have been allotted. Language should be used for communication. Learners need to get various opportunities for speaking.

Findings reveals that there is no significant difference between performances of learners of two boards -NBSE and CBSE with regard to reading skill. Scores of NBSE students and CBSE students are almost on the same level. There is no marked difference. The performance of learners of CBSE in writing skills is better than the NBSE students. Mean of writing skill of CBSE affiliated language learners is 11.9536 and NBSE affiliated language learners is 10.1607. This shows that there is significant difference between the writing skills of NBSE and CBSE students. Writing skills of NBSE students is much to be desired.

This study reveals that scores of private school students in listening, speaking and reading skill are far better than government school students. Hence, language skills of private school students are better than language skills of government school students. Students of government schools lacked in language competency. This study is consistent with findings of Kumar, Ehsan & Negi (2017) which showed that private school students were more proficient in English language than students of government schools. However, it is contradictory with findings of the study of Kottairaj, Revathi & Babu (2020) which showed that there is no significant difference between the private and government school students in performances of

English language. However, in writing skill there is no significant difference between the performances of private and government school students.

The study found that students of urban school have scored much better than rural school students in all the skills of language learning. There exists significant difference between the scores of rural and urban school students. It is in line with findings of Saha (2015) which showed that performances of urban school students are better than rural school students. However, findings of this study are contradictory to findings of Kottairaj, Revathi & Babu (2020) which showed that there is no significant difference between urban and rural school students in language skills.

It is found that there is no significant difference between the performances of male and female students in the language learning skills of LSRW. This finding is inconsistent with findings of Kottairaj, Revathi & Babu (2020) which found that there is significant difference between male and female students in learning English. The female students performed better than male students in English language.

Various problems of teaching English at secondary level in Nagaland are overcrowded classrooms, lack of resources, lack of supplementary materials, lack of students' support/interest, lack of facilities in the institutions, weak foundation of students and sometimes, to balance diverse learning needs of the learners is challenging. Teacher's incompetency in using audio-visual aids is yet another problem. These findings are in line with the studies conducted by Rao (2018), Whiso (2006), Manju (2012), Gomathi (2014), Rahman (2015), Zahin & Zannat

(2021) and Moses and Mohamed (2019) which point out towards myriads of problems of teaching English which are overcrowded classrooms, lack of facilities in the institution. lack of teaching learning resources, lack of students' competency etc. With regard to classroom situation, this study found that a considerable percentage of teachers – 45.71% claimed that there were 50 students in the class. This indicates towards overcrowded classrooms which is similar to findings of the study conducted by Ao & Jamir (2021) which points towards 'unbalanced' student-teacher ratio in Nagaland. It is found that there is no room for practice of language skills. Adequate emphasis is not given on the language skills. Students face problems in speaking and writing skills. Speaking and writing skills are not taken care of. This is consistent with the findings of Deepti (2016), Fazili (2002), Dutta & Bala (2012) and Nawab (2012) which showed that speaking skills of students are not stressed on. In this study, a very pertinent point to consider is that in Nagaland English is taught as a subject and not as language. It is taught like any other subject which is consistent with the findings of Nawab (2012). Teaching of English in Nagaland is exam-oriented. This is similar to the findings of Ao & Jamir (2021). This study shows that students have problems in the productive skills of language learning which are speaking and writing. This is in line with the study of Tangpermpoon (2008) which found that students face severe difficulty in productive skills of language learning. Class IX students are poor in writing skill which is in line with the study conducted by Ao & Jamir (2021) on the undergraduate students of Nagaland. Their study revealed that both communicative skills and writing skills should be redefined in Nagaland.

According to the students, the issues and challenges of learning English are inability to understand explanation of the teacher, faulty pronunciation of the teacher, fast explanation of the teacher, pronunciation problems, grammatical errors and spelling mistakes too. Students find it difficult to express while writing and also to express fluently while speaking. 45% of the students face problems in writing, 30% find difficulty in speaking, 14% in reading and 11% in listening skills. In writing skills students are poor especially in grammar, spellings, and vocabulary. Lack of vocabulary and incorrect use of grammar are the common problems found in this study which is similar to the study conducted by Moses and Mohamed (2019) which found that poor vocabulary, wrong grammar, spelling mistakes, lack of readiness, lack of exposure and motivation are the contributing factors in learning English. Loud reading is over emphasized in class leading to the absence of activities on speaking and writing. Only individual activities are done in the English classes. Whereas, for the maximization of language leaning, various types of individual activities, group activities and paired activities should be incorporated. Individual, group and pair activities have important role in language learning. This is supported in the study conducted by Gari (2020) which shows that activities like word activities, riddles, rhymes, story-telling, songs, tongue twisters, role-plays, skits etc. lead to language development of students. 72% teachers 'never' use audio-visual aids in teaching English. 37% teachers have responded that they lack in competency to use audio-visual aids. In another question which asked, 'Do you use audio-visual aids in the classroom while teaching English?', 51% of the teachers responded that they don't use audio-visual aids. So, reasons for not using audio-visual aids are due to lack of facilities in schools and due to teacher's incompetency. This finding is akin to the findings of Rahman's study (2015) which found that

among other factors, teachers' incompetency to use audio-visual aids contributed towards the failure to make classes interesting. Students speak in a mixture of Nagamese, Hindi and English language. 11% students claimed that they never get any chance to speak in English classes. A considerable number of students said that only sometimes they get chance to speak in English. 35% teachers don't use any teaching aids for language teaching, 63% teachers use books as teaching aids and visual aids. Teaching aids help in sustaining the interest of the learners by motivating them. Relying only on textbook may not be sufficient for teaching learning process.

The various suggestions given by teachers for improvement of English language at the secondary level are use of ICT tools in education, use of flipped classroom model and encouragement for co-operative learning. Continuous evaluation of students' progress is required. Feedbacks should be provided, both positive and negative so that students understand their strengths and weaknesses. Conducting more co-curricular activities has been suggested. Cultivation of regular reading habit is important. Grammar classes should be taken care of. Teachers need to initiate students' active participation in the classroom activities. Classroom should not be teacher-centered but should be learner-centered. Proper qualified teachers should be appointed by the institutions.

5.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

 ➢ This study demonstrates that classrooms in Nagaland need to provide maximum exposure in a natural kind of setting to ascertain that students can learn different skills of English language.

- The present study is significant in terms of teaching and learning of English language in NBSE and CBSE schools in Nagaland. The findings of the study will definitely be beneficial for heads of various institutions, curriculum framers, teachers and students for improvement of language education at secondary level.

- This study gives an impetus to the stakeholders in education to understand that equal emphasis on all the language learning skills is very important. Balance among all the skills of language learning is needed. Over-emphasis on any particular skill results in the neglect of other skills.

- Listening skill lays the foundation of all other skills. So, right from the primary classes, students should be made to listen to variety of things like audios, conversations, talks given by different speakers, dialogues between speakers etc. This will enable the young ones to follow up different speech patterns and also to understand what is heard.

- The findings of the study throw light on the various issues and challenges of the English teachers and the learners in language teaching and learning. Thus, it gives insights for the head of the institutions and the teachers to make necessary changes in formulation of plans and teaching strategies so that language learning can be maximized by overcoming the challenges.

- Ample resources should be provided for language education in the schools.

- It is revealed that speaking and writing skill of the learners of CBSE are better than the NBSE learners. Due care should be taken in these areas by the school authorities and the teachers by adopting modern methods of teaching. Various activities should be incorporated in teaching learning process.

- In addition to the identification of the issues and challenges of teaching and learning of English, suggestions of the English teachers have been sought. The suggestions when implemented will solve the issues pertaining to language learning of the secondary school students.

- In all the skills of language learning, the performances of the private school students have been found to be better than the government schools. This calls for attention that the government schools need in terms of facilities like infrastructural facilities, library, teaching learning resources and ICT facilities.

- The urban school students have performed better than rural schools in listening, speaking and reading skills. Good exposure in language is required in the rural schools However, in writing skill both are on the same level. Emphasis should be given in writing skill in urban and the rural area schools.

- Library plays an important role in an educational institution. It serves as a rich resource for enhancement of extensive reading. Its exposure to building up of the language skills of students is unbeatable. So, school libraries should be well- equipped with a variety of books of different genres of writers, supplementary materials, encyclopaedias etc.

- The institutions should train the teachers to use ICT in education. Proper in-service training in technology will boost up the teachers to integrate technology in education.

- Language learning is a two-way communication. Hence, only individual activities may not be sufficient enough to develop the communicative aspects of the learners. Various types of individual and group activities need

to be included for the language development of the learners. Krashen mentions about 'comprehensible input' by providing wide range of experiences to the learners for language development.

➢ Teacher-student ratio need to be maintained in the schools. For this, if required classes should be divided into more sections.

➢ Teachers' talk-time can be minimized and maximum opportunities can be given to students to speak on various occasions so that they can express themselves freely. This will enhance their communicative competencies.

➢ Teaching learning materials need to be used by the teachers in order to sustain the interest of the students.

➢ Teachers should adopt different strategies and styles to teach the students as per the needs of the students.

➢ This study indicates that a considerable number of teachers have not participated in any ELT programs. Time to time, teacher's orientation programs in the form of seminars, workshops, conferences etc. in English language should be conducted so that teachers remain updated.

➢ Language tests are a way of examining the knowledge, understanding and skills of the students in using language. It helps in assessment. It enables a teacher to know if the instructional objectives that the teacher has set prior to the delivery of the content have been fulfilled or not. Various types of language tests can be developed for the enhancement of language faculties of the students.

➢ Lesson plans help the teachers to plan ahead and guides them to transact the content appropriately. Teachers can be asked to follow proper lesson plans so that the best can be delivered to the students.

- Remedial teaching in language should be arranged for the weak or not so competent students. Remedial teaching is beneficial as it helps the teachers to rectify the language errors of the students.

- Teachers need to provide feedback to the students in order to motivate them and build their confidence. It also engages them in active learning by enabling them to correct themselves and guiding them on the areas that they need to focus on.

- This study mentions that good rapport building between the teacher and the student and among the students is needed for successful language learning.

5.13 SUGGESTIONS FOR FURTHER RESEARCH

1. This study has been restricted to only two districts of Nagaland namely- Dimapur and Kohima. Further research can be done considering other districts of Nagaland and even other states of India.

2. This study is confined to the secondary level of learners. Studies can be taken up at primary, higher secondary and even at the undergraduate level to know the competence of the language learners.

3. The present study is delimited to NBSE and CBSE only. Further research can be done considering other board present in the state namely- ICSE.

4. Comparative studies can be done to compare the language proficiency of learners in different districts of Nagaland.

5. Studies can be done on proficiency of language learners on various sub-skills of language learning.

5.14 CONCLUSION

For language competency one needs to gain mastery in the skills of language learning namely listening, speaking, reading and writing. Each of skills are interrelated with one another and cannot be taught in isolation. Teaching and learning of language demand the integration of the four skills of language. Position Paper, National Focus Group on teaching of English, NCERT (2006) emphasized on the importance of an 'input-rich curriculum' which demands an environment in which all the skills of language are taken care of. Hence, for enhancing the communicative competence of the learners augmenting the skills of language learning is needed. In Nagaland, English is taught as a subject and not as a language. This creates overdependence on literature and negligence of language leading to incompetency in language skills. Hence, it is important to mention the role that listening, speaking, reading and writing skills play in language learning. Language is central in the construction of knowledge. It is a means to attain cognitive development. It opens the door for knowledge, understanding, experiences which aid in skillful application of it in everyday life. With competence in language, students' intellectual abilities are enhanced. So, language learning should be taken care of for which as far as possible natural kind of environment has to be given.

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APPENDICES

APPENDIX 1

INITIAL DRAFT OF ACHIEVEMENT TEST IN LISTENING SKILL

Test- I

Listen to the instruction given by Mr. X to his students for an assignment on 'Essay Writing' and answer the questions that follow.

Good morning, students

Today, I would like to explain a few things about the assignment on essay writing that was given to you last week.

Firstly, the last date of submission of your assignment is 8th August. Not on 18th or 28th, but its 8th August. No excuse, ok? Anybody submitting late will not be marked. I will not even read your work. So, please submit on time. You can even submit early, if you want, but not lately. You can mail me the assignment at xy123@gmail.com . You can also submit the hard copy of your assignments i.e. the paper copy, but let's be kind to the trees. So, email would be better for saving paper as well as for me. Please remember to refer the source of the material that you use that isn't your idea. The last page should contain the list of the books you use in alphabetical order.

Lastly, use Times New Roman font type. For the heading, you can use 14 size font and for the essay 12 font. Use page numbers also.

Choose the correct alternatives by ticking on the correct response from the options given against each question.   10x 1 = 10

1. What is the date of submission of the essay?

a. 18th August   b. 28th August   c. 8th August

2. It is ok to submit-

a. Early   b. on time   c. two days late

3. How should the teacher's email address be written as?

a. x432@gmail.com   b. xy123@gmail.com   c. xyz432@gmail.com

4. Email would be better---

a. for saving trees   b. for saving paper   c. for saving ink

5. Which font type would be preferred for the essay?

a. Arial   b. Times New Roman   c. Calibri

6. Which font size has to be used for the essay?

a. 12   b.14   c. Any size

7. The last page should contain the list of the books in---

a. Serial order   b. Alphabetical order   c. Numerical order

8. The assignment is on –

a. essay writing   b. letter writing   c. paragraph writing

9. Which page should contain the list of the books that the students use?

a. first page   b. middle page   c. last page

10. Anybody submitting late will-

a. be marked   b. not be marked   c. none of the above

Test-II

Listen to this extract and answer the questions that follow.

Climate activist Greta Thunberg, 16, addressed the U.N.'s Climate Action Summit in New York City on Monday. Here's the full transcript of Thunberg's speech, beginning with her response to a question about the message she has for world leaders.

('This Is All Wrong,' Greta Thunberg Tells World Leaders At U.N. Climate Session)

"My message is that we'll be watching you.

"This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

"For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

"You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

"The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.

"Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO_2 out of the air with technologies that barely exist.

"So a 50% risk is simply not acceptable to us — we who have to live with the consequences.

"To have a 67% chance of staying below a 1.5 degrees global temperature rise – the best odds given by the [Intergovernmental Panel on Climate Change] – the world had 420 gigatons of CO_2 left to emit back on Jan. 1st, 2018. Today that figure is already down to less than 350 gigatons.

"How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO_2 budget will be entirely gone within less than 8 1/2 years.

"There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

"You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

"We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.

"Thank you."

Choose the correct alternatives by ticking on the correct response from the options given against each question.   8x1= 8

1. What is the opening statement of Greta Thunberg's message?

a. "I will be watching you"

b. "We will be watching you"

c. "They will be watching you"

2. Whom did the climate activist Greta Thunberg address at the U.N.'s Climate action Summit?

a.   The people of the world

b.   The leaders of the world

c.   The children of the world

3. Whom did they come to for help?

a.   young people

b.   old people

c.   none of the above

4. In how many years would the emissions likely be cut?

a.5 years

b.10 years

c.15 years

5. What does the activist not believe?

a.   That the urgency is understood

b.   That the urgency is not understood

c.   That the emissions will be cut

6. What was the limit of global warming set according to Intergovernmental Panel on Climate Change?

a.1 degree

b.1.2 degrees

c.1.5 degrees

7. What are the young people starting to understand?

a. Their betrayal

b. Their maturity

c. Their innocence

8. Who will never be forgiven?

a.   the world leaders

b.   The world population

c.   The world environmentalists

9.   Mention   the   statement   the   activist   repeatedly   mentions   in   her   speech.
1 m

Fill in the blanks with the correct words from the speech that you have just listened.
6x1= 6

10. "You have stolen me _____ and my childhood with your empty words."

11. Entire _____ are collapsing.

12. "We are in the beginning of a _____ extinction."

13. "All you can talk about is _____and fairy tales of eternal economic growth."

14. The leaders claim that they are doing _____.

15. "You are _____ us."

APPENDIX II

INITIAL DRAFT OF ACHIEVEMENT TEST IN SPEAKING SKILL

1. Introduce yourself in about five sentences.   5 m

2. What is your aim in life? Why have you chosen this aim?   3 m

3. In what ways do you help your mother at home?   2 m

4. What do you like to do in your free time?   1m

5. Where would you like to go this vacation and why?   2 m

6. Mention two qualities of your best friend.   2 m

7. Choose any one of the following topics and speak on it.   10m

a. Advantages and disadvantages of mobile phones.

b. Your favorite book.

c. Festival that you like.

d. A rainy day

****

INITIAL DRAFT OF ACHIEVEMENT TEST IN READING SKILL

Test-I: This is an excerpt from 'Wings of fire' an autobiography by Dr. A.P J Abdul Kalam. Read the following passages carefully and answer the questions given below.

1. I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras state. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma.

2. Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister.

3. I had three close friends in my childhood—Ramanadha Sastry, Aravindan, and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple.

4. One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore a sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The image of him weeping when I shifted to the last row left a lasting impression on me. After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologize or quit the school and the island. Not only did the teacher regret his

behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

Type-1: Complete the following statements in one word each: 4x1=4

1.   APJ Abdul Kalam belonged to a _____ family.

2.   Kalam inherited faith and kindness from his _____.

3.   His father's helpmate was _____.

4.   Kalam inherited _____ in goodness from his mother.

Type-2: Choose the correct answers from the correct alternatives: 4x1=4

1. Kalam's childhood friends were from-

a. Hindu families   b. Muslim families   c. none of these

2. The phrase 'could not stomach' means-

a. Not able to bear the pain   b. not able to tolerate   c. not able to be brave

3. Kalam was asked to go and sit on the back bench because-

a. Of social ranking   b. he wore a cap   c. none of these

4. The meaning of the word 'sacred' is-

a. holy   b. unholy   c. none of these

Type-3: Answer the following questions in short: 1x8=8m

1.   Where is Rameshwaram?

2.   What was Kalam's father's name?

3.   What was Kalam's mother's name?

4.   Who were Kalam's close friends?

5.   Who was Pakshi Lakshmana Sastry?

6.   What marked Kalam as a Muslim?

7.   What had left a lasting impression on Kalam?

8.   Why was the teacher summoned by Lakshmana Sastry?

Test -II: Read the poem carefully.

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

My little horse must think it queer

To stop without a farmhouse near

Between the woods and frozen lake

The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

The woods are lovely, dark and deep,

But I have promises to keep,

And miles to go before I sleep,

And miles to go before I sleep

Type1. On the basis of the reading of the poem, complete the following sentences by choosing from the correct alternatives: 4 x 1= 4

1. The poet describes the _____ season in the poem.

a. Spring   b. Winter   c. Summer   d. Autumn

2. The meaning of the word 'woods' is_____

a. trees   b. house   c. forest   d. garden

3. The word in the poem which means strange is_____

a. queer   b. harness   c. sweep   d. flake

4. The narrator stops by the woods to_____

a. see the little horse   b. see the woods   c. see the snowy flakes   d. see the village

Type 2. Answer the following questions in one or two sentences each:

1. Give a suitable title to this poem that you have read.   1

2. Why couldn't the poet stop there and enjoy the beauty of the woods filled up with snow? 1

3. Why does the horse shake the harness bells?   1

4. What was the only sound that could be heard?   1

5. What does the poet mean by 'But I have promises to keep, And miles to go before I sleep'?   1

****

INITIAL DRAFT OF ACHIEVEMENT TEST IN WRITING SKILL

1. Write a paragraph on 'Your aim in life' (within 80 words).   5
2. Write a few lines about your hobby (within 80 words).   5
3. Develop a story from the given outline and add a suitable title to it
   (within 80-100words).   5

Two friends going on a journey---promise to help each other---a forest across the way---reach its heart---a bear comes---one runs to climb up a tree---the other a fat fellow---lies down---feigns death---the bear sniffs him---thinks him to be dead---leaves him and goes away---the thin fellow comes down---asks his friend what the bear said---he gives a curt reply---Moral.

4. Study the picture given below and describe it in your own words.
    (within 80 -100 words).   5

5. Write a letter to your friend inviting him/ her to attend your birthday party.   5

INITIAL DRAFT OF QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is with regard to my research work on the topic *"An Evaluation of Teaching and Learning of English Language in Secondary Schools of Nagaland".* Kindly cooperate by responding to this questionnaire based on your experience and observation. This information collected from you will be used only for research purpose and your identity will be kept confidential. Your honest and frank response is highly solicited.

Thanking you,

Yours sincerely

LOVELY SARKAR

Research Scholar,

Department of Teacher Education,

Nagaland University,

Kohima Campus, Meriema.

INITIAL DRAFT OF QUESTIONNAIRE FOR THE TEACHERS

SECTION I: DEMOGRAPHIC PROFILE OF TEACHERS

a.   Name (optional)_____

b.   Gender (Tick) _____Male / Female

c.   Name of the institution (optional)_____

d.   Board under which your school is affiliated to_____

e.   Academic qualification

i.   B.A

ii.   B.A (English)

iii.   M.A (English)

iv.   M. Phil

v.   Ph. D

f.   Professional qualification

i.   B. Ed

ii.   M. Ed

iii.   Any other_____

g. Number of years of teaching experience you have_____

h. Apart from teaching English, do you teach any other subject?   Yes/No

i. Have you ever participated in (ELT) English Language Teaching Conferences/ Seminars/Workshops?   Yes/ No

SECTION II: DETERMINANTS OF ENGLISH LANGUAGE TEACHING

Closed–ended questions

A. Class strength

1.   What is the total strength of your class?

i. 30   ii. 40   iii. 50   iv. more than 50

B. Teacher's workload

2.   How many periods in a week are allotted to you for teaching English?

i.   4   ii. 5   iii. 6   iv. more than 6

3.   What is the duration of each English class?

i.   30 minutes   ii. 35 minutes iii. 40 minutes   iv. 45 minutes

C.   Student's interestedness in learning English language

4.   Do you think that your students are really interested in learning English?

i.   Always   ii. Sometimes   iii. Rarely   iv. Never

D.   Student's Competencies

5.   In which language/dialect do you find your students conversing among their peers?

i.   English   ii. Nagamese   iii. Hindi

iv. Any other_____

6.   Do you think that your students face difficulty in following your explanation/ instructions in your class?

i.   Yes   ii. No   iii. Sometimes   iv. Very often

7.   Do you think that your students have understanding about the communicative skills of language (listening, speaking, reading and writing) learning?

i.   Yes   ii. No

8.   Which of the language skills do find your students mostly struggling in?

i. Listening   ii. Speaking   iii. Reading   iv. Writing

9.   Do your students take active part in the activities of English class?

i.   Yes   ii. No   iii. Sometime iv. Rarely

10.   Which skill do you think your students are best equipped with?

i.   Listening   ii. Speaking   iii. Reading   iv. Writing

E. Library facilities

11.   Do you have library facilities in your school?

i.   Yes   ii. No

12. If yes, do you think that the school library has relevant and sufficient reading materials in English?

i. Yes   ii. No

13. How many days in a week do the students visit the library?

i. Once   ii. Twice   iii. Thrice

14. Do you have provision for library period mentioned in the class routine?

i. Yes   ii. No

15. Do the students borrow books from the library?

i. Yes   ii. No

16. Is there internet facilities in the library?

i. Yes   ii. No

F.   Use of Audio-visual Aids

17. Do you have audio-visual room in your school?

i. Yes   ii. No

18. Do you use audio-visual aids in the classroom while teaching English?

i. Yes   ii. No

19. If yes, what kind of audio or visual aids do you use in your English class?

_____

_____

_____

_____

20. Do your students find your class interesting when you incorporate audio-visual aids in your teaching?

i. Sometime   ii. Always   iii. rarely   iv. never

21. Do you have language laboratory in your school?

i.   Yes   ii. No

22. If yes, how often are the students taken to the language laboratory?

Please mention

_____

G.   Methods of Teaching English

23. In which language do you teach in the class?

i. Nagaland   ii. English   iii. Hindi

iv. Any other, please specify

_____

24.   Which method do you use while teaching English to your students?

i.   Lecture method   ii. Discussion method

ii.   Communicative method   iv. All of the above

v.   Any other_____

25.   What is your first priority while teaching English?

i.   To complete the syllabus on time

ii.   To make the students memorize the textual questions and answers

iii.   To develop the communicative competencies of the students

iv.   Any other, please mention_____

26.   Which type of activities do you conduct in your classroom for language development of your students?

i.   Presentation   ii. Class tests   iii. Group discussion

iv. All of the above_____

v. Any other_____

27. Do you engage your students in loud reading in your English class?

i. Sometimes   ii. Always   iii. Very often   iv. Never

28. How often do you engage your students in silent reading in the classroom?

i. Sometimes   ii. Always   iii. Very often   iv. Never

29. Do you involve your students in group discussions?

i. Sometimes   ii. Always   iii. Very often   iv. Never

30. Do you conduct any test for testing the language skills (LSRW) of your students?

i. Yes   ii. No

31. For testing which type of language skill of your students do you conduct tests in your English classes?

i. Listening   ii. Speaking   iii. Reading   iv. Writing

32. Which skill do you stress more while teaching English?

i.   Listening   ii. Speaking   iii. Reading   iv. Writing

v. All the four skills

33. For teaching reading comprehension to the students, the passages that you select are from-

i. Prescribed English textbook   ii. Unseen passages from a variety of sources

iii. Both (a) & (b)   iv. Any other_____

H.   Lesson Plan

34.   Does your school ask the teachers to follow lesson plan for teaching?

i. Yes   ii. No

35. Do you follow lesson plan for teaching English?

i.   Yes   ii. No

36. Do you think that lesson plan is an aid for the teacher in teaching English?

i.   Yes   ii. No

I.   Initiatives taken by the teachers for remedial Teaching

37.   Do you think that remedial classes are important for English language learners?

i.   Yes   ii. No

38. Do you give remedial class to your students who are lagging behind in English subject?

i.   Yes   ii. No

39. If no, please state the reason-

_____

_____

_____

J.   Homework / Assignment/Tasks given to the students

   40. Do you give assignments to your students?

      i. Sometimes   ii. Always   iii. Very often   iv. Never

   41. What type of assignment do you give to your students?

      i. Preparing question/answers   ii. Grammar exercises

      iii. Composition

      iv. Any other, please specify_____

      _____

K.   Co-curricular Activities conducted in the school for developing/honing the language skills of the students

42. Do you conduct co-curricular activities in your school for developing the language skills of the students?

i. Yes   ii. No

43. Which type of co-curricular activities are being conducted for developing the English language skills?

i. Debate   ii. Essay competition   iii. Extempore Speech

iv. Any other_____

44. Do your students take active part in the morning assembly?

i. Sometimes   ii. Always   iii. Very often   iv. Never

45. Do the students of your school take part in the inter- school literary activities?

i. Sometimes   ii. Always   iii. Very often   iv. Never

46. The co-curricular activities that you assign to the students are in –

i. Group   ii. Individual   iii. Both

47. Do you get support from the head of the institution for carrying out the   activities that you think would develop the language skills of the students?

i. Yes   ii. No

48. If no, please mention the reason for it and the type of activity that you are unable to initiate.

_____

_____

_____

_____

_____

L. Opinion about the current textbooks of English

49. Do you think that the present English textbook is appropriate for the learners for class IX?

i. Yes   ii. No

50. If no, please state the reason.

_____

_____

_____

_____

51. Do you think that the content, vocabulary, activities, the syllabus and the language used in the prescribed English textbook are apt for the students?

 i. Yes   ii. No

52. If no, please state the reason.

_____

_____

_____

_____

_____

M. Teacher's Competencies

53.Have you received any training in using ICT tools in education?

i. Yes   ii. No

 54. Are you able to use audio-visual aids while teaching English?

i. Yes   ii. No

N. Criteria for allotment of internal marks

55. Which skills are tested for the allotment of internal marks?

i. Listening   ii. Speaking   iii. Reading   iv. Writing

SECTION III: ISSUES AND CHALLENGES OF TEACHING ENGLISH AND SUGGESTIONS FOR IMPROVEMENT

Open-ended questions

56. In your opinion, how can students become proficient in reading skill?

_____

_____

_____

_____

57. What initiatives have you taken for developing the LSRW skills of your students?

_____

_____

_____

_____

58. What are the problems that you face in teaching English in your school?

_____

_____

_____

_____

59. Suggest some measures for the improvement of teaching and learning English at the secondary level.

_____

_____

_____

INITIAL DRAFT OF QUESTIONNAIRE ON ISSUES AND CHALLENGES OF LEARNING ENGLISH

Dear Students,

I am Lovely Sarkar, a Ph.D. research scholar under the supervision of Dr. Surendra Yadav, Assistant Professor in the Department of Teacher Education, Nagaland University, Kohima Campus, Meriema. This questionnaire is with regard to my research work on the topic *"An Evaluation of Teaching and Learning of English Language in Secondary Schools in Nagaland".* Kindly cooperate by responding to this questionnaire based on your experience and observation. The information collected from you will be used only for research purpose and your identity will be kept confidential. Your honest and frank response is highly solicited.

Thank you.

Yours sincerely

 LOVELY SARKAR

Ph.D. Research Scholar

Department of Teacher Education,

Nagaland University,

Meriema Campus, Kohima.

SECTION I: DEMOGRAPHIC PROFILE OF THE STUDENTS

1.   Name of the student (Optional):

2.   Gender (Please Tick): Male ☐   Female ☐

3.   Type of school: Government: ☐   Private ☐

4.   District (Please tick): Dimapur: ☐   Kohima: ☐

5.　　Name of the School Board (Please tick):　NBSE: ☐　　CBSE: ☐

6.　　Locality:　Rural ☐　　　　Urban ☐

SECTION II: DETERMINANTS OF LEARNING ENGLISH

1. Are you interested in learning English in future?

　a.　Yes ☐　　b. No ☐

2. What activities do your teacher organize in your English class?

　Put a tick mark whichever is applicable

　a.　Loud reading ☐　b. Silent reading ☐　c. Quiz ☐　d. Extempore Speech ☐

　e. Debate ☐　　　　f. Drama ☐　　　　g. Elocution contest ☐

　h. Any other: _____

3. Does your teacher use audio-visual aids in the English class?

　a.　Always　　b. Sometime　　c. Very often　　d. Never

4. Do you like to watch T.V.?

　a.　Yes ☐　　b. No ☐

5. Which language T.V. channel/channels do you mostly watch?

　a.　English ☐　　b. Hindi ☐　　c. English as well as Hindi ☐

　d.　　　　　　　　　　　Any　　　　　　　　　　　other

　_____

6. Do you read English newspapers/ magazines?

　a.　Yes ☐　　b. No ☐

7. In which language do you speak in the class?

　a.　English　　b. Hindi　　c. Nagamese　　d. Any other: _____

8. How often do you get chance to speak in the English class?

a. Always b. Sometime c. Very often d. Never

9. What type of reading activity is conducted in the English classroom?

a. Silent reading ☐   b. Loud reading ☐

10. Among the four language skills (listening, speaking, reading, writing), in which skill do you find difficulty? Please tick.

a. Listening ☐ b. Speaking ☐ c. Reading ☐ d. Writing ☐

11. What type of teaching aid/ aids is/are used by your English teacher while teaching in the class?

a. Charts b. Visuals aids c. Audio aids d. Language laboratory e. Flash cards

f. Any other _____

12. Which type of co-curricular activities is /are conducted in your school?

 a. Extempore Speech ☐ b. Essay writing ☐ c. Elocution ☐

 d. Debate ☐   e. Drama ☐

 f. Any other _____

13. Do you understand the explanation of your English teacher while teaching in the class?

 a. Yes ☐ b. No ☐

 If no, what is the main reason?

 a. Overcrowded classroom ☐ b. Teacher's faulty pronunciation ☐

 c. Teacher's fast explanation ☐ d. Any other _____

14. Is there any provision for remedial class for the students?

a. Yes ☐ b. No ☐

15. Do you face any problem in learning English language?

a. Yes   ☐   b. No   ☐

If yes, please mention the reasons.

_____

_____

_____

_____

_____

_____

_____

****

FINAL TOOL

ACHIEVEMENT TEST IN ENGLISH LANGUAGE SKILLS

Instructions:

This achievement test is focused on language learning skills, which is a key part of my ongoing research work. Kindly cooperate by participating in the achievement tests. Your participation and honest responses will be invaluable in helping to gain deeper insights into the effectiveness of language learning methods and strategies.

The information collected from this test will be used solely for research purposes, and your identity will be kept strictly confidential. Your cooperation and responses are highly appreciated and essential to the success of this study.

Thank you very much for your time and effort. I greatly value your input and look forward to your participation.

Thank you.

ACHIEVEMENT TEST IN LISTENING SKILL

Test- I

Listen to the instruction given by Mr. X to his students for an assignment on 'Essay Writing' and answer the questions that follow.

Good morning, students

Today, I would like to explain a few things about the assignment on essay writing that was given to you last week.

Firstly, the last date of submission of your assignment is 8th August. Not on 18th or 28th, but its 8th August. No excuse, ok? Anybody submitting late will not be marked. I will not even read your work. So, please submit on time. You can even submit early, if you want, but not lately. You can mail me the assignment at xy123@gmail.com . You can also submit the hard copy of your assignments i.e. the paper copy, but let's be kind to the trees. So, email would be better for saving paper as well as for me. Please remember to refer the source of the material that you use that isn't your idea. The last page should contain the list of the books you use in alphabetical order.

Lastly, use Times New Roman font type. For the heading, you can use 14 size font and for the essay 12 font. Use page numbers also.

Choose the correct alternatives by ticking on the correct response from the options given against each question. 10x 1 = 10

1. What is the date of submission of the essay?

a. 18th August   b. 28th August   c. 8th August

2. It is ok to submit-

a. Early   b. on time   c. two days late

3. How should the teacher's email address be written as?

a. x432@gmail.com   b. xy123@gmail.com   c. xyz432@gmail.com

4. Email would be better---

a. for saving trees   b. for saving paper   c. for saving ink

5. Which font type would be preferred for the essay?

a. Arial   b. Times New Roman   c. Calibri

6. Which font size has to be used for the essay?

a. 12   b.14   c. Any size

7. The last page should contain the list of the books in---

a. Serial order   b. Alphabetical order   c. Numerical order

8. The assignment is on –

a. essay writing   b. letter writing   c. paragraph writing

9. Which page should contain the list of the books that the students use?

a. first page   b. middle page   c. last page

10. Anybody submitting late will-

a. be marked   b. not be marked   c. none of the above

Test-II

Listen to this extract and answer the questions that follow.

Climate activist Greta Thunberg, 16, addressed the U.N.'s Climate Action Summit in New York City on Monday. Here's the full transcript of Thunberg's speech, beginning with her response to a question about the message she has for world leaders.

('This Is All Wrong,' Greta Thunberg Tells World Leaders At U.N. Climate Session)

"My message is that we'll be watching you.

"This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

"For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

"You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

"The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.

"Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO_2 out of the air with technologies that barely exist.

"So a 50% risk is simply not acceptable to us — we who have to live with the consequences.

"To have a 67% chance of staying below a 1.5 degrees global temperature rise – the best odds given by the [Intergovernmental Panel on Climate Change] – the world had 420 gigatons of CO_2 left to emit back on Jan. 1st, 2018. Today that figure is already down to less than 350 gigatons.

"How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO_2 budget will be entirely gone within less than 8 1/2 years.

"There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

"You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

"We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.
"Thank you."

Choose the correct alternatives by ticking on the correct response from the options given against each question.   8x1= 8

1. What is the opening statement of Greta Thunberg's message?

a. "I will be watching you"

b. "We will be watching you"

c. "They will be watching you"

2. Whom did the climate activist Greta Thunberg address at the U.N.'s Climate action Summit?

a. The people of the world

b. The leaders of the world

c. The children of the world

3. Whom did they come to for help?

a. young people

b. old people

c. none of the above

4. In how many years would the emissions likely be cut?

a.5 years

b.10 years

c.15 years

5. What does the activist not believe?

a. That the urgency is understood

b. That the urgency is not understood

c. That the emissions will be cut

6. What was the limit of global warming set according to Intergovernmental Panel on Climate Change?

a.1 degree

b.1.2 degrees

c.1.5 degrees

7. What are the young people starting to understand?

a. Their betrayal

b. Their maturity

c. Their innocence

8. Who will never be forgiven?

a. the world leaders

b. The world population

c. The world environmentalists

9. Mention the statement the activist repeatedly mentions in her speech. 1m

Fill in the blanks with the correct words from the speech that you have just listened. 6x1= 6

10. "You have stolen me _____ and my childhood with your empty words."

11. Entire _____ are collapsing.

12. "We are in the beginning of a _____ extinction."

13. "All you can talk about is _____ and fairy tales of eternal economic growth."

14. The leaders claim that they are doing _____.

15. "You are _____ us."

****
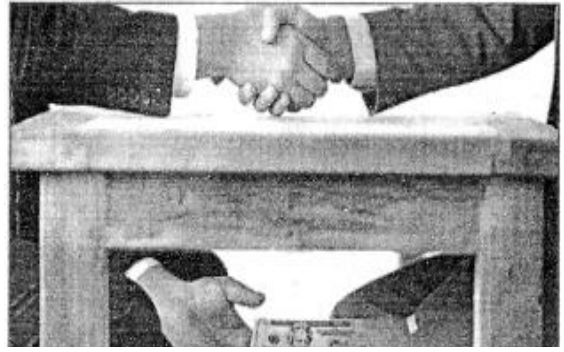
ACHIEVEMENT TEST IN SPEAKING SKILL

1. Introduce yourself in about five sentences.   5 m

2. Observe the given images carefully and describe in your own words in six to seven sentences.   8 m

3. Choose any one of the following topics and speak on it.   12m

a. Advantages and disadvantages of mobile phones.

b. Your favorite book.

c. Festival that you like.

d. COVID -19.

****

ACHIEVEMENT TEST IN READING SKILL

Test-I: This is an excerpt from 'Wings of fire' an autobiography by Dr. A.P J Abdul Kalam.

Read the following passages carefully and answer the questions given below.

1. I was born into a middle-class Tamil family in the island town of Rameswaram in the erstwhile Madras state. My father, Jainulabdeen, had neither much formal education nor much wealth; despite these disadvantages, he possessed great innate wisdom and a true generosity of spirit. He had an ideal helpmate in my mother, Ashiamma.

2. Every child is born, with some inherited characteristics, into a specific socio-economic and emotional environment, and trained in certain ways by figures of authority. I inherited honesty and self-discipline from my father; from my mother, I inherited faith in goodness and deep kindness and so did my three brothers and sister.

3. I had three close friends in my childhood—Ramanadha Sastry, Aravindan, and Sivaprakasan. All these boys were from orthodox Hindu Brahmin families. As children, none of us ever felt any difference amongst ourselves because of our religious differences and upbringing. In fact, Ramanadha Sastry was the son of Pakshi Lakshmana Sastry, the high priest of the Rameswaram temple.

4. One day when I was in the fifth standard at the Rameswaram Elementary School, a new teacher came to our class. I used to wear a cap which marked me as a Muslim, and I always sat in the front row next to Ramanadha Sastry, who wore a sacred thread. The new teacher could not stomach a Hindu priest's son sitting with a Muslim boy. In accordance with our social ranking as the new teacher saw it, I was asked to go and sit on the back bench. I felt very sad, and so did Ramanadha Sastry. He looked utterly downcast as I shifted to my seat in the last row. The image of him weeping when I shifted to the last row left a lasting impression on me. After school, we went home and told our respective parents about the incident. Lakshmana Sastry summoned the teacher, and in our presence, told the teacher that he should not spread the poison of social inequality and communal intolerance in the minds of innocent children. He bluntly asked the teacher to either apologize or quit the school and the island. Not only

did the teacher regret his behaviour, but the strong sense of conviction Lakshmana Sastry conveyed ultimately reformed this young teacher.

Type-1: Complete the following statements in one word each: 4x1=4

1. APJ Abdul Kalam belonged to a _____ family.
2. Kalam inherited faith and kindness from his _____.
3. His father's helpmate was _____.
4. Kalam inherited _____ in goodness from his mother.
5.

Type-2: Choose the correct answers from the correct alternatives: 4x1=4

1. Kalam's childhood friends were from-

a. Hindu families   b. Muslim families   c. none of these

2. The phrase 'could not stomach' means-

a. Not able to bear the pain   b. not able to tolerate   c. not able to be brave

3. Kalam was asked to go and sit on the back bench because-

a. of social ranking   b. he wore a cap   c. none of these

4. The meaning of the word 'sacred' is-

a. holy   b. unholy   c. none of these

Type-3: Answer the following questions in short: 4x2=8

1. Where is Rameshwaram?

2. What marked Kalam as a Muslim?

3. What had left a lasting impression on Kalam?

4. Why was the teacher summoned by Lakshmana Sastry?

Test -II: Read the poem carefully.

Stopping By The woods on a snowy Evening

By- Robert Frost

Whose woods these are I think I know.

His house is in the village though;

He will not see me stopping here

To watch his woods fill up with snow.

     My little horse must think it queer

     To stop without a farmhouse near

     Between the woods and frozen lake

     The darkest evening of the year.

He gives his harness bells a shake

To ask if there is some mistake.

The only other sound's the sweep

Of easy wind and downy flake.

     The woods are lovely, dark and deep,

     But I have promises to keep,

     And miles to go before I sleep,

     And miles to go before I sleep

Type1. On the basis of the reading of the poem, complete the following sentences by choosing from the correct alternatives:　　　　　　　　　　4 x 1= 4

1. The poet describes the _____ season in the poem.

a. Spring　　　　　　b. Winter　　　　　c. Summer　　　　　d. Autumn

2. The meaning of the word 'woods' is_____

a. trees　　　　　　b. house　　　　　c. forest　　　　　d. garden

3. The word in the poem which means strange is_____

a. queer　　　　　　b. harness　　　　　c. sweep　　　　　d. flake

4. The narrator stops by the woods to_____

a. see the little horse　　b. see the woods　　c. see the snowy flakes　　d. see the village

Type 2. Answer the following questions in one or two sentences each:

1.Why couldn't the poet stop there and enjoy the beauty of the woods filled up with snow? 1m

2. Why does the horse shake the harness bells?　　　　　　　　　　　　　　1m

3. What was the only sound that could be heard?　　　　　　　　　　　　　1m

4. What does the poet mean by 'But I have promises to keep, And miles to go before I sleep'?　　　　　　　　　　　　　　　　　　　　　　　　　　　　　2m

****

APPENDIX- X
ACHIEVEMENT TEST IN WRITING SKILL

1. Write a paragraph on 'Your aim in life' (within 80 words).   7m

2. Study the picture given below and describe it in your own words.

(within 100 words).   9m

3. Develop a story from the given outline and add a suitable title to it

(within 100 words).   9m

Two friends going on a journey---promise to help each other---a forest across the way---reach its heart---a bear comes---one runs to climb up a tree---the other a fat fellow---lies down---feigns death---the bear sniffs him---thinks him to be dead---leaves him and goes away---the thin fellow comes down---asks his friend what the bear said---he gives a curt reply---Moral.

****

FINAL TOOL

QUESTIONNAIRE ON THE ISSUES AND CHALLENGES OF

TEACHING ENGLISH AND SUGGESTIONS FOR IMPROVEMENT (FOR

TEACHERS)

This questionnaire is with regard to my research work on the topic *"An Evaluation of Teaching and Learning of English Language in Secondary Schools of Nagaland".* Kindly cooperate by responding to this questionnaire based on your experience and observation. This information collected from you will be used only for research purpose and your identity will be kept confidential. Your honest and frank response is highly solicited.

Thanking you,

Yours sincerely

LOVELY SARKAR

Research Scholar,

Department of Teacher Education,

Nagaland University,

Kohima Campus, Meriema.

SECTION I: DEMOGRAPHIC PROFILE OF TEACHERS

a. Name (optional)_____

b. Gender (Tick) _____Male / Female

c. Name of the institution_____

d. Board under which your school is affiliated to_____

e. Academic qualification

    i.   B.A

    ii.   B.A (English)

    iii.   M.A (English)

iv.   M. Phil

v.   Ph. D

f.   Professional qualification

i.   B. Ed

ii.   M. Ed

iii.   Any other_____

g. Number of years of teaching experience you have_____

h. Apart from teaching English, do you teach any other subject?   Yes/No

i. Have you ever participated in (ELT) English Language Teaching Conferences/ Seminars/Workshops?   Yes/ No

SECTION II: CLOSED-ENDED QUESTIONS ON DETERMINANTS OF ENGLISH LANGUAGE TEACHING

A. Class strength

1. What is the total strength of your class?

i. 30   ii. 40   iii. 50   iv. more than 50

B. Teacher's workload

2. How many periods in a week are allotted to you for teaching English?

i. 4   ii. 5   iii. 6   iv. more than 6

3. What is the duration of each English class?

i.30 minutes   ii. 35 minutes   iii. 40 minutes   iv. 45 minutes

C. Student's interestedness in learning English language

4. Do you think that your students are really interested in learning English?

i.   Always   ii. Sometimes   iii. Rarely   iv. Never

D. Student's Competencies

5. In which language/dialect do you find your students conversing among their peers?

i.   English   ii. Nagamese   iii. Hindi

ii.   iv. Any other_____

6. Do you think that your students face difficulty in following your explanation/ instructions in your class?

i.   Yes   ii. No   iii. Sometime   iv. Very often

7. Do you think that your students have understanding about the communicative skills of language (listening, speaking, reading and writing) learning?

    i.   Yes   ii. No

8. Which of the language skills do your students face difficulty in?

    i. Listening   ii. Speaking   iii. Reading   iv. Writing

9. Do your students take active part in the activities of English class?

    i.   Yes   ii. No   iii. Sometime iv. Rarely

10. Which skill do you think your students are best equipped with?

    i.   Listening   ii. Speaking   iii. Reading   iv. Writing

E. Library facilities

11. Do you have library facilities in your school?

    i.   Yes   ii. No

F. Use of Audio-visual Aids

12. Do you use audio-visual aids in the classroom while teaching English?

    i. Yes   ii. No

13. Do you have language laboratory in your school?

    i.   Yes   ii. No

G. Methods of Teaching English

14. Which method do you use while teaching English to your students?

    i.   Lecture method ii. Discussion method

    ii.   Communicative method   iv. All of the above

    v. Any other_____

15. What is your first priority while teaching English?

i. To complete the syllabus on time

ii. To make the students memorize the textual questions and answers

iii. To develop the communicative competencies of the students

iv. Any other, please mention_____

16. Which type of activities do you conduct in your classroom for language development of your students?

    i.   Presentation   ii. Class tests   iii . Group discussion
    iv. All of the above_____
    v. Any other_____

17. How frequently do you conduct test for assessing the language skills (LSRW) of your students?

i. Sometimes   ii. Always   iii. V. often   iv. Never

18. For testing which type of language skill of your students do you conduct tests in your English classes?

i. Listening   ii. Speaking   iii. Reading

iv. Writing   v. All the four skills

19. Which skill do you stress more while teaching English?

i.   Listening & Speaking   ii. Speaking   iii. Reading &Writing

iv.   Reading   v. Writing   vi. All the four skills

20. For teaching reading comprehension to the students, the passages that you select are from-

i.   Prescribed English textbook   ii. Unseen passages from a variety of sources

iii.   Both (a) & (b)   iv. Any other_____

H. Lesson Plan

     21. Do you think that lesson plan is an aid for the teacher in teaching English?

       i.   Yes   ii. No

I. Initiatives taken by the teachers for remedial Teaching

     22. Do you give remedial class to your students who are lagging behind in English subject?

       i.   Yes   ii. No

J. Homework / Assignment/Tasks given to the students

     23. Do you give assignments to your students?

       i. Sometimes   ii. Always   iii. Very often   iv. Never

24. What type of assignment do you give to your students?

i. Preparing question/answers   ii. Grammar exercises

iii. Composition   iv. All of the above

v. Any other, please specify_____

     _____

K. Co-curricular Activities conducted in the school for developing/honing the language skills of the students

25. Which type of co-curricular activities are being conducted for developing the English language skills?

       i. Debate   ii. Essay competition iii. Extempore Speech

       iv. All of the above v. Any other_____

26. Do you get support from the head of the institution for carrying out the   activities that you think would develop the language skills of the students?

i. Yes   ii. No

b. If no, please mention the reason for it and the type of activity that you   are unable to initiate.

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L. Opinion about the current textbooks of English

27. Do you think that the content, vocabulary, activities, the syllabus and the language used in the prescribed English textbook are apt for the students?

 i. Yes   ii. No

M. Teacher's Competencies

28. Are you able to use audio-visual aids while teaching English?

i. Yes   ii. No

SECTION III: OPEN-ENDED QUESTIONS ON ISSUES AND CHALLENGES OF TEACHING ENGLISH AND SUGGESTIONS FOR THEIR IMPROVEMENT

29. What are the problems that you face in teaching English in your school?

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30. In your opinion, how can students become proficient in reading skill?

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31. What initiatives have you taken for developing the LSRW skills of your students?

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32. Suggest some measures for the improvement of teaching and learning English at the secondary level.

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APPENDIX XII
FINAL TOOL
QUESTIONNAIRE ON THE ISSUES AND CHALLENGES OF LEARNING
ENGLISH (FOR STUDENTS)

Dear Students,

I am Lovely Sarkar, a Ph.D. research scholar under the supervision of Dr. Surendra Yadav, Assistant Professor in the Department of Teacher Education, Nagaland University, Kohima Campus, Meriema. This questionnaire is with regard to my research work on the topic *"An Evaluation of Teaching and Learning of English Language in Secondary Schools of Nagaland".* Kindly cooperate by responding to this questionnaire based on your experience and observation. The information collected from you will be used only for research purpose and your identity will be kept confidential. Your honest and frank response is highly solicited.

Thank you.

Yours sincerely

 LOVELY SARKAR

Ph.D. Research Scholar

Department of Teacher Education,

Nagaland University,

Meriema Campus, Kohima.

SECTION I: DEMOGRAPHIC PROFILE OF THE STUDENTS

1. Name of the student:
2. Gender (Please tick): Male ☐ Female ☐
3. Type of School: Government: ☐ Private ☐
4. District (Please tick): Dimapur ☐ Kohima ☐
5. Name of the school board (Please tick): NBSE ☐ CBSE ☐
6. Locale: Rural ☐ Urban ☐

SECTION II: CLOSED-ENDED QUESTIONS ON DETERMINANTS OF LEARNING ENGLISH

1.   Do you have interest in learning English in future?

a. Yes   ☐   b. No   ☐

2.   What activities does your English teacher organize in your English class? Put a tick mark whichever is applicable

a. Loud reading   ☐   b. Silent reading   ☐   c. Quiz   ☐

d. Extempore speech ☐   e. Debate ☐ f. Paragraph writing   ☐

g. Essay writing ☐   h. Letter Writing ☐   i. Drama   ☐

j. Elocution ☐   k. Poetry writing ☐

l. Any other _____

3. Does your teacher use audio-visual aids while teaching in the English class?

a. Never ☐   b. Very often ☐   c. Sometimes ☐

4. Do you like to watch English channels on television?

a. Yes ☐   b. No   ☐

5. Do you read English Newspapers?

a. Yes ☐   b. No   ☐

6. In which language/dialect do you speak in the English class?

a. English ☐   b. Hindi ☐ Nagamese   ☐

d. Any other _____

7. How often do you get chance to speak in the English class?

a. Always ☐ b. Sometime ☐. Very often ☐ Never ☐

8. Among the four language skills (listening, speaking, reading and writing), in which skill do you find difficulty?

a. Listening ☐   b. Speaking ☐ c. Reading ☐   d. Writing ☐

9. What type of teaching aid/aids is/are used by your English teacher while teaching in the class?

a. Charts ☐ b. Visual aids ☐   c. Audio aids ☐

d. any other _____

10. Do you understand the explanation of your English teacher while teaching in the class?

a. Yes ☐   b. No ☐ c. May be   ☐

If no, what is the reason?

a. Overcrowded classroom   b. Teacher's faulty pronunciation

c. Teacher's fast explanation   d. Any other _____

_____

_____

_____

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_____

11. Do you face any problem in learning English language?

a. Yes ☐   b. No   ☐

SECTION III: OPEN-ENDED QUESTION ON ISSUES AND CHALLENGES OF LEARNING ENGLISH

12.What are the problems faced by you while learning English language?

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