

**TEACHING AND LEARNING OF ENGLISH LANGUAGE AT SECONDARY
LEVEL OF EDUCATION IN MIZORAM: STATUS AND PROBLEMS**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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BY

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Submitted

**In partial fulfillment of the requirement of the Degree of Doctor of Philosophy
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CERTIFICATE

This is to certify that the work incorporated in this thesis entitled “**Teaching and Learning of English Language at Secondary Level of Education in Mizoram: Status and Problems**” is the bonafide research work carried out by Lalmawipuii Chawngthu under my supervision.

I, hereby, certify that she has fulfilled all the required norms laid down under the Ph.D. Regulations of Mizoram University and that the thesis is a result of her own investigation. Neither the thesis as a whole nor any part of it was ever submitted for any degree to any other University.

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DECLARATION

I, Ms. Lalmawipuii Chawngthu, hereby, declare that the subject matter of the present thesis entitled, “**Teaching and Learning of English Language at Secondary Level of Education in Mizoram: Status and Problems**” is a record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University or Institute.

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CHAPTER I

INTRODUCTION

1.1.0 Importance of English in India

One of the most remarkable achievements of mankind is the ability to speak. Spoken language plays a vital role in the day-to-day life of human beings across the globe. It is one of the most significant possessions of human beings (Arora, 2012). The role of English language in India's evolving sociocultural and economic landscape is however, significant for the citizens who are currently living in the dynamic landscape under diverse cultures, speaking numerous languages in different regions. English plays an important part as a link language bringing unity and peace within the country. English has attained the status of world language primarily because of the British colonialism and imperialism. It remains the language of national and international communication at all levels throughout the world. In this era of liberalization, privatization and globalization, it has become a more dominant language than ever before. (Dhanavel, 2012).

There has never been a language that is as widely used or as widely spoken as English. It offers the main access point for information and communication in the high-tech realm. Furthermore, as the globe moves closer to being a global community, it still serves as the primary language for international communication. English language has lived in India ever since the days of the East India Company. The problems of teaching and learning English have, however, continued to pose further challenges. (Dhanavel, 2012) It is one of India's two official languages and is spoken by more than a billion people. The teaching of English as a second language in secondary schools still has issues, despite the fact that it is now the language of government, business and commerce, education, the media, literature, and both internal and external communication. Students frequently put in insufficient effort to acquire and master the English language because they believe it to be a difficult language to learn. Additionally, teachers find it challenging to meet the high demands required for effective English language instruction.

Knowledge and proficiency in English has now become an essential tool of social mobility in India. It provides an opportunity for individuals from different backgrounds to compete with those privileged ones for jobs in different areas. The importance of English in education cannot be underestimated as it is essential for job potential and social prestige. English is the language of instruction in most schools and colleges and is also the language of academic research. It, therefore, plays a crucial role in achieving success at all levels of education in India. Apart from these, the importance of English language in India can be seen in the field of literature and entertainment. Numerous Indian writings in English have gained popularity in the world which further help in showcasing the diverse culture and unity prevailing in India.

In today's world, the rapid advancement of technology and the surge in information and knowledge have driven the expansion of English language education globally. However, various countries face numerous challenges in teaching and learning English. For a language teaching programme in schools to be effective and robust, it is essential to introduce high-quality textbooks for both teachers and students.

Language teaching and learning extend beyond merely teaching stories and poems found in textbooks. It involves grasping concepts, understanding them, and applying them effectively. In India, language education at secondary level aims to help students comprehend spoken English, speak it correctly, appreciate literary beauty, and express themselves logically using proper grammatical structures. Therefore, to meet these objectives, employing suitable teaching and learning methods and providing good textbooks are crucial.

1.2.0 History of Teaching and Learning of English Language in Mizoram

According to the most recent census conducted in 2011, the north-eastern Indian state of Mizoram, which borders Bangladesh to the south and Myanmar to the east, has a high literacy rate of 91.58%. Education in this northeastern Indian state was initially popularized by the British. Missionaries played a key role in overseeing and advancing educational development in the region. On December 23rd, 1976, the Mizoram Board of School Education was found to oversee the state's educational

system. The total number of primary schools, middle schools, high schools, and higher secondary schools in Mizoram as of 2015, according to the Statistical Cell of the Directorate of School Education, was 4020. According to the 2021-2022 flash statistics of Unified District information System for Education Plus (UDAIS+), there are 706 Secondary schools in Mizoram in which 40605 students are enrolled in the secondary level, out of which 17005 are enrolled under Government schools, 9421 under government aided schools, 12982 under private unaided schools and 1197 under other schools.

English holds significant importance in these schools, particularly in private English-medium institutions where it is the main language of instruction and communication. Additionally, it has been observed that numerous day-care centers and preschools have adopted English as a means of communication and have started teaching their students to speak basic English sentences.

Teaching and learning English as a second language has become integral to India's educational system. Across the country, English serves as the main language of instruction for secondary school students. For Mizo students, proficiency in English language is vital for academic achievement, higher education opportunities, and better employment prospects.

In Mizoram, the 10+2+3 pattern of education system is followed, and the results of the High School Leaving Certificate (Class X Board Examination) are crucial in shaping students' career paths and subject choices for higher education. Many Mizo students face difficulties in learning English as a second language, which has led to failures in examinations and higher dropout rates. To have an effective teaching and learning of a second language, it is paramount that students overcome the barriers while practising language skills in schools.

Students' knowledge of English as a second language is frequently a source of frustration in the classroom. Teachers are frequently found to be confronted with issues when it comes to picking teaching strategies to address and educate diverse groups of secondary school students.

Secondary level of school education in Mizoram comprises of Class IX and Class X in which English textbooks prescribed by the Mizoram Board of School Education are used for teaching and learning of English language. Teaching of

English as a second language to Mizo students at secondary level of education is quite a challenging task as there are many students from Mizo medium schools. These students are often found to be lacking behind in understanding different school subjects as all the prescribed textbooks except Mizo and Hindi textbooks are now written in English language. To have an effective teaching and learning to take place, it is of great importance that teachers use the best appropriate and suitable teaching methods and strategies in their teaching.

1.3.0 Pedagogy of Teaching English

Traditionally, communication skills in general and language skills in particular refer to listening, speaking, reading and writing (Dhanavel, 2012). The general aims of teaching English are to develop the four language skills: Listening, Speaking, Reading and Writing Skills. The Concise Oxford Dictionary defines the term ‘skill’ as the ability to acquire expertness, and this is exactly what students learning English language are supposed to attain proficiency in (Banerjee, 1995).

Listening Skill: According to Marilyn H. Buckley, “listening is thinking and the better a teacher develops the students’ natural abilities, the better they think.” Obviously, it is the job of the teacher to provide for training in listening to students with a focus on listening as a thinking skill (Dhanavel, 2012). It is difficult to understand spoken English because of peculiarities of pronunciation, unfamiliar intonation and elliptical usage and the rate at which words are spoken. Specific practice must be provided in listening to English being spoken and in grasping of what is being said. The standard aim is usually to understand ordinary and daily English speech spoken at normal speed i.e. five syllables a second.

Speaking Skill: Speaking is the most important means of expressing a language. The more fluently a person can speak a language, the more he can express himself in a better way (Arora, 2012). The aim of teaching English is also to develop the Speaking Skill of students so that they may be able to interact using an adequate and appropriate vocabulary, correct intonation and at least a fair pronunciation in continuous speech.

Reading Skill: Reading is a process in which written or printed symbols are translated into an appropriate sound. (Arora, 2012). Reading skill includes the ability to comprehend common writing as well as literature. Students are normally expected to

read and understand ordinary correspondence, newspapers, magazines, school textbooks, books on subjects, touching pupil's ordinary life and interests, in plain modern English.

Writing Skill: The skill of writing involves the ability to write legibly with reasonable speed. It is the productive skill in the written mode (Arora, 2012). The learner is expected to be familiar with the common forms of correspondence to friends, relatives, tradesmen and a few types of officials to whom he/she may have the occasion to address letters. Learners are expected to express their personal experiences logically and in a coherent manner.

General objectives of teaching English at secondary level of education (Govil, 2005):

- i) To enable students to comprehend English when spoken by native speakers at reasonable speed
- ii) To enable students to speak English correctly with reasonable speed
- iii) To enable students to appreciate literary beauty
- iv) To enable students to have sufficient active and passive vocabulary
- v) To enable students to express themselves on any topic logically and in a coherent manner
- vi) To enable students to have favourable attitude towards the culture, literature and language.

1.4.0 Common Methods of Teaching English Language

Some of the common methods of teaching English as a second language are as follows:

- Direct Method
- Bilingual Method
- Grammar Translation Method
- Audio Lingual Method
- Dr. West's New Method
- Communicative Language Teaching Method
- Eclectic Method

1.5.0 Rationale of the Study

In many schools and colleges in Mizoram, teaching English and using it as a medium of communication has become commonplace. Students and teachers are often expected to converse in English within the school premises. Globally, learning English has become widespread as people recognize that proficiency in the language can lead to better career opportunities, higher salaries, and the ability to communicate internationally.

To have an effective teaching-learning process, many factors such as the quality of teachers teaching in schools, their experiences in teaching a particular subject, their educational and professional qualifications and backgrounds, the teaching methods adopted in their classroom teaching, the learning methods used by students in learning their lessons are of great importance.

Moreover, the selection of language teaching materials significantly influences the quality of the teaching-learning process. Textbooks, as a key component of classroom materials, are vital to students' success or failure. Hence, it is essential to carefully evaluate these materials using valid and reliable tools.

The National Curriculum Framework 2005 stated that improved textbooks that are carefully written and designed, professionally edited and tested, offering not merely factual information but also interactive spaces for children are important. Thus, the quality of textbooks is a significant factor in deciding the overall success or failure of the educational system. To be able to express ideas clearly, logically, briefly, and precisely in English, the country's link language, one must have a knowledge of general English. This includes being able to listen and understand English when someone speaks it at a normal conversational speed, using it for communication and reading it to understand the content, writing it for communication, and developing an interest in reading and listening. All communication requires both oral and written abilities. Without proper communication of ideas and thoughts, it is impossible for students to perform well in their studies further creating problems for their future careers.

To have an effective teaching and learning, the interaction process within the classroom is the key element. It needs to be active and require the participation of each and every student. Active learning and interaction process could bring forth changes

and development in the students' language skills. It is, therefore, a great necessity to observe and examine the classroom interaction process between English teachers and students for a better understanding of the obstacles faced by students in learning English as a second language.

English language textbooks are typically designed with the primary goals of developing listening, speaking, reading, and writing skills in mind. However, students, both in elementary and secondary stages, still encounter difficulties in comprehending the language and articulating their thoughts and opinions. These challenges further impact their academic performance.

Despite being introduced to the English language from the primary stage, why do students continue to struggle with English even at the secondary level? Is it because of unqualified teachers, inappropriate teaching methods, students' learning approaches, or ineffective textbooks? These and similar inquiries arise among individuals invested in student education. Questions relating to these are as follows:

- i) Who are the teachers teaching English language in secondary schools in Mizoram?
- ii) Are the methods of teaching English adopted by English teachers appropriate for developing language skills in secondary school students?
- iii) What are the various learning methods adopted by secondary students in learning English in Mizoram?
- iv) What are the problems faced by English teachers at secondary level of education in Mizoram?
- v) What kinds of problems do secondary school students face in learning English?
- vi) Can the textbooks help in developing the listening, speaking, reading and writing skills in students?

These questions can only be answered by conducting research in this area.

1.6.0 Statement of the Problem

In Mizoram, English is the medium of education from high school onwards in government run institutions. A mushroom growth of English medium schools is also experienced in urban and many parts of rural areas also. In spite of this, it is observed that most of the students even after passing High School Leaving Certificate examination are still facing the problem in expressing themselves through speaking as well as in writing. What could be the main reason for this? Are the English teachers not capable enough to teach English as a second language? Are the teaching methods adopted by teachers not appropriate for students to understand their lessons? Are textbooks not good enough to promote language skills in students? To find answers to these queries, it is felt necessary to conduct a research study in this area. Moreover, not much study is found to have been conducted in the area of teaching-learning of English language in Mizoram. Thus, the problem of the proposed study is stated as follows, “Teaching and Learning of English Language at Secondary Level of Education in Mizoram: Status and Problems”. Hence, the present study envisages the profile of teachers, the teaching methods and learning methods of teachers and students respectively, the observation of classroom interaction, the problems faced by both teachers and students in learning English as a second language and an evaluation of English textbooks prescribed by the Mizoram Board of School education for secondary level of schooling.

1.7.0 Operational Definitions of Key Terms Used

Secondary level of education: ‘Secondary level of education’ refers to high school level of education comprising of Classes IX and X.

Status: The term ‘status’ in the study implies the existing condition at the time of conducting the study.

1.8.0 Objectives of the Study

1. To examine the academic, professional and personal profile of English teachers at secondary level of education in Mizoram.
2. To examine the methods of teaching English language employed by teachers at secondary level of education in Mizoram.

3. To examine the methods of learning English language practised by students at secondary level of education in Mizoram.
4. To examine the classroom teaching learning process for teaching of English in the context of Flander's Interaction Analysis Category System (FIACS).
5. To find out the problems faced by teachers while teaching English at secondary level of education in Mizoram.
6. To find out the problems in learning English faced by students at secondary level of education in Mizoram.
7. To evaluate English textbooks prescribed for Class IX and Class X by Mizoram Board of School Education in terms of objectives of teaching English language i.e., listening, speaking, reading and writing skills at secondary level of education in Mizoram.
8. To suggest remedial measures for improvement of teaching and learning of English language at secondary level of education in Mizoram.

1.9.0 Organisation of the Report

The report of the study has been divided into five chapters to facilitate a systematic representation.

Chapter I is an introductory part which highlights the importance of English language in India, the history of teaching and learning of English as a second language in Mizoram, the rationale of the study, statement of the problem, objectives of the study and operational definitions of the terms used.

Chapter II deals with a review of related literature in relation to profile of English teachers, methods of teaching English, methods of learning English language by students, observation of classroom interaction using Flanders Interaction Analysis, problems faced by English teachers and students in the teaching-learning process of English language and evaluation of English textbooks and some theoretical studies that contribute to the field of teaching and learning English language in different places.

Chapter III deals with the methodology and procedure adopted for the present study. The population and sample, construction of tools, collection of data, tabulation and analysis of data are described in this chapter.

Chapter IV deals with analysis and interpretation of data in relation to the

objectives of the study under the following heads:

- i) Academic, professional and personal profile of English teachers at secondary level of education in Mizoram
- ii) Methods of teaching English language employed by teachers at secondary level of education in Mizoram
- iii) Methods of learning English language practised by students at secondary level of education in Mizoram
- iv) Classroom teaching-learning process for teaching English in the context of Flander's Interaction Analysis Category System (FIACS)
- v) Problems faced by teachers while teaching English at secondary level of education in Mizoram
- vi) Problems faced by students in learning English language at secondary level in Mizoram
- vii) Evaluation of English textbooks prescribed for Class IX and Class X by Mizoram Board of School Education in terms of objectives of teaching English language at secondary level i.e., listening, speaking, reading and writing skills.

Chapter V includes the major findings, conclusions, educational implications, recommendations and suggestions for further research.

CHAPTER II

REVIEW OF RELATED STUDIES

This chapter contains related literature which deals with the teaching and learning of English language at secondary level of school education in Mizoram.

Nair (1966) in a study titled “A study of the common language difficulties in English of secondary school pupils in Kerala” found that the common problems students faced included English language structures and patterns, verbs and verb forms, vocabulary, phrases and idioms, spelling, and punctuation. An analysis of pupils’ writings revealed frequent errors in grammatical structures, literal translations from their mother tongue, and misuse of articles and prepositions. Additionally, nearly twenty-six percent of the errors were related to spelling and sentence construction, influenced by interference from the students’ native language.

Rangachar and Kulkarni (1967) in their study, “Provision of teaching facilities for English at Class V level in Mysore State” found that most of the teachers were not clear with the objectives of teaching English and were unaware of the good methods of teaching English. The Grammar Translation Method was followed without a knowledge of its principles. It was also found that most of the schools neither had libraries nor teaching aids for language teaching.

Dave and Saha (1968) in their study, “A study of common errors in English at the higher secondary level” found that students were weak in grammar and that errors relating to grammar were seen in the writings of students. Other errors such as spelling errors, lexical errors and misuse of idioms were also found to be among the major problems faced by students when using English as a second language.

Murthy (1968) in a study titled “A comparative study of the Direct Method and the Bilingual Method of Teaching English” found that the Bilingual Method was more effective than the Direct Method to teach English to Telugu speaking students to develop their ability in oral reading, oral comprehension and expression. It was also found that the problems and burden of teachers while preparing lesson plans were lesser when they used Bilingual method as compared to Direct method.

Rajagopalan (1972) in his study, “A critical study of the English curriculum at the primary and secondary stages of education in Madras, Tamil Nadu” found that

29.3% of the English teachers were untrained and that use of translation method and poor knowledge of English on the part of teachers were the main problems in the teaching process. Inadequate syllabus, unsuitable textbooks and poor methods of instruction employed by English teachers were also some of the main problems faced in the teaching and learning of English as a second language. It was further suggested that identification of proper objectives of teaching English by teachers, use of structural method of instruction, use of suitable audio-visual aids, proper training of teachers and scientific evaluation of pupils' performance in the subject with more stress on internal assessment and less on public examination would help in the teaching- learning process.

Gadgil (1978) in a study titled "Study of the causes of large failures in English at SSC Examination (Standard X) of March 1977" found that students were weak in translation, comprehension, letter writing and composition. Students were also found to be weak in the use of articles, writing in the correct word order, combining sentences, reported speech use of verb forms. Students were poor in comprehension and understanding of language in general. Failure in English subject was mainly due to inadequate grounding in the subject, inadequate mastery of the candidates in the subject matter, inadequacy of teachers in mastery over subject matter, inadequate motivation to study English and inadequate guidance provided to students to practise language skills.

Walia (1981) in a study titled, "An evaluative study of English at Secondary level in Rajasthan" found that new structures that were sought to be taught were not included in the textbooks and that there was no even distribution of new words over the body of the lessons. It was also found that there was a negligence of presenting the exercises in the increasing order of difficulty, lack of variety in the exercises chosen, imprecise and grammatically incorrect language of instruction in the textbooks, workbooks and handbooks.

Williams (1983) argued that textbooks should be assessed on their inclusion of general linguistic instructions and rules, their streamlined presentation of linguistic techniques, such as grammatical and syntactical rules, and their embrace of practise material, such as reading passages, which served as both language teachers (by teaching vocabulary and grammar) and writing skill guides for students.

Bhattacharjee (1984) in his study, “An investigation into the teaching of English in high schools of East Khasi Hills, District of Meghalaya” found that majority of the English teachers were not professionally equipped to teach English and that teaching at the foundation stage was neglected. It was also found that experience and professional training played important roles in the teaching of English. Teachers from government and grant-receiving English medium and urban schools taught significantly better than those from adhoc and private non-English medium and semi-urban schools. Majority of the teachers were not aware of the appropriate methods of teaching English language and also were unaware of the important objectives of teaching English as a second language. It was also found that teachers neither used teaching aids nor gave assignments to students. They also did not evaluate the progress of students and took remedial measures in the English class.

Cunningsworth (1984) explored course analysis principles and criteria. Language content, selection and gradation of language items, presentation and practise of new language items, developing language skills and communicative abilities, supporting materials motivation and the learner, conclusions and overall evaluation were among the criteria he proposed. He included a checklist at the end of the book that should be utilised in course evaluation.

Misra (1984) in a study “An analysis of errors made by a group of undergraduate students of Madhya Pradesh and its pedagogical implications” found that major problematic areas were found in committing errors in spellings, verb forms, tense, pronouns, use of article, subject-verb agreement, prepositions, adjectives, verbs etc.

Sharma (1986) in his study, “A study of the problems of teaching English in Bihar” found that there was a shortage of trained and qualified teachers. It was also found that interference of mother tongue in the pronunciation of English words was one of the main problems in the learning of English as a second language and that there was confusion with the aims and objectives of teaching English at various stages.

Sheldon (1988) asserted that there were a few other factors to consider while evaluating textbooks. Good textbook content knowledge and an understanding of the benefits and drawbacks of currently used textbooks could be beneficial to teachers.

Sheldon believed that all English language teaching textbooks should have

exceptional qualities, be effective, and be suitable for their intended audience.

Yadav (1989) in his study, “An Evaluation of Prescribed English Textbooks for Degree Classes in Haryana” found that there was a lack of moral lesson for the students. Additionally, it was discovered that the manner in which the content was presented was too complex for the students to comprehend. The book's binding and pricing both fell short of expectations. It was discovered that the subject was neither fascinating nor relevant to the pupils' physical or social environment.

Jamkhindi (1990) in his study, “To prepare a draft of Marathi (mother-tongue) textbook for standard V according to the revised syllabus of 1988” found that the lessons selected, edited and written were within the understanding capacity of the pupils of Standard V. It was also found that most of the lessons achieved the objectives of the new curriculum.

Hutchinson and Torres (1994) indicated that materials evaluation should be performed to determine the suitability of the materials to our “particular purpose”. Hutchinson stated that materials evaluation assisted teachers in the selection of instructional materials as well as the development of their awareness of the nature of language and learning.

Martinez (1995) in a study titled, “A study of the learning strategies used by secondary school and university students of English in Spain” found that most Spanish teachers from secondary and university levels were not fully aware of their students' use of learning strategies. Teachers were found to be more focused on teaching an official syllabus while ignoring other crucial parts of the teaching and learning processes. Teachers suggested the following learning strategies for learning pronunciation, grammar, vocabulary, and writing: repetition, translation, utilising a vocabulary notebook, checking the dictionary, linking words with sounds, using formulae, and writing to penfriends.

Miekley (2005) in the study, “Textbook Evaluation Checklist that could be used to evaluate students' book and teachers' book” suggested four categories; content, vocabulary and grammar, exercises and activities, and attractiveness of the text and physical make-up for the study of textbooks.

Jahangard (2007) developed an Evaluative Checklist to evaluate four EFL textbooks which had been prescribed for use in Iranian high schools by the Ministry

of Education. The advantages and disadvantages of the textbooks were thoroughly addressed using thirteen common elements collected from various material evaluation checklists. Exact objectives, vocabulary explanation, educational approaches, review and test sections, visual materials, topics and tasks, clear instructions, layout, organised and graded content, authentic language, grammar presentation and practise, fluency practise in all four skills, and developing learning strategies were among the criteria.

Nemati (2009) in "Evaluation of an ESL English Course Book: A Step towards Systematic Vocabulary Evaluation" stated that it would be better to change the sequence of presenting the text so that the easier ones come first and the more difficult ones at the end of the book.

Kavaliauskiene (2009) found that all of the learners relied on their mother tongue to acquire English. Second, the amount of native language required by pupils was determined by their proficiency and linguistic context. It turned out that all of the students relied on their mother tongue to learn English. Second, the amount of native language required by students was governed by their ability and the linguistic context in which they lived. Students' self-generated reading comprehension tasks, summary writing, and back-translation exercises were also discovered to aid strengthen learners' awareness of contrasts between English and their mother tongue and facilitate linguistic growth.

Butt et al. (2010) in their study, "Listening comprehension problems among the students: A case study of three Govt. Boys Higher Secondary Schools," found that the majority of students thought that pronunciation, colloquial language, accents, and a lack of time were some of the issues with listening to English. Additionally, it was shown that students' main difficulties that hampered the listening process were stuttering and applying grammar standards.

Maniam (2010) in a study titled, "The influence of first language grammar (l1) on the English language (l2) writing of Tamil school students: a case study from Malaysia" found that language learners frequently made syntax and pronunciation errors that were thought to be the result of their first language's influence, such as mapping its grammatical patterns inappropriately onto the target language, pronouncing certain sounds incorrectly or with difficulty, and confusing items of vocabulary known as false friends, which is known as L1 transfer or "language

interference." Spelling problems were also discovered in the students' compositions, indicating that the mother tongue was interfering.

Khan and Ali (2010) in their study, "Improving the speaking ability in English: The students' perspective" found that majority of the students i.e., 80% believed that enough time and opportunity was not given to students to improve their speaking skills and that 85% were shy and had the fear of being laughed at by their classmates and also because of the fear of their teachers. It was also found that activities, seminars, group discussions and debates were not regularly organised by the schools to improve and develop language skills.

Bashir et al. (2011) in a study entitled, "Factor affecting students' English Speaking Skills" stated that 38% of teachers sometimes agreed that students felt shy to speak in English and were found to be less motivated in using English as a second language.

Setyarini (2011) found that storytelling was an effective strategy for increasing English teaching productivity in elementary school. As a result of the learning, students' vocabulary mastery improved. Their passion in learning was also found to be growing. The storytelling style might also encourage students to pay more attention to the lecture. The engaging and interactive nature of the storytelling method also aided learners' motivation.

Khan (2011) in a study, "Learning difficulties in English: Diagnosis and pedagogy in Saudi Arabia" found that Saudi kids were not exposed to listening and speaking activities in their daily interactions, whether at home, school, college, or university, or in the marketplace or public spaces. Such circumstances weaken the spirit and impede the growth of the students. Some students obtained a high level of fluency in spoken English as a result of their own efforts. But they miserably lagged behind in other active skill that was writing. Some problems revealed by the study were pronunciation problems, transliteration of English words into Arabic and grammar problems like tense, articles, double preposition errors, vocabulary problems, one word different use, prefixes and suffixes, silent letters, one letter different sounds etc.

Nezami (2012) in his study, "A critical study of Comprehension strategies and general problems in reading skills faced by Arab EFL learners with special reference

to Najran University in Saudi Arabia” stated that students experienced problems relating to attention span and concentration level. Additionally, it was noted that pupils frequently had issues with spelling and pronunciation, which led them to pronounce words incorrectly and giving them context-inappropriate meanings. Additionally, it was discovered that the majority of students had trouble with vocabulary, and some (37.5%) students had trouble understanding the texts' meanings even sometimes. It was proposed that teachers must place a strong focus on proper pronunciation and accent, as well as encouraging group debate.

Oradee (2012) explored the effectiveness of using discussion, problem solving and role-playing in the teaching and learning of English language among Grade 11 students of Satri Rachinuthit School, Udon Thani, Thailand. It was found that the students' English speaking abilities after using the three communicative activities were significantly higher than the prior to their use.

Ridha (2012) in her study, “The effect of EFL learners' mother tongue on their writings in English: An error analysis” found that the interference of the mother tongue when pupils wrote in English caused challenges for them such as incorrect word order and semantic/lexical errors when directly translating words.

Watcharapunyawong and Usasha (2012) explored the writing errors in various text types among Tehai students and discovered that language errors could be classified into 16 categories, including verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, single/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. Verb tense, word choice, sentence construction, singular/plural, and subject-verb agreement were shown to be the five most prevalent errors.

Bancha (2013) in a study entitled, “What causes spelling errors in Thai EFL students,” explored the types of spelling mistakes students made in writing sentences. It was found that consonant and vowel substitutions, improper double consonants, writing script confusion, inflectional ends, letter reversals, vowel omissions, and consonant omissions were among the most frequent spelling mistakes. Additionally, it was discovered that phonological ignorance and a lack of morphological understanding were the main contributors to the spelling errors. The study also showed that there were errors for other reasons besides the differences between the Thai and

English writing systems.

Evue (2013) in a study, “Challenges facing the teaching of English language in secondary schools in Aniocha south local government area of Delta state, Nigeria” found that majority of teachers encountered difficulties due to time constraints in covering course topics. It was also discovered that no schools had educational technological resources. Only one school noted the availability of a radio, another mentioned the availability of a tape recorder, and two schools cited the availability of charts.

Preethi (2013) explored that rural students at the Undergraduate level made mistakes when learning English as a second language. After analysing the data, the researcher concluded that the learners' errors were caused by interference from their mother tongue and a lack of expertise in the target language. Errors are also observed in the distinction of numerous similar sounds in the target language while pronouncing words, as well as errors committed while attempting to form new words by adding prefix, infix, and suffix, problems with correct tense use, and syntactic faults in basic sentence patterns.

Dhillon and Wanjiru (2013) in their study, “Challenges and Strategies for Teachers and Learners of English as a Second Language: The Case of an Urban Primary School in Kenya” found that majority of teachers (85%) agreed that most learners use Mother Tongue in school thus affecting the learning of English, with nearly all respondents agreeing that learners had difficulties expressing themselves using English. The majority of respondents (80%) believed that combining languages during sessions did not help English learning, nor did simultaneous learning of English and Kiswahili (75%). Teachers reported that students had difficulty using language in many settings. Teachers observed that many Kenyan families 'had little awareness of the subject,' which had an impact on learners' English learning. A substantial proportion of responders (70%) taught writing skills as well as making sure students had English language homework. Teachers were also observed employing group work/cooperative assignments, as well as learning by word and action.

Grover (2014) in her study titled, “Teaching of English in Indian Schools through Grammar Translation Method—Low Performance—A Field Study” revealed that students who were taught English through Grammar translation method had low

performance. It was also found that only 52.2% children of VI Std. could read easy sentences but they could not tell the meanings of these sentences in their regional language. There were 2.9%, 2.3% and 2.1% respectively of 6th, 7th and 8th class who could not read capital Letters. There were 5.2%, 4.7% and 3.8% respectively of 6th, 7th and 8th class who could only read capital letters. 11.9% of 6th class students could read only small letters. Only easy sentences could be read by 57% of 7th graders and 67.45% of 8th graders revealed that learners' achievement was not satisfactory, and the factors responsible for this state included a lack of standard textbooks at reasonable prices, a lack of clear cut goals, a shortage of well trained and dedicated teachers, a lack of suitable teaching-learning technical resources, an unrealistic evaluation system, and a lack of innovative techniques and methods to handle English as a language effectively in actual classroom settings. English should be taught effectively as a language in the classroom.

Maulidiyah (2014) in her study entitled, "Students' problems in listening comprehension" found that the following were some of the common problems faced by fifth semester students who were taking Listening Comprehension course at the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin in the academic year of 2013/2014 are: concentration problem, difficulty to understand fast speakers, difficulty to understand too many unfamiliar words, losing concentration, difficulty to understand meaning of words which were not pronounced clearly, difficulty in understanding the text if words were not taught prior to the explanation of the main text and difficulty in understanding spoken texts when sentences are complex and lengthy.

Nguyen (2014) found that teachers' skills in time management were limited. It was also found that too much time was allocated for grammar and too little time for communication, which suggested that the time management of the teachers was not reasonable. It was also found that according to the teachers, large class size was a common problem in Vietnamese education. The observations revealed that teachers rarely utilized teaching aids and technology. Out of eight classes observed, only three teachers prepared handouts, which were used solely for small games or tasks. Although all classrooms were equipped with overhead projectors, not all teachers used them during lessons. In three classes, the teachers did not use the overhead

projectors at all, despite their potential to enhance teaching effectiveness. The primary teaching materials used were textbooks and CD players. In three other classes, teachers used the overhead projectors, but not effectively. They mainly projected enlarged textbook pages or pre-prepared vocabulary lists for students to copy and read aloud. Only in two of the eight classes did teachers use the overhead projectors effectively, preparing lessons as PowerPoint slides with pictures and video clips to engage students and enhance the lesson's effectiveness.

Solano et.al (2014), in their study entitled, “Spanish interference in EFL writing skills: A case of Equadorian senior high schools” found that the main hindrance in learning English in relation to the interference of the mother tongue was seen in the use of English grammar and vocabulary. The most prevalent faults discovered were verbal usage, omission of personal and object pronouns, prepositional misuse, overuse of articles, and incorrect and unnatural word structure.

Naseem and Tabbasum (2015) in their studies “Evaluation of English Textbook in Pakistan: A Case study of Punjab textbook for 9th Class” the textbook prescribed for 9th class by Punjab Textbook Board, Lahore, Pakistan had some flaws in general appearance. The paper used for textbooks was very rough. The outer cover was neither profitable nor attractive. This textbook did not meet the general purpose of teaching English in designated educational institutions. This goal did not balance the four skills of listening, speaking, reading, and writing. The book was very boring and monotonous. The visual representation was also very bad. Audio- visual aids were altogether ignored. There was no workbook and CD accompanying the student’s book. There was no any teacher's guide to aid the teacher. The activities of book were not designed in a way to encourage students to bring real objects in class to illustrate some points of learning. Inductive approach was not used. Fun elements were missing. The textbook did not provide models for final achievement tests. Pronunciation was given least attention. Activities for Listening skill were not included. There were no cassettes or CDs for pronunciation or listening practice. This activity did not develop language learners' confidence to speak fluently and write critically in real-life situations. For reading comprehension, students had to read the provided text and answer the questions factually. Cognitive skills (evaluation, prediction, analysis) were not used in the activities, except for a few questions. Similarly, English learners made the least

effort to develop self-esteem.

Hooi (2015) stated that the textbooks under study were determined to be somewhat appropriate for the students. The inconsistency with the existing exam format and the lack of exercises in the linguistic elements of grammar and vocabulary were the most glaring flaws. Although there were certain shortcomings, the textbooks were judged to be extremely suitable in building the framework for the two talents of speaking and writing. Speaking might utilise a broader selection of tasks with more enticing topics in a relevant context, as well as better work instructions.

Mehrdad (2015) in the study, "Textbook evaluation: ELT teachers' perspectives on Learning to Read English for Pre-University Students" stated that the textbook primarily failed to meet the teachers' expectations, owing to its neglect of listening and writing abilities, as well as its lack of a communicative approach to teaching various skills and components of language. The book was inexpensive and easy to obtain. However, the book was rewritten in 2002, which is quite some time ago. Unfortunately, there were no associated materials such as a teacher's guide, workbook, or audiotapes. It was also discovered that the four skills of reading, writing, listening, and speaking were not balanced.

Rajkhowa and Das (2015) in their study, "Competency of Teaching English in Indian Context: A Situational Analysis" found that among 28 teachers selected in 10 rural secondary schools, only 5 were found to have acquired a B.Ed. degree while out of the 26 teachers selected from urban rural schools, 9 teachers are Graduates, 11 teachers are Graduates with B.Ed. degree, 3 teachers had a Post Graduate degree without a professional degree and only 3 teachers had a Post Graduate degree with B.Ed. it was also found that all the teachers used the mother tongue in the class and that Deductive method was used to teach grammar. It was also highlighted that 83% in urban and 89% in rural areas used the Translation Method to teach English and that majority of the teachers were found to be never using teaching learning materials TLMS in the class. Teachers were found to be active in the teaching of language skills whereas students were found to be passive. Grammar and vocabulary mistakes were made by the students most frequently. Most students didn't enjoy grammar. It was discovered that students struggled with sentence structure and verb tenses. The English teachers led debates and impromptu speeches as part of the activity. However, it was

discovered that the pupils' mother tongue was used for these events.

Shenu (2015) in a study entitled, “Reading comprehension problems encountered by foreign language students, case study: Albania, Croatia” found that even pupils who were proficient in decoding and spelling frequently struggled with reading comprehension. The three most significant difficulties discovered were related to new terms, background knowledge, organisation, lack of illustration, tenses, linking words, vocabulary, working memory, lack of extensive reading, text type, and pronouns.

Soleimani and Akbari (2015) stated that the use of children's stories to enhance vocabulary in preschool students was effective and well received by the youngsters. Their findings demonstrated the usefulness of storytelling in developing preschool students' vocabulary, which is regarded as the most crucial aspect of second language learning.

Kalantari and Hashemian (2016) found that Storytelling for vocabulary instruction appeared to be beneficial for pupils aged 8 to 14 learning English. When compared to the control group, all members of the experimental group had significantly higher levels of vocabulary knowledge. In terms of motivation, there was also an increase in the experimental group participants' interest.

Awan and Shafi (2016) in their study, “An Analysis of teaching methods of English language at government secondary school level in D.G. Khan City, Pakistan” found that most of the teachers i.e., 80% agreed that Grammar Translation Method was most suitable method for the students but they also agreed that Direct Method had the capacity to lead their students towards the today's demand of language. 96.9% students were in favour of translating text from English to Urdu. The majority of students enjoyed translating Urdu sentences into English. They also discovered that 91.7% of students grasped the lesson when their teachers taught it to them in Urdu, but 8.3% did not understand properly when their teachers teach it to them in Urdu. 82.4% of students preferred learning essays and tales from any helpful source, whereas 17.2% preferred not to learn stories and essays. 22.1% of students wanted to speak English with their instructors and friends, while 77.9% were hesitant to speak English with their teachers and friends. This means the students lack spoken power of English language. It was also highlighted that students were hesitant to speak English due lack of exposure.

79% students liked to do creative writing tasks instead of memorizing the stories and essays while 21% were not in favour of doing creative writing practice.

Mamo (2016) found that students' Mother tongue interference was found to be a serious problem into learning English as a foreign language (EFL) orthography and pronunciation, at Batu Secondary School. The EFL teachers wrote on questionnaires as, most of their students jumbled up mother tongue elements into learning EFL orthography and pronunciation, for lack of the knowledge and skill about the different linguistic structures and the basic components. Additionally, it was found that there were issues with mother tongue interference with punctuation, consonant and vowel letters, script forms, sound systems used and punctuation usage, grammar tenses, person/subject-verb agreement, and linguistic resources such as articles, adjectives, prepositions, plurals, quantifiers, vocabularies, punctuation, nouns, pronouns, spellings, punctuation, etc.

Krebt (2017) found that due to the fact that role-playing pushed students to practise speaking and listening more than reading and writing, students' vocabulary and accents dramatically improved.

Manan et.al. (2017) found that interference errors under redundancy reduction category were probably committed due to the non-existence of a certain rule or concept in the participants' L1. Due to the absence of 'be' verb and 'article' in Malay, the students had the tendency to drop necessary 'be' verbs or articles and add unnecessary ones in their writing. Under the category of transfer of rules, it was found that the learners had difficulty in choosing appropriate propositions to use because there are only about 15 propositions in Malay whereas there are more than hundreds of prepositions in English. The students also committed errors related to the use of adjective because in Malay, an adjective usually comes before a noun whereas in English it is the other way round. Finally, it was found that the rules that were frequently overgeneralized included the rules related to conversion of verbs from present to past tense and singular to plural nouns.

A study undertaken by Alam (2018) entitled, "Challenges of developing speaking skill through classroom interaction of EFL learners" explored the challenges faced by students in developing speaking skills. Using a semi-structured interview questionnaire for students, an interview schedule for teachers, and a classroom

observation schedule, it was discovered that the most common problems were anxiousness, fearfulness, inattention to class, and grammatical errors. He also proposed that students engaged in a variety of activities such as pair work, team collaboration, chorus practising, individual work, newspaper reading, and movie watching.

Nasser (2018) in her study, "Iraqi EFL students' difficulties in writing composition: An experimental study, University of Baghdad" explored problems and difficulties faced by Iraqi EFL students in writing composition. She found that students mistakes could be categorised into grammar, punctuation, spelling and hand-writing errors. Most students committed errors in sentence structure, vocabulary, tenses, subject-verb agreement, articles and word order.

Sharma (2018) stated that Storytelling improved students' comprehension, fluency, vocabulary, grammar, and pronunciation. It was also revealed that there was an improvement on students' speaking proficiency after the implementation of storytelling strategy.

Ahmed and Qasem (2019) stated that the lack of space in classrooms, a lack of teaching aids and materials, teachers' low proficiency in English, time constraints and a lack of focus on communicative skills, a lack of exposure to English and the use of Arabic as a medium for teaching, students' lack of motivation, late learning of English, and interference between English and Arabic languages were identified as the main problems encountered by students in learning English.

Budiharto (2019) in a study titled, "Native language interference on target language writings of Indonesian EFL students: An exploratory case study" stated that tense errors constituted 34% of the whole number of errors. Other areas in which students faced problems and committed errors were subject-verb agreement, singular/plural markers, articles, prepositions, lexico-semantic errors due to lack of vocabulary, spelling errors and word order problems.

Kapoe (2019) in a study titled, "Analysis of classroom interaction using flander interaction analysis categories system (FIACS) in English class-Unkriswina Sumba" found that the teacher talk ratio was high i.e., 82.51% while the indirect teacher talk ratio was 51.57 %. direct teacher talk ratio (DTT) was 30.94% while students talk ratio/percentage of students talk (PT) was 13,00%. Then, silence or confusion rate

(SC) was 4,48%. Last, indirect and direct ratio (ID) was 16.67%. The result showed that indirect talk was dominant than direct talk in the conversation class while the most dominant characteristic in conversation class was content cross that was 85. It reflected that most of the teaching-learning time was devoted to questions, lectures and praises.

Omar (2019) in his study, "Influence of grammar translation method (GTM) on Libyan students' English performance in communicative situations" found that the data analysis demonstrated that GTM was the prevalent teaching method in Libya, and this method had a detrimental impact on Libyan students' English performance in communicative circumstances. The analysis reveals that participants prefer the communicative language teaching approach because it is effective, but they cannot use it in the Libyan context for a variety of reasons, including: the large number of students in the classroom; a lack of technological devices; and a lack of student motivation.

Lestari and Wahyudin (2020) highlighted that students were found to often practise English sounds and to not construct summaries of information heard or read in English. They were also discovered to be translating sentences rather than words. The most common emotional strategy adopted by pupils was to try to relax if they were apprehensive about using English. It was also stated that the most common social tactic employed by students was to ask other speakers to slow down or repeat themselves when they did not understand them.

Rahmatullah (2020) stated that the significant errors the students made in L2 speaking were the incorrect pronunciation of even two-syllable words and incomplete sentences, incorrect use of verb tenses, sentence structures are of subject-verb agreement, misuse of definite articles with proper nouns. However, it was found that students had high level of confidence in speaking L2, even in mispronouncing the content words. According to the result, the majority of students had a native-like English accent and had good command of word emphasis and intonation. The mother tongue had a negative influence on errors in consonants and vowels, pronunciation of longer words, difficulty memorising the content of slides, a lack of vocabulary, subject-verb agreement, proper stress and intonation, misuse of plural -s with the singular third person, and inappropriate use of verb tenses. It was also shown that pupils were afraid of making faults and mistakes when speaking in English.

Rachmijati and Cahyati (2020) in their study which focussed on evaluation of

two English textbooks found that both textbooks had given different proportion on language skills. The textbook “When English Rings the Bell” published by the government in 2017 provided more Speaking skills (35%), then Writing (27,2%), Listening (26. %), and Reading (11,7%). Meanwhile “English in Focus” published in 2008 allocated more in Writing skill (48%), followed by Listening skill (22.3%), and Speaking skill (16.2%), while the lowest one was Reading skill with 13.5%. Therefore , it was found that the textbook published in 2017 gave importance to Speaking skill while the other one in 2008 was more concerned with Writing skill.

Peter and Singaravelu (2020) reported in their study that the grammatical issues such as the use of subject-verb agreement, active and passive voice and tenses, prepositions, articles, and pronouns were the most common challenges encountered in the development of writing skills among students. Incomplete sentences, spelling problems, punctuation errors, and interference from the mother tongue are examples of syntactical errors.

Theophile, Faustin and Benjamin (2020) found that the majority of their respondents believed that unqualified teachers had a detrimental impact on pupils' performance. It was also discovered that teacher recruiters may regard the following criteria as qualified instructors' characteristics: understanding of the language of instruction, degrees, diploma certificates, content mastery of methodology, and teaching experience.

Chand (2021), in his study entitled “Challenges faced by bachelor students while speaking English” explored personal, social, environmental and linguistic problems for speaking difficulties and teacher and teaching, course content, overuse of mother tongue, poor schooling and classroom culture as problems relating to Speaking skills. The study also found that the majority of students struggled with anxiousness, a lack of vocabulary, an inability to employ grammatical patterns, word pronunciation, a fear of making mistakes, an overuse of mother tongue, and a lack of confidence.

Martina, Utari and Riza (2021) found that the average of accepts feelings that the novice teachers did during the observation was 10.25% while for the senior teachers it was 6%. The average of praise or encouragement that the novice teacher did during the observation was 5.5% while it was 5.6% for the senior teachers. The

average of asking question that the novice teacher did during the observation was 39% while it was 27.5%. The average percentage of lecturing that the novice teacher did during the observation was 21.5% while it was 5.65%. The average percentage of giving directions that the novice teacher did during the observation was 9.25% while it was 18.5% for senior teachers. The average percentage of criticizing or justifying authority that the teacher did during the observations was 0% while for the senior teachers it was 4.5%. The average percentage of silence during the observation of novice teachers was 2.25% while it was 8.48% among senior teachers.

Thiendathong and Sukying (2021) in their study titled, “Vocabulary Learning Strategies Used by Thai High School Students in Science, Language, and English Programs” found that Thai students make use of google translation and an online dictionary on their cell phones to learn English. Students were also found to be asking friends and English teachers to help them with unknown words and definitions.

Ayunda, Komariah, and Achmad (2021) in their study, “An Investigation of EFL Classroom Interaction by Using Flanders Interaction Analysis Category System (FIACS)” found that the percentage of indirect teacher talk category was 9.7%, direct teacher talk category was 40.32%, and the percentage of students’ talk was 50% for the first meeting. However, there was a different percentage for the second meeting. More than 50% of verbal behavior inside the classroom for the second meeting was spent by students’ talk category, followed by direct teacher talk category, 32.21%, and indirect teacher talk category, 16.8%. There was a little improvement between the first meeting and the second meeting in the category of students talk category and indirect teacher talk category. Lecturing under Direct influence category, occurred more than 15%, while out of 100% interaction inside the classroom, half of it was spent by students talk which indicated that students participated actively in the classroom interaction. Accept feelings category was found to be 2%, praises or encourages 6% and accepts or uses idea of students 2%. It was found that out of 4 aspects of direct talk, lecturing was the most dominant aspect conducted by the subject of this study, followed by asking question, giving direction, and criticizing or justifying respectively.

Zhao and Boonyaparakob (2021) in their study, “A Case Study of Chinese Students Learning Thai as a Foreign Language: Flanders Interaction Analysis Category System” found that Teacher Talk Ratio (TT) was found to be 77.59%,

Indirect Teacher Talk Ratio (ITT) 7.6%, Direct Teacher Talk (DTT) 69.99%, Teacher Response Ratio (TRR) 44.44%, Teacher Question Ratio (TQR) 6.89%, Pupil's Talk Ratio (PT) 6.16%, Pupil Initiation Response (PIP) 0% and Silence or Confusion (SC) 16.25%.

The above reviews highlighted several findings related to teaching and learning English as a second language, the teaching aids used by teachers, common errors in learning English, classroom interaction observations, and evaluations of English textbooks. However, there was no research that specifically evaluates the English textbooks prescribed by the Mizoram Board of School Education in relation to the objectives of teaching English at the secondary education level. No serious study was also found in observation of classroom interaction using Flander's Interaction analysis in Mizoram. No separate study was also found regarding the teaching methods used by teachers and the learning methods employed by students in the teaching and learning of English in Mizoram. Therefore, there is a recognized need for intensive research in textbook evaluation, teaching and learning methods, classroom interaction analysis, and the challenges faced by teachers and students in learning English in the current context of Mizoram.

CHAPTER III

METHODOLOGY OF THE STUDY

This chapter deals with the methods adopted and the procedures followed in finding out the methods and problems faced by teachers and students of secondary level of education in Mizoram in relation to the teaching and learning of English language. It also contains the procedure adopted to observe the classroom interaction pattern between students and teachers at secondary level of education and the evaluation procedure of prescribed English textbooks for Class IX and Class X. They are discussed under the following heads:

- i) Method of Study
- ii) Population and Sample
- iv) Construction of Tools
- v) Collection of Data
- vi) Tabulation of Data
- vii) Analysis of Data

3.1.0 Method of Study:

Descriptive and analytical methods of study were employed for the present study. The methods involved collection of data through questionnaire, observation of classroom teaching and analysing the textbooks on the basis of general impressions followed by an in-depth study of the textbooks with reference to the objectives of teaching English language at secondary level i.e., listening, speaking, reading and writing skills.

3.2.0 Population and Sample:

3.2.1 Population and Sample of English Teachers at Secondary Level of Education in Mizoram

All English teachers at secondary level of education in Mizoram formed the population of the present study. In the first stage, all English teachers at secondary

level of education in Mizoram were stratified based on management of schools. In the second stage, a total sample of 100 English teachers from state government, deficit and private unaided secondary schools were selected through Random Sampling Technique. Thus, Stratified Random Sampling Method was applied for selection of samples of English teachers at secondary level of education.

3.2.2. Population and Sample of English Teachers at Secondary Level of Education in Mizoram for Observation of Classrooms

The population of English teachers for observation of classrooms consisted of all the sample English teachers of English subject in Mizoram. Out of the Sample teachers, 30 English teachers and students in their respective classes were selected through Random Sampling Technique during data collection as some teachers were hesitant and did not like to be observed during their teaching. Thus, only 30 English teachers could be taken as samples for the purpose of observing their classroom teaching to examine the classroom teaching learning process in the context of Flander's Interaction Analysis.

3.2.3 Population and Sample of Students at Secondary Level of Education in Mizoram

The population for students at secondary level of education comprised of all secondary school students in Mizoram. Firstly, all the secondary school students were stratified into students of government, deficit and private unaided schools. Secondly, 1787 students of these categories of schools from where sample English teachers had been selected were randomly chosen as sample teachers.

3.2.4 Population and Sample of English Textbooks for Textbook Analysis

For evaluation of English textbooks prescribed for Class IX and Class X by Mizoram Board of School Education, all six textbooks namely, Essential English Coursebook, Essential English Literature Reader and Essential English Workbook formed the population of the present study. All six textbooks were evaluated and thus, no sample was taken.

3.3.0 Construction of Tools

The investigator constructed the following tools for collection of the required data for the present study:

3.3.1 Questionnaire for English Teachers at Secondary Level of Education:

The first steps involved in the development of questionnaire for English teachers at secondary level of education in Mizoram was the selection of items. For this purpose, the investigator carried out an extensive review on literature related to the methodology of teaching English language and the problems faced by English teachers in the teaching and learning of English. The items of the questionnaire were constructed on the basis of the review of literature as well as on the basis of the opinion of expert teachers and professors in the field. The investigator initially framed 27 items which were distributed to experts in the field of education. The items for the questionnaire were finalised on the basis of the experts' opinion.

3.3.2 Classroom Observation Schedule in the Context of Flander's Interaction Analysis Category System (FIACS)

To examine the classroom teaching learning process, Flanders Interaction Analysis Category System (FIACS) developed by Ned, A. Flanders (1959) was utilised by the investigator which contains ten categories of verbal behaviour further divided into three major sections: Teacher Talk, Pupil Talk and Silence or Confusion.

The ten categories are as under:

Teacher Talk Indirect Influence

1. Accepts feelings
2. Praises or encourages
3. Accepts or uses pupils' ideas
4. Asks questions Direct Influence
5. Lecturing
6. Giving directions
7. Criticising or justifying authority

Pupil talk

8. Pupil talk response
9. Pupil talk initiation
Silence or Confusion
10. Silence or Confusion.

The investigator then developed an observation sheet for observing individual teachers using the ten categories given by Flanders as mentioned above.

3.3.3 Questionnaire for School Students at Secondary Level of Education

The first step involved in the development of questionnaire for secondary school students in Mizoram was the selection of items. For this purpose, the investigator carried out an extensive review on literature related to the learning methods of English as a second language and the problems faced by secondary school students in learning English language. The items of the questionnaire were constructed on the basis of the review of literature as well as on the basis of the opinion of expert teachers and professors in the field. The investigator initially framed 11 items which were distributed to experts. The items for the questionnaire were finalised on the basis of the experts' opinion.

3.4.0 Collection of Data:

Primary data were collected from sample English teachers and students of secondary schools by administering the tools constructed by the investigator. Secondary data were collected from journals, articles, books, dictionaries, reviews and essays on relevant topics.

The investigator distributed the questionnaire in all 11 districts of Mizoram classifying the schools into government, deficit and private secondary schools. All respondents were informed about the objectives of the study and all were assured of the confidentiality of their respective responses.

Data for evaluation of the prescribed textbooks were also collected from secondary sources. The three English textbooks namely: Essential English Coursebook, Essential English Literature reader and Essential English Workbook,

prescribed for Class IX and Class X by Mizoram Board of School Education served as the main sources of study. Secondary data were also collected from journals, articles, books, dictionaries, reviews and essays on relevant topics.

Data for observation of classroom interaction was done on the basis of Flander's Interaction Analysis among 30 English teachers both from government schools as well as private schools.

3.5.0 Tabulation of Data:

Data on the profile of teachers, teaching methods, learning methods, observation of classroom teaching, problems faced by teachers and students in the teaching-learning of English language were tabulated in the form of tables.

3.6.0 Analysis of Data:

Data collected for realising the objectives of the study were analysed qualitatively and quantitatively. Interpretation was also done to make the analysis of the data more meaningful. Simple statistical techniques such as frequencies and percentages were used for better analysis and interpretation of data.

Tests of significance of difference between the effectiveness level in classroom interaction pattern between male and female teachers and difference between management of school i.e., Government and private teachers were carried out using suitable statistical techniques like Mean, Standard Deviation and T-Test.

The six prescribed English textbooks were analyzed based on general impressions followed by an in-depth study of the textbooks. The general impression was gained by reading the contents page and then skimming through the books. The investigator carried out an in-depth study by analyzing the content matter of the six prescribed textbooks according to the objectives of teaching English at secondary level of education.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with analysis and interpretation of collected data in terms of the objectives of the study. They are presented in the following order:

4.1.0 Academic, Professional and Personal Profile of English Teachers at Secondary Level of Education

4.2.0 Methods of Teaching English Language Employed by English Teachers at Secondary Level of Education in Mizoram

4.3.0 Methods of Learning English Language Practised by Students at Secondary Level of Education in Mizoram

4.4.0 Classroom Teaching Learning Process for Teaching of English in the Context of Flander's Interaction Analysis Category System (FIACS)

4.5.0 Problems faced by Teachers while Teaching English at Secondary Level of Education in Mizoram

4.6.0 Problems faced by Students while Learning English Language at Secondary Level of Education in Mizoram

4.7.0 Evaluation of English Textbooks prescribed for Class IX and Class X by Mizoram Board of School Education in terms of Objectives of Teaching English Language at Secondary Level i.e., Listening, Speaking, Reading and Writing Skills at Secondary level of Education in Mizoram.

4.1.0 Academic, Professional and Personal Profile of English Teachers at Secondary Level of Education

Table 4.1.1: Academic Profile of English Teachers at Secondary Level of Education

U.G.	B.A.	B.Sc.	B.Com.	B.E.	B.Tech.	BCA
	60%	2%	4%	0%	0%	0%
P.G.	M.A.	M.Sc.	M.Com.	M.Tech.	MCA	MBA
	64%	2%	0%	0%	0%	2%
	M.Phil	Ph.D	-			
	0%	0%				
Percentage of teachers who studied English as core/honours in college days			60%			

An analysis of data vide Table 4.1.1 shows that 60% of English teachers possess a Bachelor of Arts (B.A.) degree, while 2% hold a Bachelor of Science (B.Sc.) degree, and 4% have a Bachelor of Commerce (B.Com.) degree. No teachers have a Bachelor of Engineering (B.E.), Bachelor of Technology (B.Tech.), or Bachelor of Computer Applications (BCA.). On the other hand, 64% of teachers hold a Master of Arts (M.A.) degree, while 2% have a Master of Science (M.Sc.) degree. None of the teachers have a Master of Commerce (M.Com.), Master of Technology (M.Tech.), Master of Computer Applications (MCA), or Master of Business Administration (MBA) degree.

The percentage of teachers who have studied English as their core/honours paper during college days are found to be 60%. No teachers are found to hold M.Phil. and Ph.D. degrees.

4.1.2 Professional Qualification of English Teachers at Secondary Level of Education

B.Ed	83%
M.Ed	0%
Any other	17%

Mode of acquiring B.Ed. Degree	
In-Service	46%
Pre-Service	22%
Distance Mode	22%
Multimode under IASE, Mizoram	11%
Percentage of teachers taking English as their pedagogy paper in B.Ed.	70%
Percentage of teachers who did not take up English as their pedagogy paper in B.Ed.	30%
No of teachers who have attended special training courses in English Language Teaching	40%
No. of teachers who have not gone through any training course in English Language Teaching	60%

An analysis of data vide Table No. 4.1.2 reveals that 83% of English teachers hold a Bachelor of Education (B.Ed.) degree, with none holding a Master of Education (M.Ed.) degree. Among those with a B.Ed. degree, 46% obtained it through in-service mode, while 22% acquired it through pre-service mode, 22% through distance mode, and 11% through multimode under IASE, Mizoram. Additionally, 17% of English teachers have other professional qualifications.

The study also reveals that 70% of teachers have taken English as their

pedagogy paper in B.Ed. while 30% are found to not have taken up English as one of their pedagogy papers while pursuing their B.Ed. 40% of teachers have attended special training courses in English language Teaching while 60% are found to have never attended any courses as such.

4.1.3 Personal Profile of English Teachers at Secondary Level of Education (Age and Gender)

Below 30	30-39	40-49	50-59
17%	41%	28%	14%
Male	Female		
23%	77%		

The above table i.e., Table 4.1.3 shows that 17% are under the age of 30, 41% are aged between 30 to 39, 28% fall between 40 to 49 years old, and 14% are between 50 to 59 years old. Regarding gender distribution, male teachers make up 23% of the sample, while the majority, comprising 77%, are female.

4.2.0 Methods of Teaching English Language Employed by English Teachers at Secondary Level of Education in Mizoram

Table 4.2.1 Methods of Teaching English Language Employed by English Teachers at Secondary Level of Education

Name of the method	Frequently	Rarely	Never
Direct Method	71%	29%	0%
Bilingual Method	81%	19%	0%
Grammar Translation Method	73%	25%	2%
Audio-Lingual Method	18%	49%	33%
Dr. West's new Method	19%	32%	49%
Communicative Language Teaching method	62%	36%	2%
Eclectic Method	54%	38%	8%

An analysis of data vide Table 4.2.1 shows that 71% of the teachers frequently and 29% rarely use Direct Method to teach English language to students while 0% never use this Method in teaching English language. The study also reveals that 81% of the teachers frequently and 19% rarely use Bilingual Method to teach English language to students while 0% never use this Method in teaching English language.

The table also reveals that 73% of the teachers frequently and 25% rarely use Grammar translation Method to teach English language to students while 2% never use this Method in teaching English language. The study also reveals that 18% of the teachers frequently and 49% rarely use Audio Lingual Method to teach English language to students while 33% never use this Method in teaching English language.

The table also shows that 19% of the teachers frequently and 32% rarely use

Dr. West's New Method to teach English language to students while 49% never use this Method in teaching English language while 62% of the teachers frequently and 36% rarely use Communicative language teaching Method to teach English language to students while 2% never use this Method in teaching English language. The percentage of teachers who are found to be frequently using Eclectic method in teaching English language to secondary school students are 54% while 38% rarely use this method. 8% are also found to be never using the Eclectic Method to teach English language to students.

4.2.2 Teaching Aids used by English Teachers in Teaching English Language at Secondary Level of Education

Name of teaching aid	Frequently (%)	Rarely (%)	Never (%)
Radio	3	5	92
Television	10	8	82
Computer/laptop	18	44	38
Language laboratories	6	15	79
Picture charts	41	39	20
Flash cards	18	33	49
Projectors	15	21	64
Prescribed textbooks only	93	7	0
Mobile phones	28	53	19
Tablets	3	33	64
Supplementary reading materials	42	51	7
Newspapers	18	52	30
Magazines	19	54	36
Globes	8	32	60
Maps	10	36	54
Picture charts	30	37	33
Flipcards	13	28	59
Flipcharts	12	30	58

Mounted pictures	8	28	64
Flannel boards	2	21	77
Tape recorder	2	10	88
Gramophone	0	5	95
Movies/films	10	40	50
Models/real objects	15	60	25
Blackboard/whiteboard	96	4	0
Roll-up board	0	26	74
Cut outs from magazines and newspapers	10	55	35
Smartboards	10	17	73
Slides	2	27	71
Filmstrips	0	13	87

The above table No. 4.2.2 shows that 3% of teachers frequently and 5% rarely use a radio for teaching English language to students while 92% never use it in the teaching-learning process. The study also reveals that 10% of teachers frequently and 8% rarely use a television for teaching English language to students while 82% never use it. The percentage of teachers who frequently make use of computers or laptops is 18% while those who rarely use these devices are 44%. 38% are found to be never using computers or laptops in the teaching of English language. 6% of teachers frequently and 15% rarely make use of language laboratories for teaching English language to students while 79% never use them. It is also revealed that 41 % of teachers frequently and 39% rarely use picture charts for teaching English language to students while 20 % never make use of picture charts while teaching English language.

The study reveals that 18% of teachers frequently and 33% rarely use flash cards for teaching English language to students while 49 % never use it. It is also found that 15% of teachers frequently and 21% rarely use projectors for teaching English language to students while 64% never make use of projectors.

There are as many as 93% of teachers who frequently and 7% rarely use only the prescribed textbooks in teaching English language to secondary school students while 0% said that they never use only the prescribed textbooks.

It is also revealed that 28% of teachers frequently and 53% rare use mobile phones for teaching English language to students while 19% never use it in the teaching of English language.

The study also reveals that the percentage of teachers who frequently make use of tablets is 3% while those who rarely use it are 33%. 64% are found to be never using tablets in the teaching of English language.

The table shows that 42% of teachers frequently and 51% rarely make use of supplementary reading materials for teaching English language to students while 7% never use such materials.

It is also revealed that 18% of teachers frequently and 52% rarely use of newspapers for teaching English language to students while 30% never use it. The percentage of teachers who frequently make use of magazines is found to be 10% while those who rarely use magazines are 52%. 36% are found to be never using them in the teaching of English language.

The table also shows that 8% of teachers frequently and 32% rarely use of globes for teaching English language to students while 60% never use it. 10% of teachers frequently and 36% rarely use of maps for teaching English language to students while 54% never use it.

The percentage of teachers who frequently make use of picture charts is 30% while those who rarely use picture charts are 37%. 33% are found to be never using picture charts in the teaching of English language.

The table shows that 13% of teachers frequently and 28% rarely make use of flipcards for teaching English language to students while 59% never use such teaching aids. The study also reveals that the percentage of teachers who frequently make use of flipcharts is 12% while those who rarely use it are 30%. 58% are found to be never using flipcharts in the teaching of English language.

The table also shows that the percentage of teachers who frequently make use of mounted pictures is 8% while those who rarely use it are 28%. 64% are found to be never using these in the teaching of English language.

The study reveals that the percentage of teachers who frequently make use of flannel boards is 2% while those who rarely use it are 21%. 77% are found to be never using them in the teaching of English language.

The study also reveals that 2% of teachers frequently and 10% rarely use a tape recorder for teaching English language to students while 88% never use it. The percentage of teachers who frequently make use of a gramophone is 0% while those who rarely use it are 5%. 95% are found to be never using a gramophone in the teaching of English language.

The study also reveals that the percentage of teachers who frequently make use of movies or films is 10% while those who rarely use it are 40%. 50% of the teachers never make use of movies and films in teaching English to students.

The percentage of teachers who frequently make use of models/real objects is found to be 15% while those who rarely use them are 60%. 25% are found to be never using models in the teaching of English language. The study also reveals that 96% of teachers frequently and 4% rarely use a blackboard/whiteboard for teaching English language to students while 0% never use it.

The study also reveals that the percentage of teachers who frequently make use of roll-up boards is 0% while those who rarely use these kinds of teaching aids are 26%. 74% of the teachers are found to never make use of them in teaching English to students.

It is also seen that 10% of teachers frequently and 55% rarely use cut-outs from magazines and newspapers for teaching English language to students while 35% never use such materials.

The percentage of teachers who frequently make use of smartboards is found to be 10% while those who rarely use them are 17%. 73% are found to be never using smartboards in the teaching of English language.

The study also reveals that 2% of teachers frequently and 27% rarely use slides for teaching English language to students while 71% never use it.

The percentage of teachers who frequently make use of filmstrips is found to be 0% while those who rarely use them are 13%. 87% are found to be never using these teaching aids in the teaching of English language.

4.2.3. Methods of Motivating Students in Learning English used by English Teachers at Secondary Level of Education

Methods of motivating students in learning English used by teachers at secondary level of education	Percentage
Enhancing students' curiosity	66%
Linking past experiences with that of the present	51%
Asking questions	87%
Showing pictures related to the lesson	36%
Narrating stories or incidents	81%
Telling the importance of English language proficiency	68%
Giving activities	70%
Giving time for discussion followed by presentations	43%
Project work on making short video clips in English language	6%
Giving positive reinforcements	60%
Language games	15%
Making students share their experiences relating to the topics to be learned	49%

An analysis of data vide Table No. 4.2.3 shows that 66% of the teachers motivate their students by enhancing their curiosity while 51% are found to be motivating their students by linking the past experiences of the students to those of the present. It is also found that 87% of teachers usually begin their classes by asking questions in order to motivate their students. 36% of teachers are found to be motivating their students by showing pictures related to the lesson while 81% narrate stories or incidents to motivate the students.

As many as 68% of teachers tell the importance of having proficiency in

English language to motivate the students while 70% give activities. The study also reveals that 43% of teachers give time for discussion which is followed by presentation.

To motivate students in learning English language, 6% of teachers give project works on making short video clips in English language while 60% give positive reinforcements to motivate students in teaching English language. 15% of teachers make use of language games in order to motivate their students and 49% are found to be making students share their experiences relating to topics to be learned.

4.2.4 Techniques and Methods used by English Teachers in Teaching Prose to Students at Secondary Level of Education.

Techniques/methods used in teaching Prose	Frequently	Rarely	Never
Explaining	98%	2%	0%
Explaining and illustrating with examples	91%	9%	0%
Question and Answer	89%	11%	0%
Lecture	82%	18%	0%
Translation	91%	9%	0%
Story telling	69%	29%	2%
Role playing	15%	63%	22%
Dramatization	4%	59%	37%
Teaching new vocabulary and structure	81%	19%	0%
Model reading	40%	53%	7%
Loud reading	89%	9%	2%
Silent reading	22%	67%	11%
Discussion	42 %	54%	4%

The table above Table No. 4.2.4 shows the different techniques and methods used by English teachers in teaching prose to secondary school students. 98% of teachers are found to be using Explaining frequently while 2% use this rarely. No teachers are found to never use explaining to teach prose in their class.

The study reveals that the percentage of teachers who frequently use Explaining and Illustrating with example is found to be 91% while those who rarely use this technique is 9%. No teachers are found to be never explaining and illustrating with examples in teaching prose. The study reveals that 89% of teachers frequently and 11% rarely use Question and Answer for teaching prose to students while 0% never use it. Lecturing is found to be used by 8% while those who rarely use this technique is 18%. 0% are found to be never using this method in teaching prose. It is also found that 91% of teachers frequently and 9% rarely use Translation for teaching prose to students while 0% never use it.

The percentage of teachers who frequently use Story telling method is found to be 69% while those who rarely use this technique is 29%. 2% are found to be using this method in teaching prose while it is also found that 15% of teachers frequently and 63% rarely use Role Playing for teaching prose to students while 22% never use it.

The study reveals that 4% of teachers frequently and 59% rarely use Dramatization for teaching prose to students while 37% never use it while it is found that 81% of teachers frequently and 19% rarely use teaching new vocabulary and structure for teaching prose to students while 0% never use it.

The percentage of teachers who frequently use Model reading is found to be 40% while those who rarely use this technique is 53%. 7% are found to be using this method in teaching prose. The percentage of teachers who frequently use Loud reading is found to be 89% while those who rarely use this technique is 9%. 2% are found to be using this method in teaching prose while the percentage of teachers who frequently use Silent reading is found to be 22% while those who rarely use this technique is 67%. 11% are found to be using this method in teaching prose.

It is also found that 42% of teachers frequently and 54% rarely use Discussion for teaching prose to students while 4% never use it.

4.2.5 Techniques and Methods used by English teachers in teaching Poetry Students at Secondary Level of Education

Techniques/methods used in teaching Poetry	Frequently	Rarely	Never
Explaining	93%	5%	2%
Explaining and illustrating with examples	79%	12	9
Lecture	86	12	2
Translation	86	11	3
Story telling	60	30	10
Role playing	12	54	34
Dramatization	10	40	50
Teaching new vocabulary and structure	93	5	2
Model reading	51	37	12
Loud reading	87	11	2
Silent reading	37	40	23
Discussion	48	48	4
Question and Answer	89	9	2

An analysis of data vide Table No. 4.2.5 shows that 93% of teachers are found to be using Explaining frequently while 5% use this rarely to teach poetry to secondary school students. 2% of teachers are found to never use explaining to teach poetry in their class.

The study reveals that the percentage of teachers who frequently use Explaining and Illustrating with example is found to be 79 % while those who rarely use this technique is 12%. 9% are found to be never using explaining and illustrating with examples in teaching poetry.

The study reveals that 86% of teachers frequently and 12% rarely use Lecturing

for teaching poetry to students while 2% never use it. It is also found that 86% of teachers frequently and 11% rarely use Translation for teaching poetry to students while 3 % never use it.

The percentage of teachers who frequently use Story telling method is found to be 60% while those who rarely use this technique is 30%. 10% are found to be using this method in teaching poetry while it is also found that 12% of teachers frequently and 54% rarely use Role Playing for teaching poetry to students while 34% never use it.

The study reveals that 10% of teachers frequently and 40% rarely use Dramatization for teaching poetry to students while 50% never use it while it is found that 93% of teachers frequently and 5% rarely use teaching new vocabulary and structure for teaching poetry to students while 2% never use it.

The percentage of teachers who frequently use Model reading is found to be 51% while those who rarely use this technique is 37%. 12% are found to be using this method in teaching poetry.

The percentage of teachers who frequently use Loud reading is found to be 87% while those who rarely use this technique is 11%. 2% are found to be using this method in teaching poetry while the percentage of teachers who frequently use Silent reading is found to be 37% while those who rarely use this technique is 40%. 23 are found to be using this method in teaching poetry.

It is also found that 4% of teachers frequently and 48% rarely use Discussion for teaching poetry to students while 4% never use it in teaching poetry to students. It is also found that 89% of the English teachers frequently use Question and Answer technique, 9% rarely and 2 % never use the technique for teaching poetry.

4.2.6 Techniques and methods used by English teachers in teaching Grammar to Students at Secondary Level of Education

Techniques/methods used in teaching Grammar	Frequently	Rarely	Never
Explaining	98	2	0
Explaining and illustrating with examples/activities	93	2	5
Translation	83	15	2
Inductive-Deductive Method	59	38	3
Question and Answer	93	7	0
Lecture	90	10	0
Discussion	59	32	9

An analysis of data vide Table 4.2.6 shows the different techniques and methods used by English teachers in teaching grammar to students at secondary level of education. 98% of teachers are found to be using Explaining frequently while 2% use this rarely. No teachers are found to never use explaining to teach grammar in their class.

The study reveals that the percentage of teachers who frequently use Explaining and Illustrating with example and activities is found to be 93% while those who rarely use this technique is 2%. 5% are found to be never explaining and illustrating with examples in teaching grammar. 83% of teachers are found to be using Translation frequently while 15% use this rarely. 2% of teachers are found to never use explaining to teach grammar in their class.

It is also found that 59% of teachers frequently and 38% rarely use Inductive-Deductive for teaching grammar to students while 3% never use it. The study reveals that 93% of teachers frequently and 7% rarely use Question and Answer for teaching grammar to students while 0% never use it. Lecturing is found to be 90% while those

who rarely use this technique is 10%. 0% are found to be using this method in teaching prose.

The percentage of teachers who frequently use discussion in teaching grammar is found to be 59% while those who rarely use this technique is 32%. 9% are found to be using this technique in teaching grammar.

4.2.7 Techniques and Methods used by English Teachers in Teaching Writing Composition to Students at Secondary Level of Education

Techniques/methods used in teaching Writing Composition	Frequently	Rarely	Never
Explaining	96	4	0
Explaining and illustrating with examples	91	9	0
Lecturing	93	7	0
Translation	82	16	2
Question and Answer	91	9	0
Discussion	63	35	2
Giving writing exercises	96	2	2
Teaching sequence of writing to write letters, stories, reports, essays, dialogues etc.	96	2	2

An analysis of data vide table 4.2.7 reveals the different techniques and methods used by English teachers in teaching Writing Composition to secondary school students. 96% of teachers are found to be using Explaining frequently while 4% use this rarely. No teachers are found to never use explaining to teach Writing Composition in their class.

The study reveals that the percentage of teachers who frequently use Explaining and Illustrating with example is found to be 91% while those who rarely

use this technique is 9%. 0% are found to be never using explaining and illustrating with examples in teaching prose.

Lecturing is found to be used by 93% while those who rarely use this technique is 7%. 0% are found to not be using this method in teaching Writing Composition.

It is also found that 82% of teachers frequently and 16% rarely use Translation for teaching prose to students while 2% never use it. The study reveals that 91% of teachers frequently and 9% rarely use Question and Answer for teaching Writing Composition to students while 0% never use it.

The percentage of teachers who frequently use Discussion to teach writing composition is found to be 63% while those who rarely use this technique is 35%. 2% are found to never use this method in teaching Writing Composition.

The study reveals that 96% of teachers frequently and 2% rarely give writing exercises for teaching writing composition to students while 2% never use it.

The percentage of teachers who frequently teach the sequence of writing letters, stories, reports, essays, dialogues etc is found to be 96% while those who rarely use this technique is 2%. 2% are found to never be using this method in teaching Writing Composition.

4.2.8 Activities/exercises/programmes assigned by teachers to develop English language skills

Name of activities/exercises/programmes assigned by teachers to develop students English language skills	Percentage of Teachers using the activities/exercise/programmes
Dramatization	21
Role playing	36
Explaining and Illustrating	79
Questioning	83
Group discussions and presentations	49
Correcting errors and mistakes	74
Peer correction	34
Interviews	6
Poster making	64
Note making	72
Language games	19
Language quiz	11
Inviting language experts	0
Inviting native speakers of English	6
Narrating stories and letting students reproduce the summary	53
Giving keywords and asking students to make up stories of their own	40
Activities in Language laboratory	2
Field trips	4
Library visit	19
Activities under English language Club	4
Letting students watch language tutorials from the internet	26
Spoken English classes	23

Writing competition (Poetry/essay/Article etc)	68
Reading Competition	43
Organising debates	17
Extempore	28
Elocution	13

An analysis of data vide table No. 4.2.8 shows that 21% of the teachers make use of Dramatization to develop their students' English language skills while 36% are found to be assigning Role Playing activities to their students. It is also found that 79% of teachers use Explaining and Illustrating to develop students' language skills while 83% of teachers are found to be using questioning to initiate interaction among the students.

As many as 49% of teachers make use of group discussions and presentations while 74% make students activities to correct their own errors and mistakes. The study also reveals that 34% of teachers make opportunities for students to correct the written works of their peers. 6% of teachers make use of interviews, 64% utilises poster making and 72% of the teachers make use of note making activities.

The study also reveals that 19% of teachers organise language games and 11% organise language quiz to develop students' English language skills. It is also shown that 0% invite language experts to their schools to develop students' language skills while 6% are found to have invited native speakers of English to their schools.

It is also found that 53% of teachers narrate stories and let students reproduce the summary to develop students' language skills while 40% of teachers are found to be giving keywords and asking students make up stories of their own.

The percentage of teachers who are found to be assigning activities to students in language laboratories are 2%. The study also reveals that 4% of teachers use to take their students on field trips while 19% make use of library visits to develop students English language skills.

It is also revealed that 4% of teachers make use of different activities under English language clubs while 26% of teachers are found to let students watch language tutorials from the internet. 23% of teachers make use of spoken English classes in the

school while 68% organise writing competition to develop students' English language skills.

The study also reveals that 43% of teachers conduct reading competition, 17% organise debates, 28% conduct extempore and 13 % of English teachers are found to be organising elocution to develop students' English language skills.

4.2.9 Activities used by English teachers to develop Listening Skill

Activities used by teachers to develop Listening Skill	Percentage of teachers using the activity
Reproduction exercises (Practising correct pronunciations)	74
Spelling and dictation	89
Using of audio-visual aids	13
Repetition exercises/drills	60
Question-answer activities	89
Role-playing activities	26
Showing films or charts and asking students to speak few sentences on it	13
Performing actions (Giving outline of stories, asking students to create their own version of the stories, asking students to talk on a particular given topic etc)	32

An analysis of data vide table No. 4.2.9 shows that 74% of teachers use reproduction exercises (practising correct pronunciations) to develop the listening skill of students in a classroom. 89% of teachers are found to be making use of spelling and dictation while 60% utilise repetition exercises/drills.

It is also found that 89% of teachers ask questions and demand answers from students to develop their listening skills. Again, 26% of teachers are found to be utilising Role-playing activities, 13% show films or charts and asking students to speak few sentences on it. 32% of teachers are also found to be making use of performing actions in the classroom.

4.2.10 Activities used by English Teachers to develop Speaking Skill

Activities used by teachers to develop Speaking Skill	Percentage of teachers using the activity
Repetition drill	81
Substitution drill	51
Transformation drill	43
Conversation/interaction activities	51
Discussions	64
Debates	15
Presentations	32
Word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause	64
Role playing	28
Practising the right pronunciation of every word in the textbook through reading	87
Organising debates, extempore speech, elocution, drama competition, narration of short stories etc	23
Dramatization	17

Table 4.2.10 shows that 81% of teachers make use of Repetition drill to develop students' speaking skills in the classroom. The study also reveals that 51% of teachers make use of Substitution drill, 43% Transformation drill, 51% Conversation/interaction activities, 64% Discussions, 15 % Debates, 32 % Presentations to develop the speaking skill of students.

It is also found that 64% of teachers utilise word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause while 28% of teachers are found to be using Role playing in the classroom. 87% are found to be letting students practise the right pronunciation of every word in the textbook through reading.

The study also reveals that 23% of the teachers organise debates, extempore speech, elocution, drama competition, narration of short stories etc., while 17% make use of dramatization to develop the speaking skill of students in the class.

Table No. 4.2.11 Activities used by English teachers to develop Reading Skill.

Activities used by teachers to develop Reading Skill	Percentage of teachers using the activity
Word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause	85
Organising practice sessions	30
Diagnosing reading difficulties among students	40
Model reading	51
Loud reading	96
Silent reading	55
Intensive reading	40
Extensive reading	45
Speed reading	53
Alphabetic method	30
Phonic method	28
Look and say method	23
The sentence method	38

An analysis of data vide Table 4.2.11 shows that 85% of teachers make use of Word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause. 30% of teachers are found to be organising practice sessions in the classrooms to develop reading skills in students while 40% are found to be Diagnosing reading difficulties among students in order to develop their reading skills.

The percentage of teachers who utilise Model Reading is found to be 51 %, 96% Loud Reading, 55 % Silent Reading, 40% Intensive Reading, 45% Extensive

Reading and 53% Speed Reading. The study further finds out that to develop the reading skills of students, 30% of teachers utilise the Alphabetic method, 28% the Phonic Method, 23% the Look and Say Method and 38% the Sentence method.

4.2.12 Activities used by English teachers to develop Writing Skill

Activities used by teachers to develop Writing Skill	Percentage of teachers using the activity
Enabling students to write frequently on a variety of topics for different purposes and audiences	77
Letting students choose their favourite topics and write to develop an understanding of the correct English structures and conventions of language	66
Sentence completion activities	49
Using four line notebooks	19
Displaying of charts with good handwriting	15
Developing proper posture	28
Teachers' handwriting as a model	32
Testing students' writing by giving importance to spacing, uniformity in size, simplicity, speed, distinctiveness, use of vocabulary etc.	66
Word games	13
Writing competitions	62

A perusal of Table No. 4.2.12 shows that 77% of teachers are found to be enabling students to write frequently on a variety of topics for different purposes and audiences while 66% of the teachers let students choose their favourite topics and write to develop an understanding of the correct English structures and conventions of language.

It is also found that 49% of teachers use Sentence completion activities to develop the writing skill of students while 19% make use of four lined notebooks. The study further reveals that 15% of teachers display charts with good handwriting for students to imitate while 28% works at developing proper writing posture. 32% of the teachers gives importance to good handwriting and use their own handwriting as a model for students.

The table reveals that 66% of teachers test students' writing by giving importance to spacing, uniformity in size, simplicity, speed, distinctiveness, use of vocabulary etc., while 13% of the teachers give importance and make use of word games. The study also finds out that 62% of the teachers organise and make use of writing competitions to develop writing skills among the students.

4.3.0 Methods of Learning English Language Practised by Students at Secondary Level of Education in Mizoram

Table 4.3.1 Methods of Learning English Language Practised by Students at Secondary Level of Education in Mizoram

Sl.No.	Methods of learning English language	Govt. School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Loud Reading	39	32	36	36
b.	Silent Reading	11	14	12	12
c.	Loud and Silent Reading	48	45	47	47
d.	Taking down notes when the teachers explain	23	22	24	23
e.	I can best understand by listening to the teachers explanation	31	38	34	34

f.	I can best understand by looking at what the teacher writes on the board/powerpoint presentation/ teaching aids	20	16	16	18
g.	I read and memorise notes	51	48	14	49
h.	I use the dictionary/browse the internet to understand difficult words	50	60	47	52
i.	Making use of the internet to develop the four skills	18	22	16	18
j.	Making use of social media	40	52	33	41
k.	Making use of the television	22	25	13	21
l.	Making use of the radio	2	0	0	1

An analysis of data vide Table 4.3.1 shows that 39% of secondary school students from government schools learn English by loud reading, while 32% from deficit schools and 36 % from private high schools read aloud too. It was also found that the total percentage of students learning English by Loud reading is 36%.

It is also revealed that 12% of the students use silent reading to learn English language. The percentage of secondary school students using silent reading with respect to school management is as follows: 11% from government schools, 14% from deficit schools and 12% from private schools.

The percentages of secondary school students who use both loud and silent reading to learn English language is found to be 47%. It was found that 48% from

government schools, 45% from deficit schools and 47% from private schools learn English language by combining loud and silent reading.

The table also shows that there are 23% of government school students, 22% of deficit school students and 24% of private school students who learn English language by taking down notes when the teachers explain the lessons. The total percentage of secondary school students who learn in this way is found to be 23%.

It is also found that 31% of students from government schools, 38% from deficit and 34% from private schools can best understand by listening to the teachers' explanation. The total percentage is 34%.

The table also shows that there are 18% of students who said that they can best understand English language by looking at what the teachers write on the board, their powerpoint presentations and the teaching aids used by the teachers. The percentage of secondary school students who learn in this way with respect to school management is as follows: 20 % from government schools, 16% from deficit schools and 16% from private schools.

It is revealed that 49% of the students read and memorise notes when learning English language in schools. The percentage of students who learn in this way with respect to school management is as follows: 51% from government schools, 48% from deficit schools and 45% from private schools.

The table again shows that that 52% of the students use a dictionary and browse the internet to understand difficult words. The percentage of students who learn English in this way with respect to school management is as follows: 50% from government schools, 60% from deficit schools and 4% from private schools.

It is found that 18% of students use the internet to develop the four language skills. The percentage of students who learn English in this way with respect to school management is as follows: 18% from government schools, 22% from deficit schools and 16% from private schools.

The study also reveals that 41% of students make use of social media to learn English language. The percentage of students who learn English in this way with respect to school management is as follows: 40% from government schools, 52% from deficit schools and 33% from private schools.

Again 21% of students are found to be making use of the television to learn

englishi language. The percentage of students who learn English in this way with respect to school management is as follows: 22% from government schools 25% from deficit schools and 13% from private schools.

The study also reveals that 1% of students make use of the radio to learn English language. The percentage of students who learn English in this way with respect to school management is as follows: 2% from government schools, 0% from deficit schools and 0% from private schools.

Table 4.3.2 Methods of Learning Prose by Students at Secondary Level of Education in Mizoram

Sl. No.	Methods of Learning Prose	Govt. School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Reading	33	35	34	34
b.	Reading and answering questions at the end of each lesson	35	41	29	35
c.	Reading and memorizing notes	52	46	49	50
d.	Memorizing the whole lesson	10	10	13	11
e.	Listening to the teachers lecture	54	57	58	56
f.	Listening to the teachers lecture and taking down notes	25	23	25	24
g.	Looking up meaning of difficult words by using a dictionary	36	29	24	31
h.	Looking up meaning from dictionary/internet and learning the notes	29	27	24	28
i.	Discussing the lesson with friends	21	17	15	19
j.	Reading the summary from the internet	12	10	6	10
k.	Asking questions to teachers/friends/parents/elders	32	18	22	26

An analysis of data vide Table No. 4.3.2 reveals the percentage of students who learn prose by reading with respect to management of schools is as follows: 33% of students from government schools, 35% from deficit schools and 34% from private schools. The total percentage of all students who learn prose by reading is found to be 34%.

The percentage of secondary school students who learn prose by reading and then answering questions given at the end of each lesson with respect to management of schools is as follows: 35% of students from government schools, 41% from deficit schools and 29% from private schools. The total percentage of all students who learn prose by reading and then answering questions given at the end of each lesson is 35%

The study reveals that 50% of the students are found to be learning prose by reading and memorizing notes. The percentage of secondary school students with respect to management of schools is as follows: 52% of students from government schools, 46% from deficit schools and 49% from private schools.

It is found that 10% of Government school students, 10% of deficit school students and 13% of private school students learn prose by memorizing the whole lesson. The total number of students who learn prose by memorizing the whole lesson is found to be 11%

The study also reveals that 54% of government, 57% of deficit, 58% of private school students learn prose by listening to the teachers lecture only. The total number of students who learn prose in this way is found to be 56%.

The study shows that 25% of government school students, 23% of deficit school students and 25% of private school students learn prose by listening to the teachers' lectures and then taking down important points. 24% of all the students are found to be learning prose in the same manner.

The table also shows that 36% of government school students, 29% of deficit school students and 24% of private school students learn prose by looking up meaning of difficult words by using a dictionary. The total percentage of students who learn in this way is found to be 31%.

The total percentage of students who learn prose by looking up meaning from dictionary, internet and learning the notes in this way is 28%. The percentage with respect to management of schools is as follows: 29% were from government schools,

37% from deficit schools and 24% from private schools.

Again 19% of all the secondary school students learn prose by discussing the lesson with their friends. The percentage with respect to management of schools is as follows: 211% were from government schools, 7% from deficit schools and 151% from private schools.

The table also shows that 10% learn prose by reading the summary from the internet. It was also found that among the students, 12% were from government schools, 10% from deficit schools and 6% from private schools.

The study reveals that 26% of students learn prose by asking questions to their teachers, friends, parents and elders. The percentage of secondary school students with respect to management of schools is as follows: 32% of students from government schools, 18% from deficit schools and 22% from private schools.

Table 4.3.3 Methods of Learning Poetry by Students at Secondary Level of Education in Mizoram

Sl.No.	Methods of Learning Poetry	Govt. School students (%) N = 901	Deficit School students (%) N = 463	Private School students (%) N = 423	Total No. of students (%) N = 1787
a.	Reading and memorizing each stanza/the whole poem	38	39	42	39
b.	Reading and translating difficult words	45	41	32	41
c.	Reading, translating difficult words and memorizing notes	40	37	37	38
d.	Listening to the teachers' lecture and taking down notes	37	37	43	48
e.	Memorizing meaning of difficult vocabulary in each poem	17	20	20	19
f.	Reading and writing a summary of the poem	17	27	20	20
g.	Discussing the lesson with friends	20	14	14	17
h.	Memorizing the meaning and uses of literary devices	7	6	7	7
i.	Listening to tutorials from the internet	11	8	4	9
j.	Reading a summary of the poem from the internet	8	10	7	8
k.	Asking questions to teachers/friends/parents/elders	30	16	29	26

An analysis of data vide Table No. 4.3.3 shows that secondary school students who learn poetry by reading and memorizing each stanza with respect to management of schools is as follows: 38% of students from government schools, 39% from deficit schools and 42% from private schools. The total percentage of all students who learn poetry in this manner is found to be 39%.

The percentage of secondary school students who learn poetry by reading and

then translating the difficult words with respect to management of schools is as follows: 45% of students from government schools, 41% from deficit schools and 32% from private schools. The total percentage of all students who learn poetry in this method is found to be 41%.

The study reveals that 38% of the students are found to be learning poetry by reading, translating the difficult words and memorizing notes. The percentage of secondary school students with respect to management of schools is as follows: 40% of students from government schools, 37% from deficit schools and 37 % from private schools.

It is also found that 37% of government school students, 37% of deficit school students and 43% of private school students learn poetry by listening to the teachers' lecture and taking down notes. The total number of students who learn poetry in this method is found to be 48%.

The study also reveals that 17% of government, 20% of deficit, 20% of private school students learn poetry by memorizing meaning of difficult vocabulary in each poem. The total number of students who learn poetry in this way is found to be 19%.

The study shows that 17% of government school students, 27% of deficit school students and 20% of private school students learn poetry by reading and writing a summary of the poem. 20 % of all the students are found to be learning poetry in the same manner.

The table also shows that 20% of government school students, 14% of deficit school students and 14% of private school students learn poetry by discussing the poem with friends. The total percentage of students who learn in this way is found to be 17%.

It is also revealed that 7% of all the students learn poetry by memorizing the meaning and uses of literary devices. The percentage with respect to management of schools is as follows: 7% were from government schools, 6% from deficit schools and 7% from private schools.

Again 9% of all the secondary school students learn poetry by listening to tutorials from the internet. The percentage with respect to management of schools is as follows: 11% were from government schools, 8 % from deficit schools and 4% from private schools.

The table also shows that 8% learn poetry by reading the summary of the poems from the internet. It was also found that among the students, 8% were from government schools, 10% from deficit schools and 7% from private schools.

The study reveals that 26% of students learn poetry by asking questions to their teachers, friends, parents and elders. The percentage of secondary school students with respect to management of schools is as follows: 30% of students from government schools, 16% from deficit schools and 29% from private schools.

Table 4.3.4 Methods of learning grammar by Students at Secondary Level of Education in Mizoram

Sl.No.	Methods of Learning Grammar	Government School students % N = 901	Deficit School students % N = 463	Private School students % N = 423	Total No. of students % N = 1787
a.	Memorizing the rules of grammar	60	68	70	65
b.	Solving grammar exercises from the textbook	45	53	48	48
c.	Listening to teachers' explanation	74	77	71	74
d.	Writing down the rules and then applying them when solving grammar exercises	42	37	43	41
e.	Referring to other grammar books apart from the prescribed English textbooks	23	19	24	22
f.	Listening to youtube grammar tutorials/ materials from the internet	15	22	14	17
g.	Examining and correcting my errors	16	22	26	20
h.	Discussing with friends	26	17	23	23
i.	Asking teachers at school	30	12	27	25
j.	Asking parents/ siblings/elders at home	30	27	28	29

An analysis of data vide Table No. 4.3.4 shows that secondary school students who learn grammar by memorizing the rules with respect to management of schools is as follows: 60% of students from government schools, 68% from deficit schools and 70% from private schools. The total percentage of all students who learn grammar in this manner is found to be 65%.

The percentage of secondary school students who learn grammar by solving grammar exercises from the textbook with respect to management of schools is as follows: 45% of students from government schools, 53% from deficit schools and 48% from private schools. The total percentage of all students who learn grammar in this method is found to be 48 %.

The study reveals that 74% of the students are found to be learning grammar by listening to the teachers' explanation. The percentage of secondary school students with respect to management of schools is as follows: 74% of students from government schools, 77% from deficit schools and 71% from private schools.

It is also found that 42% of government school students, 37% of deficit school students and 43% of private school students learn grammar by writing down the rules and applying them when solving the grammar exercises. The total number of students who learn grammar in this method is found to be 41%.

The study also reveals that 23% of government, 19% of deficit, 24% of private school students learn grammar by referring to other grammar books apart from their English textbooks prescribed by the Mizoram Board of School Education. The total number of students who learn grammar in this way is found to be 22%.

The study shows that 15% of government school students, 22% of deficit school students and 14% of private school students learn grammar by listening to youtube grammar tutorials and using materials from the internet. 17% of all the students are found to be learning grammar in the same manner.

The table also shows that 16% of government school students, 22% of deficit school students and 26% of private school students learn grammar by examining and correcting their own errors. The total percentage of students who learn in this way is found to be 20%

It is also found that 23% of all the students learn grammar by discussing with their friends. The percentage with respect to management of schools is as follows: 26% are from government schools, 17% from deficit schools and 23% from private schools.

Again 25% of all the secondary school students learn grammar by asking teachers at school. The percentage with respect to management of schools is as follows: 30% are from government schools, 12% from deficit schools and 27% from private schools.

The table also shows that 29% learn grammar by asking parents/elders/siblings at

home. It is also found that among the students, 30% are from government schools, 27% from deficit schools and 28% from private schools.

4.3.5 Methods of learning writing composition by Students at Secondary Level of Education in Mizoram

Sl.No.	Methods of Learning Writing Composition	Govt. School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Copying from others	34	21	18	27
b.	Copying from readymade notes from the internet	35	29	27	32
c.	Listening to teachers' explanation and following his/her guidance and directions	54	58	68	58
d.	Reading readymade notes/samples from the internet as guides	23	29	26	25
e.	Making use of dictionary, understanding the text and then completing the assignments	32	41	25	30
f.	Listening to writing composition tutorials from the internet	13	14	11	13
g.	Asking teachers at school	34	11	30	27
h.	Asking friends	31	28	34	31
i.	Asking parents/siblings/elders at home	27	21	22	24
j.	Examining and correcting my errors	20	21	25	21

An analysis of data vide Table No. 4.3.5 shows that secondary school students

who learn writing composition by copying from others is as follows: 34% of students from government schools, 21% from deficit schools and 18 % from private schools. The total percentage of all students who learn writing composition in this manner is found to be 27%.

The percentage of secondary school students who learn writing composition by copying from readymade notes from the internet with respect to management of schools is as follows: 35% of students from government schools, 29% from deficit schools and 27% from private schools. The total percentage of all students who learn writing composition in this method is found to be 32%.

The study reveals that 58% of the students are found to be learning writing composition by listening to the teachers' explanation and following his/her guidance and directions. The percentage of secondary school students with respect to management of schools is as follows: 54% of students from government schools, 58% from deficit schools and 68% from private schools.

It is also found that 23% of government school students, 29% of deficit school students and 26% of private school students learn writing composition by reading readymade notes/samples from the internet to guide them. The total number of students who learn writing composition in this method is found to be 25%.

The study also reveals that 32% of government, 41% of deficit, 25% of private school students learn writing composition by making use of the dictionary, understanding the text and then completing the assignments. The total number of students who learn in this way is found to be 30%.

The study shows that 13% of government school students, 14% of deficit school students and 11% of private school students writing composition by listening to writing composition tutorials from the internet. 13% of all the students are found to be learning writing composition in the same manner.

The table also shows that 34% of government school students, 11% of deficit school students and 30% of private school students learn writing composition by asking teachers at school. The total percentage of students who learn in this way is found to be 27%.

It is also found that 31% of all the students learn writing composition by asking friends. The percentage with respect to management of schools is as follows: 31% %

are from government schools, 28% from deficit schools and 34% from private schools.

Again 24% of all the secondary school students learn writing composition by asking parents/siblings/elders. The percentage with respect to management of schools is as follows: 27% are from government schools, 21% from deficit schools and 22 % from private schools.

The table also shows that 21% learn writing composition by examining and correcting their own errors. It is also found that among the students, 20% are from government schools, 21% from deficit schools and 25% from private schools.

4.3.6. Methods of Completing English Assignments by Students at Secondary Level of Education in Mizoram

Sl. No.	Methods of Completing English Assignments	Govt. School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Copying from friends	33	22	20	27
b.	Reading readymade samples from the internet/bazar notes	48	36	25	40
c.	Reading the text and then solving the questions	44	65	59	53
d.	Practicing first and then writing them down	28	34	48	34
e.	Listening to tutorials from the internet	17	16	14	16
f.	Asking teachers at school	23	11	22	20
g.	Asking friends	31	26	30	29
h.	Asking parents/siblings/at home	31	27	30	30

Table No. 4.3.6 reveals that the percentage of secondary school students who complete their English assignments by copying from friends with respect to management of schools is as follows: 33% of students from government schools, 22% from deficit schools and 20% from private schools complete their English assignments by copying from friends. The total percentage of all students who complete their English assignments in this way is 27%

The study reveals that 40% of the students are found to be completing their English assignments by reading readymade samples from the internet/bazar notes. The percentage of secondary school students with respect to management of schools is as follows: 48% of students from government schools, 36% from deficit schools and 25% from private schools.

It is also found that 44% of government school students, 65% of deficit school students and 59% of private school students complete their English assignments by reading the text first and then solving the questions. The total number of students who use this method to complete their assignments is found to be 53%

The study also reveals that 28% of government, 34 % of deficit, 48% of private school students complete their English assignments by practicing first and then writing down the answers. The total number of students who complete their assignments in this way is found to be 34%.

The study shows that 17% of government school students, 16 % of deficit school students and 14% of private school students complete their English assignments by listening to tutorials from the internet. 16 % of all the students are found to be completing their assignments by this way.

The study shows that 23% of government school students, 11% of deficit school students and 22% of private school students complete their English assignments by asking teachers at school. 20% of all the students are found to be completing their assignments by asking their teachers at school.

The table also shows that 31% of government school students, 26% of deficit school students and 30% of private school students complete their English assignments by asking their friends. The total percentage of students who complete their assignments in this way is found to be 29%.

It is also found that 30% of all the students complete their English assignments

by asking their parents and siblings. The percentage with respect to management of schools is as follows: 31% are from government schools, 273% from deficit schools and 30 % from private schools.

4.4.0 Classroom Teaching Learning Process for Teaching of English in the Context of Flander’s Interaction Analysis Category System (FIACS)

Table 4.4.1 Interpretation according to Indian Standard and Flander’s Standard

Flanders Behavioral Ratio	Interpretation according to Indian Standard					Interpretation According to Flanders standard				
	Indian Standard	cores less than standard	Percentage	ores more than standard	Percentage	Flanders Standard	cores less than standard	Percentage	ores more than standard	Percentage
Teacher Talk Ratio	67	7	23.33 %	23	76.67 %	70	7	23.33 %	23	76.67 %
Pupil Talk Ratio	19	17	56.67%	13	43.33 %	21	17	56.67 %	13	43.33 %
Teacher Response Ratio	26	27	90.00 %	3	10%	35	29	96.67 %	1	3.33 %
Teacher Question Ratio	19	28	93.33 %	2	6.67 %	20	28	93.33 %	2	6.67 %
Pupil Initiation Ratio	12	16	53.33 %	14	46.67 %	15	15	50.00 %	15	50%
Silence/ Confusion	12	30	100 %	0	0%	11	30	100 %	0	0%

- *For Teacher Talk Ratio and Silence/Confusion, an effective teacher exhibits less scores than standard scores whereas in Pupil Talk Ratio, Teacher Response Ratio, Teacher Question Ratio and Pupil Initiation Ratio, an effective teacher exhibits score more than the standard score*

The perusal of the above table no. 4.4.1 shows the analysis of classroom among 30 English Secondary School teachers in Mizoram using Flanders Interaction Analysis

Category System (FIACS). The table depicts Teacher Talk Ratio, Pupil Talk Ratio, Silence/Confusion, Teacher Response Ratio, Teacher Question Ratio and Pupil Initiation Ratio in Fander's Interaction Analysis Category System (FIACS) with Indian Standard and Flanders standard for the ratios.

With reference to Teacher Talk Ratio, it is observed in the above table that among the 30 English teachers at secondary level of education in Mizoram, there are 23.33% of the teachers who score less than Indian Standard and Flanders standard whereas 76.67% (23 teachers) of the teachers are found to have a score above the standard scores. Therefore 23.33% of the English teachers are found to be effective in relation Teacher Talk Ratio while the other 76.67% are ineffective in the mentioned area.

In Pupil Talk Ratio, the table depicts that 56.67% of the teachers score higher than Indian Standard and Flanders Standard while 43.33% score less than the standard. This implies that 56.57% of the English teachers are found to be less ineffective as compared to 43.33% of the other Secondary School English teachers in Pupil Talk Ratio.

The table also highlights the Teacher Response Ratio in which 90% of the English teachers are found to have scores lower than the Indian Standard and 97.67% scored below Flanders standard. The other 10% and 3.33% of the Secondary School English teachers have higher scores than Indian Standard and Flanders Standard respectively. Therefore, according to Indian Standard, 10% of the English Secondary School teachers are effective and 90% are ineffective in Teacher Response Ratio whereas in Flanders Standard, 97.67% are ineffective while 3.33% are effective in Teacher Response Ratio.

The above table depicts Teacher Question Ratio where 93.33% of the English teachers are found with scores lower than the Indian Standard and Flanders standard therefore, found to be ineffective in the area. The other English teachers, i.e., 6.67% scores higher than the norms provided for Indian school and Flanders. Thus, only 2 (6.67%) English teachers are effective in Teacher Question Ratio.

The Pupil Initiation Ratio is shown in the above table No.4.4.1. It is observed in the table that 53.33% of the English teachers are found to be ineffective as they have a score lower than the Indian standard while the other 46.67% having higher scores

are effective in Pupil Initiation Ratio as per Indian standard. According to Flander's standard, 50% are ineffective and the other 50% are found to be effective.

The above table shows Silence/Confusion during the classroom teaching among the English teachers in which all the English teachers are found to be effective as all the teachers scores were less than the Indian standard and Flander's standard.

Table No.4.4.2 Teaching Learning Interaction in terms of Gender

Flanders Behavioral Ratio	Gender	Number	Mean	Standard Deviation	t-Value	Level of Significance
Teacher Talk Ratio	Female	22	78.06	13.75	0.554	NS
	Male	8	80.89	6.98		
Pupil Talk Ratio	Female	22	19.65	14.16	0.335	NS
	Male	8	17.88	7.02		
Silence/Confusion	Female	22	2.29	2.64	1.105	NS
	Male	8	1.21	1.13		
Teacher Response Ratio	Female	22	15.69	7.42	0.422	NS
	Male	8	14.10	13.01		
Teacher Question Ratio	Female	22	7.88	7.00	0.772	NS
	Male	8	5.78	5.14		
Pupil Initiation Ratio	Female	22	30.47	27.35	1.955	NS
	Male	8	10.92	10.15		

The above table, Table no.4.4.2 shows the behavioural ratios i.e., Teacher Talk Ratio, Pupil Talk Ratio, Silence/Confusion, Teacher Response Ratio, Teacher Question Ratio and Pupil Initiation Ratio in relation to Gender.

In the above table, the mean value in Teacher Talk Ratio among female and male teachers are 78.06 and 80.89 respectively which shows that male teachers, having higher scores are less effective compared to their female counterparts. The calculated t value 0.554 is lower than the criterion t value which signifies that the

differences between female and male teacher in Teacher Talk Ratio is not significant. Therefore, there is no significant difference between female and male teachers in Teacher Talk Ratio.

The above table also reveals the difference between male and female teachers in relation to Pupil Talk Ratio. It is observed that male scores 17.88 while female scores 19.65. The calculated t value is 0.335 which is lower than the criterion t value which signifies that the difference between male and female teachers in Pupil Talk Ratio is not statistically significant with the female teachers having better scores in Pupil Talk Ratio. Therefore, there is no significant difference between male and female teachers in Pupil Talk Ratio among English teachers at secondary level of education in Mizoram.

The above table shows the behavioral ratio of Silence/ confusion among male and female English teachers in Mizoram. It reveals that male (1.21) have lower Silence/Confusion as compared to their female (2.29) counterparts, therefore, male teachers are better in this behavioral ratio. Comparing the t value for Silence/Confusion, the calculated t value (1.105) is lower than the criterion t-value. Thus, there is no significant difference between male and female English teachers of Secondary Schools in terms of Silence/Confusion.

In the behavioral ratio, i.e., Teacher Response Ratio, the table shows that female teachers scores 15.69 as compared to male teachers who score 14.10. The calculated t value is 0.422 which is found to be lower than the criterion t value. This implies that there is no significant statistical difference among English teachers at Secondary level of education in Mizoram in terms of gender with female teachers depicting better characteristic in the particular behavioral ratio. Therefore, there is no significant difference between male and female English teachers in Teacher Response Ratio.

The above table also shows the difference between male and female English teachers in relation to Teacher Question Ratio. It is observed that male teachers score 5.78 while female teachers score 7.88. The calculated t value is 0.772 which is lower than the criterion t value further signifying that the difference between male and female teachers in Teacher Question Ratio is not statistically significant with the female teachers performing better in the behavioral ratio. Therefore, there is no significant difference

between male and female teachers in Teacher Question Ratio among secondary school English teachers in Mizoram.

The above table depicts the behavioral ratio of Pupil Initiation Ratio among male and female Secondary School English teachers in Mizoram. It reveals that male teachers (10.92) have lower Pupil Initiation Ratio as compared to their female (30.47) counterparts, therefore, female teachers are better in this behavioral ratio. Comparing the t value for Pupil Initiation Ratio, the calculated t value (1.955) is lower than the criterion t-value. Thus, there is no significant difference between male and female English teachers at secondary level of education in Mizoram in terms of Pupil Initiation Ratio.

Table No. 4.4.3 Teaching Learning Interaction in terms of Management of Schools

Flanders Behavioral Ratio	Management of Schools	Number	Mean	Standard Deviation	t-Value	Level of Significance
Teacher talks ratio	Government	14	85.54	9.96	3.238	S @ .01 LEVEL
	Private	16	72.93	11.19		
Pupil Talk Ratio	Government	14	12.61	10.36	3.034	S @ .01 LEVEL
	Private	16	24.93	11.68		
Silence/Confusion	Government	14	1.85	2.67	.324	NS
	Private	16	2.13	2.14		
Teacher Response Ratio	Government	14	16.07	11.09	.451	NS
	Private	16	14.56	7.02		
Teacher Question Ratio	Government	14	4.09	5.73	2.813	S @ .01 LEVEL
	Private	16	10.14	5.99		
Pupil Initiation Ratio	Government	14	19.81	21.29	1.104	NS
	Private	16	30.02	28.28		

The perusal of the above table No. 4.4.3 shows behavioral ratios of Flander's Interaction Analysis among 30 English Teachers at secondary level of education in Mizoram with reference to the type of school management i.e., Government and privately managed schools.

The above table, table no.4.4.3 depicts the differences in Teacher Talk Ratio among the English teachers of government and private schools. The mean value of government and private English school teachers are 85.54 and 72.93 respectively which shows that the English teachers of private schools are more effective as compared to government school English teachers in Teacher Talk Ratio. The calculated t value, i.e., 3.238 is found to be more than the criterion t – value which is found to be significant at 0.01 levels. Therefore, there is a significant difference between English teachers of government and private schools with private school English teachers being more effective.

The above table also shows the differences in Pupil Talk Ratio among the English teachers of government and private School. The mean value of government and private school English teachers are 12.61 and 24.93 respectively which shows that the private School English teachers are more effective as compared to government school English teachers in Pupil Talk Ratio. The calculated t value, i.e., 3.034 is found to be more than the criterion t – value which is found to be significant at 0.01 levels. Therefore, there is a significant difference between English teachers of government and private schools with private school English teachers being more effective.

The above table also shows the differences in Silence/Confusion among the English teachers of government and private schools. The mean value of government and private English school teachers are 1.85 and 2.13 respectively which shows that the private school English teachers are found to be more effective as compared to government school English teachers in Silence/Confusion. The calculated t value, i.e., 0.324 is found to be not significant. Therefore, there is no significant difference between English teachers of government and private schools in Silence and Confusion.

The above table reveals the differences in Teacher Response Ratio among the English teachers of government and private schools. The mean value of government and private English school teachers are 16.07 and 14.56 respectively which shows that the government school English teachers were found to be more effective as compared to government school English teachers in Teacher Response Ratio. The calculated t value, i.e., 0.451 is found to be not significant. Therefore, there is no significant difference between English teachers of government and private schools in Teacher

Response Ratio.

The above table also shows the differences between government and private school English teachers in relation to Teacher Question Ratio. It is observed that Government School teachers scores 4.09 while Private School teachers scores 10.14. The calculated t value is 2.813 which is higher than the criterion t value which signifies that the differences between Government and private Secondary School English teachers in Teacher Question Ratio is statistically significant with the Private Secondary School English teachers performing better in the particular behavioural ratio. Therefore, there is a significant difference between government and private school English teachers in Teacher Question Ratio in Mizoram at 0.01 level.

The above table depicts the behavioral ratio of Pupil Initiation Ratio among government and private school English teachers in Mizoram. It reveals that government school teachers (19.81) have lower Pupil Initiation Ratio as compared to the private English school teachers (30.02). Therefore, the private school English teachers are better in this behavioral ratio. Comparing the t value for pupil Initiation Ratio, the calculated t value (1.104) is lower than the criterion t-value. Thus, there is no significant difference between government and private school English teachers in terms of Pupil Initiation Ratio.

4.5.0 Problems faced by Teachers while Teaching English at Secondary Level of Education in Mizoram

Table No. 4.5.1 Problems faced by Teachers in Teaching and Developing Listening Skill among Students at Secondary Level of Education in Mizoram

Problems faced by teachers in teaching and developing Listening skills among students at secondary level of education in Mizoram	Percentage of teachers facing the problems
Differences in accents of student-speakers	62
Unfamiliar vocabulary/limited vocabulary of students	81
Problems of interpretation	55
Lack of control over speakers' speed	21
Speed of the speaker	19
Auditory processing disorder in students	13
Lack of concentration	66
Lack of interest	60
Lack of exposure to listen to others speak English language	83
Low attention span	47
Limited time	34

An analysis of data vide Table No. 4.5.1 shows that 62% of teachers face problems regarding differences in accents of student-speakers while 81% are found to be facing problems relating to unfamiliar vocabulary/limited vocabulary of students when it comes to development of listening skills.

It is also revealed that 55% of teachers are faced with problems of interpretation while 21% are found to be facing problems like lack of control over speakers' speed. The study also reveals that 19% of the teachers face problems relating to speed of the speaker while 13% face problems of auditory processing disorder in students.

The table also highlights that 66% of teachers face difficulties in areas relating

to lack of concentration, 60% in areas relating to lack of interest and 83% in areas of lack of exposure to listen to others speak English language.

It is also found that 47% face problems like low attention span in the part of students and another 34% of the teachers are found to be facing problems relating to limited time to develop listening skill in students during school hours.

Table 4.5.2 Problems faced by Teachers in Teaching and Developing Speaking Skills among Students at Secondary Level of Education in Mizoram

Problems faced by teachers in Teaching and Developing Speaking Skill among Students at Secondary Level of Education in Mizoram	Percentage of teachers facing the problems
Students' weakness in pronunciation, stress and intonation	91
Students' weakness in structure, idioms, phrases and fixed expressions (cultural expressions)	74
Influence and interference of the mother-tongue (in pronunciation and spelling)	77
Lack of proper English environment	89
Incomplete and broken English sentences	68
Shyness/hesitation to use the language	79
Fear of committing errors	83
Fear of criticism/ insults from peers	74
Low or uneven participation of students	57
Lack of confidence	85
Problem in choosing an appropriate word	53
Frequent use of mother tongue	70
Time limitation	51
Lack of vocabulary and fluency	79
Grammar problem	81
Lack of adequate exposure to English language in the classroom	60

Inability of students to structure their ideas in a coherent manner	47
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The above table No. 4.5.2 shows that majority of the teachers i.e., 91% face problems in relation to students' weakness in pronunciation, stress and intonation when teaching Speaking skills to students.

It is also found that 74% of the teachers face problems regarding students' weakness in using the correct English structure, idioms and phrases, fixed expressions i.e., cultural expressions.

Majority of the teachers (77%) find that there is an influence of the mother tongue in pronunciation and spelling which creates problem in teaching English as a second language. 89% of the teachers are of the opinion that there is not enough proper environment for students to speak in English language.

It is also found that 68% of the English teachers find problems in their students who use incomplete and broken English sentences. The problem of shyness or hesitation to use English is faced by 79% of the teachers while 83% of the teachers face problems in teaching English when their students develop the fear of committing errors when speaking in English. 74% of the teachers believe that their students have the fear of being criticized and receive insults from their peers.

It is also found that 57% of the teachers face problems with the low or uneven participation of students in the classroom interaction. 85% of the teachers face problems in teaching Speaking as their students are not confident enough when they try to speak English as a second language.

The table also reveals that 51% of the teachers face problems relating to time limitation while teaching Speaking skills while as many as 79% of the teachers are of the opinion that students have lack of vocabulary and fluency when they speak in English language.

As many as 81% of the teachers felt that students have grammar problems that hinder their learning of English language when speaking. 60% of the teachers are of the opinion that students do not have adequate exposure to English language in the classroom while 47% of the teachers believe that students inability to structure their ideas in a coherent manner poses problems when teaching and developing their speaking skills.

4.5.3 Problems faced by Teachers in Teaching and Developing Reading Skill among Students at Secondary Level of Education in Mizoram

Problems faced by teachers in teaching and developing Reading skill among students at secondary level of education in Mizoram	Percentage of teachers facing the problems
Decoding problems	26
Poor vocabulary	79
Poor eyesight	6
Unfamiliar sounds in English	57
Irregularity of English spellings (silent letters)	60
Poor attention span	55
Lack of motivation to read	62
Inappropriate textbooks	9
Presence of difficult vocabulary/terminology	53
Lack of interest	57
Inability to understand the text	51
Fear of making mistakes while reading aloud	83

An analysis of data vide Table No. 4.5.3 shows the problems faced by teachers in teaching and developing the reading skills of students. It has been found that 26% of the teachers are of the opinion that students have decoding problems which hinder their development of reading skills.

It is also shown that 79% of the teachers are of the opinion that poor vocabulary among the students pose problems in learning to read. 6% of the teachers find that when teaching reading, poor eyesight in the part of students can pose problems while 57% think that unfamiliar sounds and pronunciations in English language pose problems when reading.

As many as 60% of the teachers find that irregularity of English spellings with the silent letters pose create problems when teaching students to read.

It is also found that poor attention span when reading out English passages and texts pose problems for 55% of the teachers. 62% of the teachers are of the opinion that there is lack of motivation to read in English language among students while 9% of the teachers feel that the prescribed textbooks are inappropriate.

The percentage of teachers 53% who feel that presence of difficult vocabulary and terminologies in the English texts create problems when teaching students to read is 53% while 57% of the teachers are of the opinion that there is lack of interest to read English passages or texts among students which hinder the development of their reading skills.

Table No. 4.5.4 Problems faced by Teachers in Teaching and Developing Writing Skill among Students at Secondary Level of Education in Mizoram

Problems faced by teachers in teaching and developing writing skill among students	Percentage of teachers facing the problems
Lack of motivation	32
Errors regarding spelling	66
Grammatical errors	83
Interference of mother-tongue	70
Incorrect punctuation marks	68
Weak paragraphing	49
Students try to write each and every sentence in the correct grammatical pattern	30
Lack of variety in sentence pattern	45
Inability to write different forms of writing like dialogues, stories, letters, reports, essays etc.	51

An analysis of data vide Table No. 4.5.4 shows the problems faced by teachers in teaching and developing writing skill among students. 32% of the English teachers feel that lack of motivation in the part of students hinder the development of students' writing skills.

Errors regarding spelling are also found to be another problem by 66% of the teachers when they teach writing among students while majority of the teachers i.e., 83% feel that students grammatical errors pose problems while they are taught to develop their writing skills.

As many as 70% of the teachers feel that interference of the mother tongue in the students pose problems when they write, while 68% of the teachers believe that incorrect punctuation marks used by students create problems when they write.

The percentage of the teachers who believe that weak paragraphing when writing in English create problems is 49% Some students try to write each and every sentence in the correct grammatical pattern which in turn hinder their writing development according to 30% of the teachers.

The percentage of teachers who are of the opinion that there is lack of variety in sentence pattern which hinder the development of writing skills among students is 45%.

Table No. 4.5.5 General Problems faced by Teachers in Teaching of English Language among Students at Secondary Level of Education in Mizoram

General problems faced by teachers in teaching among students at secondary level of education in Mizoram	Percentage of teachers facing the problems
Unavailability of recorded materials	43
Students from Mizo medium schools	81
Overcrowded classrooms	28
Poor physical infrastructure of the school	23
Prescribed textbooks not enough for developing listening skills	34
Prescribed textbooks not enough for developing speaking skills	40
Prescribed textbooks not enough for developing reading skills	26
Prescribed textbooks not enough for developing writing skills	30
Lack of adequate exposure to English language	83
Lack of parental involvement/assistance	70
Limited time to develop the four skills	64
Psychological problems in students	19

The above table No. 4.5.5 shows the general problems faced by teachers in teaching of English language among secondary school students in Mizoram. 43% of the teachers believe that unavailability of recorded materials create problems for teachers in the teaching of English language to students while majority of the teachers i.e., 81% are of the opinion that students from Mizo medium schools face more problems in the teaching and learning of English language.

The percentage of teachers who think that overcrowded classrooms create problems is 28% while 23% think that poor physical infrastructure of the schools create problems in teaching English language. 34% of the teachers are of the opinion that the prescribed English textbooks for Class IX and Class X are not good enough for developing listening skills, 40 % think that the textbooks are not good enough to develop the speaking skills of students, 26% think that the textbooks are not good enough to develop the reading skills while 30% are of the opinion that the prescribed textbooks are not good enough to develop the writing skills of students.

In general, 83% of the teachers are of the opinion that lack of adequate exposure to English language pose problems in the teaching and learning of English while 70% of the teachers believe that lack of parental support and assistance hinder the development of language skills among students.

Teachers who think that time limitation to teach the four language skills create problems in teaching English to students are 64% while 19% of the teachers think that psychological problems faced by some students hinder the teaching and learning of English language among secondary school students.

4.6.0 Problems faced by Students when Learning English at Secondary Level of Education

Table 4.6.1 Problems faced by Students when Learning Listening Skill at Secondary Level of Education in Mizoram

Sl.No.	Problems faced by Students when Learning Listening Skill at Secondary Level of Education in Mizoram	Government School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Problems with teachers' pronunciation	40	36	28	36
b.	Inability to understand each and every word spoken	29	23	21	26
c.	Unfamiliar and difficult vocabulary	44	45	38	43
d.	Speed of the speaker	33	32	33	33
e.	Hearing problem	9	7	6	8
f.	Not enough opportunity/exposure to listen to English language	36	30	37	35
g.	Lack of concentration/cannot focus on the subject matter	25	17	15	21
h.	Weakness in grammar	32	22	20	27
i.	Feeling nervous while listening to others when they speak in English	47	26	30	36
j.	Easily distracted by background noise	33	24	36	31
k.	Inability to get the main points of the speaker	22	18	17	20

An analysis of data vide Table 4.6.1 shows that 40% of secondary school students from government schools faced problems with differences in accents/pronunciations of their teachers, while 36% from deficit schools and 28% from private high schools faced similar problems. It is also found that the total percentage of students facing the same problem was 37%.

The percentages of secondary school students who are unable to understand each and every English word when being spoken with respect to management of schools are 29% of students from government schools, 23% from deficit schools and 21% from private schools. The total percentage of students facing the problem is found to be 26%.

It is found that 44% of students from government high schools, 45% of students from deficit schools and 38 % from private schools faced problems relating to unfamiliar and difficult vocabulary. The total percentage of students facing the problem is 43%. 33% of students from government schools, 32% from deficit schools and 33% from private schools are found to be experiencing problems in relation to the speed of the speaker.

There are 9% of government school students, 7% of deficit school students and 6% of private school students who are having hearing problems while 36% of government school students, 30% of deficit school students and 37% of private school students are of the opinion that there was lack of opportunity/exposure to listen to English language. 25% from government school students i.e., 17% from deficit schools and students i.e., 15 % from private schools find it difficult to concentrate and focus on the subject matter when listening to someone speaking in English language.

It is also found that 33% of government school students, 22% of deficit school students and 21% of private school students are facing problems relating to weakness in grammar which hindered their listening skills. The total percentage of students found to have problems relating to nervousness while listening to others speaking in English language is 36% out of which 44% are from government schools, 26% from deficit schools and 36% from private schools.

The table again shows that 33% of government school students, 24% of deficit school students and 36% of private schools are easily distracted by background noise when they listen to others speaking in English language. 22% of students from

government schools, 18% from deficit schools and 17% from private schools are found to be unable to get the main points of the speaker who use English language.

As a whole, feeling nervous while listening to others when they speak in English is the biggest problem for government school students followed by unfamiliar and difficult vocabulary whereas unfamiliar and difficult vocabulary was the biggest problem for students of deficit and private secondary schools when learning listening skill in English language. Government secondary school students constituted the largest percentage of students having problems related to learning listening skill in English language and students from deficit schools constituted the least percentage.

Table 4.6.2 Problems faced by Students when Learning Speaking Skill at Secondary Level of Education in Mizoram

Sl.No.	Problems faced by Students when Learning Speaking Skill at Secondary Level of Education in Mizoram	Government School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Lack of knowledge about correct pronunciation, stress and intonation	37	36	36	36
b.	Incomplete and broken English sentences/structure	47	33	39	41
c.	Shyness/fear of committing errors	54	65	64	59
d.	Limited time to develop Speaking skill in classroom	41	45	29	39
e.	Lack of vocabulary	40	29	40	37
f.	Not fluent enough in using English language	34	33	34	34
g.	Grammar problem	56	35	36	46
h.	Problem in choosing an appropriate word	36	35	29	34
i.	Teachers do not give opportunity for students to speak in the class	30	12	11	21
j.	Not confident enough to speak in English language	59	51	55	56

An analysis of data vide Table 4.6.2 shows that 36 % of student are problems relating to lack of knowledge about correct pronunciation, stress and intonation when it comes to speaking in English language. 37% of students from government schools, 36 % of students from deficit schools and 36% of students from private schools face the problem of lack of knowledge about correct pronunciation, stress and intonation.

As many as 41 % believe that their usage of English language was incomplete and broken. 46% from government schools, 33% from deficit schools and 39% from private schools are found to be having problems relating to incomplete and broken English sentences. It is also found that majority of the students i.e., 59% face the problem of shyness and fear of committing errors when speaking in English Language. 56% of students from government schools, 65% from deficit schools and 64% from private schools face problems regarding shyness/fear of committing errors or mistakes.

It is found that 40 % of the students believed that there is no time to develop speaking skill in the classroom. 42% of students from government schools, 45% from deficit schools and 29% from private schools are of the opinion that there is not enough time to develop speaking skills in the classroom.

Again 37 % of students face problems relating to lack of vocabulary to use when speaking in English language while 45% are found to be encountering problems of grammar. 41% of students from government schools, 29% from deficit schools and 40 % of students from private schools are faced with the problem relating to lack of vocabulary. 56% of students from government schools, 35 % from deficit schools and 36 % from private schools faced problems relating to grammar. 35% of students feel that they are not fluent enough in speaking in English language while 35 % faced problems in choosing an appropriate word. 34% of students from government schools, 33% from deficit schools and 34% from private schools are of the opinion that they are not fluent enough in using English language. 38% of students from government schools, 35% from deficit schools and 29% from private schools are found to be facing problems in choosing an appropriate word when speaking in English language.

Only 21% of all the students are of the opinion that teachers did not give opportunity for students to speak in English inside the classroom while 57% are not confident enough to speak in English. 31% of students from government schools, 12% from deficit schools and 11% from private schools are of the opinion that teachers do

not give enough opportunity to speak in English in the classroom. 60% of students from government schools, 51% from deficit schools and 55% from private schools not not confident enough to speak in English language.

In conclusion, for students of government secondary schools, 'not confident enough to speak in English language' was the biggest problem seconded by 'shyness/fear of committing errors' and 'grammar problem'. For deficit and private school students, 'shyness/fear of committing errors' was the most prominent problem when learning speaking skill in English language followed by 'not confident enough to speak in English language'. Students of government schools constituted the largest percentage of students with problems in learning speaking skill in English language. Deficit and private school students had lesser problems when compared with government school students.

4.6.3 Problems faced by Students when Learning Reading Skill at Secondary Level of Education in Mizoram

Sl.No.	Problems faced by Students when Learning Reading Skill at Secondary Level of Education in Mizoram	Government School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Difficulty in pronunciation of certain English sounds that are not present in Mizo Language	35	27	35	33
b.	Decoding the written text	18	12	9	14
c.	Poor vocabulary	40	30	31	35
d.	Inability to understand what is read	22	16	18	202
e.	Difficulty in understanding the meaning of one paragraph	8	27	29	282
f.	Difficulty in understanding the meaning of the whole text	22	13	15	18
g.	Difficulty in reading/pronunciation of letters or words with similar shapes and sounds	23	17	22	21
h.	Poor eyesight	13	10	13	12
i.	Poor attention span when reading English texts	23	22	19	22
j.	Reading materials are not interesting and attractive enough	20	29	16	21
k.	Lack of interesting books to practice reading	27	22	18	23
l.	Interference of the Mother tongue while reading and comprehending texts (Literal translation)	12	9	6	10
m.	Not interested in reading Books/Poems/Articles etc. written in English language	21	21	19	20

Table No. 4.6.3 shows the problems faced by secondary school students in reading English texts. It is found that 32% of the students faced difficulty in pronouncing certain English sounds which are not present in their mother tongue while 14% faced problems in decoding the written text. The percentage of secondary school students facing difficulty in pronunciation with respect to management of schools is as follows: 33% of students from government schools, 27% from deficit schools and 35% from private schools. The percentage of secondary school students facing difficulty in decoding the written text with respect to management of schools is as follows: 18% of students from government schools, 12% from deficit schools and 9% from private schools.

It is found that 35% of students faced problems relating to poor vocabulary when reading English texts. The percentage of secondary school students with respect to management of schools is as follows: 41% of students from government schools, 30% from deficit schools and 31% from private schools.

Only 18% of students face problems relating to inability to understand what was read. The percentage of secondary school students with respect to management of schools is as follows: 20% of students from government schools, 16% from deficit schools and 18% from private schools.

The study reveals that 28% are found to be facing difficulty in reading and understanding one paragraph while 18% face difficulty in reading and understanding the whole text. The percentage of secondary school students facing difficulty in understanding the meaning of one paragraph with respect to management of schools is as follows: 28% of students from government schools, 27% from deficit schools and 29% from private schools. The percentage of secondary school students facing difficulty in understanding the meaning of the whole text with respect to management of schools is as follows: 22% of students from government schools, 13% from deficit schools and 15% from private schools.

Again, 22% face difficulty in reading and pronunciation of English letters and words that have similar shapes and sounds. The percentage of secondary school students with respect to management of schools is as follows: 24% of students from government schools, 17% from deficit schools and 22% from private schools.

A small percentage that is, 12% of the students are found to be having poor

eyesight which hinders their reading skill. The percentage of secondary school students with respect to management of schools is as follows: 12% of students from government schools, 10% from deficit schools and 13% from private schools.

The table shows that 22% of students face problems of poor attention span when it came to reading English texts while 22 % are of the opinion that the reading materials they have are not interesting and attractive enough for them to develop their reading skills. The percentage of secondary school students facing problems of poor attention span with respect to management of schools is as follows: 23% of students from government schools, 22% from deficit schools and 19% from private schools. The percentage of secondary school students thinking that their reading materials are not interesting and attractive enough with respect to management of schools is as follows: 21% of students from government schools, 29% from deficit schools and 16% from private schools.

It is found that 23% face the problem of lack of interesting books to practice reading while 10% face the problem of interference of the mother tongue while reading and comprehending texts (literal translation). The percentage of secondary school students facing problems relating to lack of interesting books to practice reading with respect to management of schools is: 26% of students from government schools, 22% from deficit schools and 18% from private schools. The percentage of secondary school students facing problems relating to interference of the mother tongue while reading and comprehending texts with respect to management of schools is as follows: 12% of students from government schools, 9% from deficit schools and 6% from private schools.

Only 20% of the students are not interested in reading books/poems/articles etc. written in English language. The percentage of secondary school students with respect to management of schools is: 20% of students from government schools, 21% from deficit schools and 19% from private schools.

One of the main problems for government school students is their poor vocabulary followed by difficulty in pronunciation of certain English sounds that are not present in Mizo Language whereas the two biggest problems for deficit school students were poor vocabulary and reading materials not interesting and attractive enough. For private school students, difficulty in pronunciation of certain

English sounds that are not present in Mizo Language and poor vocabulary are the biggest problems encountered in learning reading skill in English language. As a whole, the percentage of students having problems in learning reading skill in English language is highest among government school students, second highest among deficit school students and lowest among private school students.

Table 4.6.4 Problems faced by Students when Learning Writing Skill at Secondary Level of Education in Mizoram

Sl.No.	Problems faced by Students when Learning Writing Skill at Secondary Level of Education in Mizoram	Government School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Poor handwriting	35	32	37	35
b.	Weakness in spelling	43	36	40	40
c.	Weakness in tense	47	36	41	43
d.	Weakness in correct use of active and passive voice	43	33	36	39
e.	Weakness in correct use of Direct Speech and Indirect Speech	36	24	32	32
f.	Weakness in subject-verb agreement	28	18	25	25
g.	Weakness in writing Formal letters	29	18	25	25
h.	Weakness in writing Informal letters	25	17	21	22
i.	Weakness in use of prepositions	25	19	23	23
j.	Weakness in correct use of Articles (a, and, the)	24	13	19	20
k.	Inability to express my ideas and opinions clearly and correctly	46	52	43	47
l.	Interference of the mothertongue when writing in English Language	15	7	11	12
m.	Weakness in using correct punctuation marks	28	20	17	23
n.	Inability to correctly write different forms of writing like dialogues, stories, reports, essays, letters in English language	32	20	24	27

An analysis of data vide Table No. 4.6 4 shows that the percentage of secondary school students facing problems with poor handwriting when writing in English with respect to management of schools is as follows: 34% of students from government schools, 32% from deficit schools and 37% from private schools. The total percentage of all students having poor handwriting is 34%.

The percentage of secondary school students facing problems with spelling with respect to management of schools is as follows: 44% of students from government schools, 36% from deficit schools and 40% from private schools. The total percentage of all students having weakness in spelling is 41%.

The study reveals that 42 % of the students are found to be facing problems in using the correct tense when writing in English language. The percentage of secondary school students with respect to management of schools is as follows: 45% of students from government schools, 36% from deficit schools and 41% from private schools.

It is found that 43% of Government school students, 33% of deficit school students and 36 % of private school students face problems in the correct use of the active and passive voice. The total number of students facing problems relating weakness in correct use of active and passive voice is found to be 39%. 34% of Government, 24% of deficit, 32% of private school students face problems in relation to the correct use of in direct and indirect speech. The total number of students facing problems relating weakness in correct use of direct and indirect speech is found to be 31%.

The study shows that 26% of Government school students, 18% of deficit school students and 25 % of private school students are found to be having weakness in subject verb agreement. 24% of all the students face problems relating to Subject-verb agreement.

It is also found that 29% of Government school students, 18 % of deficit school students and 25 % of private school students face problems in writing formal letters while 23% of government school students, 17% of deficit school students and 21% of private school students have problems in relation to writing informal letters. It is also found that 25% of all the students are having weakness in writing formal letters while 21% in writing informal letters.

Again 22% of all the secondary school students face weakness in using prepositions. The percentage with respect to management of schools is as follows: 23% were from government schools, 19 % from deficit schools and 23 % from private schools. 9% are found to be facing problems relating to the correct usage of the Articles – “a, and, the.” It is also found that among these, 23 % are from government schools, 13 % from deficit schools and 19 % from private schools face problems in the correct usage of articles.

As many as 49% are of the opinion that they were unable to express their ideas and opinions clearly and correctly. It is also found that among these, 49% were from government schools, 52 % from deficit schools and 43 % from private schools.

Only 11% face problems relating to interference of the mother tongue. It is also found that among these, 14% were from government schools, 7 % from deficit schools and 11 % from private schools.

It is found that 23 % faced weakness in using the correct punctuation marks when writing in English language. Among these, 28% are from government schools, 20% from deficit schools and 17% from private schools.

Again 27% are unable to correctly write and compose dialogues, stories, letters, reports, essay etc. in English language. Among these, 33% are from government schools, 20% from deficit schools and 24% from private schools.

As a whole, inability to express ideas and opinions clearly and correctly is the biggest problem encountered by students of government, deficit and private secondary schools when learning writing skill in English language. Weaknesses in tense and in spelling are the next biggest problems for students from different categories of the schools. As a whole, the percentage of students having problems in learning writing skill in English language is highest among government school students followed by private school students. Deficit school students are best amongst them.

Table 4.6.5 General Problems faced in Learning English Language by Students at Secondary Level of Education in Mizoram.

Sl.No.	General problems faced in learning English Language by Students at Secondary Level of Education in Mizoram.	Government School students N = 901	Deficit School students N = 463	Private School students N = 423	Total No. of students N = 1787
a.	Unavailability of recorded materials	34	28	28	31
b.	I used to go to a Mizo Medium School	33	5	6	19
c.	Lack of practice at home	53	57	57	55
d.	Lack of practice at school	43	41	30	39
e.	Teachers' method of teaching is not good enough	25	18	13	20
f.	Prescribed English textbooks are not good enough to learn and develop Listening Skills in English	11	8	6	9
g.	Prescribed English textbooks are not good enough to learn and develop Speaking Skills in English	19	14	16	17
h.	Prescribed English textbooks are not good enough to learn and develop Reading Skills in English	9	8	6	8
i.	Prescribed English textbooks are not good enough to learn and develop Writing Skills in English	9	10	7	9
j.	Not enough opportunity to speak in English both at home and at school	43	36	35	39
k.	Lack of motivation	31	22	36	30
l.	Lack of parental support/ uneducated parents	27	13	14	21

An analysis of data vide Table 4.6.5 shows that 31% of students face general problems relating to unavailability of recorded materials. 34% of students from government schools, 28 % of students from deficit schools and 28% of students from

private schools face the problem of unavailability of recorded materials to practise the language skills.

The study reveals that the percentage of secondary school students who faced problems of having been schooled in a Mizo medium school with respect to school management is as follows: 33% from government schools, 5% from deficit schools and 6% from private schools. The total percentage of students facing this problem is found to be 19%

It is also found that 55% of the students faced problems relating to lack of practicing English language at home. 53% of students from government schools, 57% from deficit schools and 57% from private schools are of the opinion that there is not enough time to practise English language at home.

The table also shows that 39% of the students faced problems relating to lack of practicing English language at school. 43% of students from government schools, 41% from deficit schools and 30% from private schools are of the opinion that there is not enough time to practise English language at school.

Again 20% of students are of the opinion that teachers' methods of teaching English is not good enough. The percentage of secondary school students having the same opinion with respect to school management is as follows: 25% from government schools, 18% from deficit schools and 13% from private schools.

The study reveals that the percentage of secondary school students with the opinion that the prescribed English textbooks are not good enough to learn and develop listening skills in English with respect to school management is as follows: 11 % from government schools, 8% from deficit schools and 6% from private schools. The total percentage of students facing this problem is found to be 9%

It is also found that percentage of secondary school students with the opinion that the prescribed English textbooks are not good enough to learn and develop speaking skills in English with respect to school management is as follows: 19% from government schools, 14% from deficit schools and 16% from private schools. The total percentage of students facing this problem is found to be 17%

The table shows that the percentage of secondary school students with the opinion that the prescribed English textbooks are not good enough to learn and develop reading skills in English with respect to school management is as follows: 9% from

government schools, 8% from deficit schools and 6% from private schools. The total percentage of students facing this problem is found to be 8%.

It is found that the percentage of secondary school students with the opinion that the prescribed English textbooks are not good enough to learn and develop writing skills in English with respect to school management is as follows: 9% from government schools, 10% from deficit schools and 7% from private schools. The total percentage of students facing this problem is found to be 9%.

43% of students from government schools, 36% from deficit schools and 35% of students from private schools are of the opinion that there is not enough opportunity to speak in English both at home and at school. The total percentage of students facing this problem is found to be 39%.

The table shows that the percentage of secondary school students with the opinion that there is lack of motivation to learn English language with respect to school management is as follows: 31% from government schools, 22% from deficit schools and 36% from private schools. The total percentage of students facing this problem is found to be 30%.

It is also found that 21% of students faced problems regarding lack of parental support/uneducated parents. The percentage of students facing this problem with respect to school management is as follows: 27% from government schools, 13% from deficit schools and 14% from private schools.

4.7.0 Evaluation of English Textbooks prescribed for Class IX and Class X by Mizoram Board of School Education in terms of the objectives of teaching English language (Listening, speaking, reading and writing skills) at Secondary Level of School Education in Mizoram.

The prescribed English textbooks for Class IX and Class X consists of three books each viz., Essential English Coursebook, Essential English Literature Reader and Essential English Workbook.

Class IX Essential English Coursebook consists of ten prose lessons and five poems, each lesson followed by activities to develop language skills and exercises to practise grammar while Class X Essential English Coursebook consists of eight prose lesson and six poems, which are too followed by activities and exercise to develop

language skills and grammar respectively.

Class IX Essential English Literature comprises of six prose lessons, two plays and two poems, each prose and play lessons followed by sections like ‘Let’s infer’ and ‘Let’s discuss’ to develop the language skills as well as to help students comprehend the texts. The Class X Essential English Literature Reader too comprises of five prose lessons, two plays and two poems followed by the ‘Let’s infer’ and ‘Let’s Discuss’ sections to develop the language skills and to help students in their comprehension of the lessons.

Class IX Essential English Workbook contains grammatical exercise and activities as follows.

Table No. 4.7.1 Grammatical Exercises and Activities in Class IX Essential English Workbook

DETAILED CONTENTS			
WORKSHEET	GRAMMAR	VOCABULARY	WRITING
Worksheet 1: Tsunami: The Killer Waves	Determiners Pronouns	New words	Postcard
Worksheet 2: A lesson for Tyler	Simple present tense Simple past tense Subject-verb concord	Words associated with movements Analogies	Invitations
Worksheet 3: Sound Sensations from Evelyn Glennie	Present continuous tense Past continuous tense Modals	Phrases Odd word in a word group	Summary writing
Worksheet 4: Mysterious Phenomena	Finite and non-finite verb forms Prepositions	Words to describe personality traits	Re-coding information
Worksheet 5: Blind Date	Present perfect tense Past perfect tense Present Perfect Continuous tense Past perfect	Use of the correct word Compound words	Writing a report

	Continuous tense		
Worksheet 6: The Mahatma's Marksheets	Future tenses	Phrasal verbs	Newspaper article
Worksheet 7: Tangerine the Wasp	Connectors Reported Speech	Vocabulary building Homophones Idiomatic expressions	Formal and informal letters
Worksheet 8: Operation India Ocean	Active and Passive Voice Types of sentences	Learning new words	Note- making
Worksheet 9: Yang the Youngest	Types of phrases and clauses: Finite and non-finite subordinate clauses Noun clauses Noun phrases Adverb phrases Adverbial clauses Adjective phrases Adjectival clauses	Combining words	Article
Worksheet 9: Mother Teresa	Comparison Nominalisation	Using appropriate words Phrasal verbs	Essay

Class X Essential English Workbook contains grammatical exercise and activities as follows:

Table No. 4.7.2 Grammatical Exercises and Activities in Class X Essential English Workbook

DETAILED CONTENTS			
WORKSHEET	GRAMMAR	VOCABULARY	WRITING
Worksheet 1: David's Story	Simple present, simple past and simple future	Collocations Idiomatic expressions	Newspaper article
Worksheet 2: Don't die Graham, don't die!	Present perfect, past perfect, future perfect, present perfect continuous, past perfect continuous, future perfect continuous	Animal idioms Correct forms of words	Message Narrative essay
Worksheet 3: Wangari Maathai	Active and passive voice Subject-verb concord Non-finite verb forms	Compound words	Note- making
Worksheet 4: The lap of Honour	Types of sentences connectors	Synonyms Matching words with their definitions Adjectival forms of nouns	Informal and formal invitations
Worksheet 5: A face on the Wall	Types of phrases and clauses: noun clauses and phrases, adjective clauses and phrases, adverb clauses and	Expressions beginning with <i>on</i> Antonyms	Informal and formal letters

	phrases		
Worksheet 6: Two gentlemen of Verona	Reported speech Comparisons Prepositions	Crossword puzzle Adding suffixes to make adjectives	Writing an article from notes Postcards
Worksheet 7: The day of an American journalist in 2889	Nominalisation Determiners Pronouns	Name of specialists related to science Homophones	Summary
Worksheet 8: Adventures in Antarctica	Modals Punctuation Word order in sentence	Types of travellers Analogies Use of suffixes and prefixes	Describing a place Letter to the editor

Fulfilment of Objectives of Teaching English Language at Secondary Level:

To improve the language proficiency and literary competences of students, it is of great importance that the content of an English language textbook is selected to achieve the objectives of teaching the particular language. Some of the aims of teaching English in India are as follows:

- 1) To enable students to listen English with proper understanding
- 2) To enable to speak English correctly. It means that producing sounds with the proper stress and intonation.
- 3) To enable the students to read English and comprehend and interpret the text.
- 4) To enable the students to write English correctly and meaningfully, i.e. for example writing letters, applications, description and accounts of day to day events.
- 5) To enable to acquire knowledge of the elements of English.
- 6) To enable to develop interest in English.
- 7) To increase students ability to use planning, drafting and editing to improve their work.
- 8) To enable students to express themselves creatively and imaginatively.
- 9) To enable students to speak clearly and audibly in ways which take account of their listeners.
- 10) To enable students to become enthusiastic and reflective readers through contact with challenging and text level knowledge.

4.7.1 Evaluation of English Textbooks Prescribed for Class IX and Class X in relation to Listening and Speaking Skills

One of the main objectives in developing the listening skill in students is to enable them to understand the daily conversations in English at a normal speed of time. i.e. five syllables a second according to Thompson and Wyatt.

The Essential English Coursebooks for Class IX and Class X, besides the main text of the lessons, offer opportunities for students to develop their listening and speaking skills through discussions, narration of experiences, debates, role-play, asking questions etc.

4.7.1.1 Essential English Coursebook for Developing Listening and Speaking Skills Class IX

Unit 1 comprises of a story and a poem, thereby providing a good amount of text to be read and listened to by students. Opportunity to develop listening skill is presented in the form of exercises at the end of the lesson through discussion on the topic of earthquakes in which a paragraph is given for the teacher to highlight a situation during an earthquake. Students are expected to listen to their teacher while he/she narrates the situation and are then asked to discuss in groups and offer their classmates some useful and wise advice to follow under such circumstances.

In Unit 2, i.e., A lesson for Tyler, no separate activity is given to develop the listening and speaking skills of students as seen in unit 1. However, there is a ‘Pronunciation’ learning activity in page 19 in which students can learn the correct pronunciation of words ending in ‘-gue’ which is considered to be of great importance as students need to be aware of and learn the right pronunciation of English words to develop their listening and speaking skills in order to have fluency over the language. Unit 3 consists of a prose lesson named “Sound sensations from Evelyn Glennie” and one poem named Eldorado. There is an exercise which is meant to help the students develop their listening skills through a group discussion on what one wants to become when they grow up. The activity can also be carried out as a role-playing activity in which students can listen to their friends’ narrations and can also learn to speak at the same time.

Chapter 4 consists of one prose piece titled, “Mysterious phenomena” in which an activity is given for students to think and write about one spooky scenario related to the lesson is given to develop students listening and speaking skills. Students are expected to fold their answers in pieces of papers collected in a box. They will then be asked to come forward one by one, pick out a piece of paper and read the scenario out loud to the class and then tell the class what they would do in such a situation. This is found to be of great help in developing and improving the listening, reading and speaking skills of students.

Unit 5 comprises of two lessons, one prose i.e., Blind Date and one poem Neighbours which are found to be consisting of only one activity to develop the listening and speaking skills of students. Students are asked to pick out a silent letter

from five words (farm, knife, debt, psychology, comb and talk) and read out the words. There is a section on pronunciation activity which asks students to find out words with the same pronunciation but are spelt differently and to use the words they identified to fill up the blanks. Teachers may also make use of the text and the poem to develop the listening and speaking skills of students through model reading, loud reading, question and answer etc.

Unit 6 contains one prose i.e., The Mahatma's Marksheets in which no separate column is given for the development of listening and speaking skills. However, teachers may make use of the pronunciation activity given in page 74 to enable students to listen to and learn the correct pronunciation of certain words when listening and speaking in English language. This section is found to be quite useful as it provides room for students to learn the stress shifts from one syllable to another when a word is used as a different part of speech. It also highlights the parts that have to be stressed in bold letters.

Unit 7 i.e., Tangerine the Wasp offers a separate column to develop listening and speaking skills. The teacher narrated a short story first and students are expected to participate in role-playing activities and engage in conversations as their respective roles from the given story. Teachers can also make use of the poem included in unit 7 i.e., A Tiger in a zoo by Leslie Norris to develop students listening and speaking skills through model reading, loud reading and giving room to participate in discussions relating to the poem.

Unit 8 provides a separate listening and speaking column in which students are required to express their views on given topics to develop their listening and speaking skills.

Unit 9 i.e., Yang the youngest (Prose) and On the Grasshopper and the cricket (Poetry) provides opportunity for students to participate in group discussion on cultural differences which is a theme related to the lesson yang the youngest. They are also asked to prepare a list of dos and don'ts for tourists and are then asked to present their lists in front of their peers, thus developing their listening and speaking skills.

Unit 10, a prose piece on Mother Teresa offers no separate column to develop listening and speaking skills. However, teachers may as well make use of the text itself to practice the skills through different techniques like model reading, loud reading,

discussions, role playing etc.

4.7.1.2 Essential English Coursebook for Developing Listening and Speaking Skills for Class X:

Unit 1 “David’s story” is about how a wrong decision can change and cut short a promising life. This theme is inter-related to the activity given in order to develop the listening skills of the students. The activity in Page 13 of the Coursebook provides a short paragraph in which students are expected to listen to the teacher who talks about enjoyment of their freedom and the necessity of discipline. Students are then supposed to form groups of four in which a discussion session is to be carried out. The main activity that the teacher is supposed to be narrating to the students is as follows:

Example from Page 13 of Coursebook: Think about your own situation in school and at home. Don't you enjoy a lot of freedom? Do you, however, feel that there are some areas where you don't have freedom? Have you thought of the reasons why your freedom has to be restricted? Is there a need for discipline in some aspects of your life? Is this why your parents or teachers sometimes insists on being disciplined?

The above example from the text is a portion from the Listening and Speaking paragraph which is found to be appropriate as it too conveys the message and the main theme of the text, thus stimulating the need to make the right decision and the need for restrictions for students.

Unit 2 also provides opportunities in which a teacher would talk about an account of the lives of crocodiles and the threat these creatures impose on human beings in different countries. Students are then again expected to listen to the teacher and through their understanding, they are supposed to answer the question given to them.

This particular activity was also found to be appropriate and interesting for the students as they have just learned a true account of Peta-Lynn Mann, who at the age of twelve, saved her friend from a crocodile attack when they were on a boating trip. This link in the story and the activity given for developing the listening skills of students is found to be motivating and interesting for the students.

Unit 3 introduces students to ways of making complaints in which the teacher tells students about the expressions normally used when making complaints. An

illustration in black and white is also shown in through which students could learn the ways of complaining. However, this is not found to be of great help in developing the listening skills of students as it has to be read and seen by the students.

In Unit 4, the teacher is expected to guide students and role-play situations as given in the activity. Students could develop their listening skills by listening to their fellow students through these role-plays.

Example: Study the way people ask for information on the telephone. Receptionist: Good morning, Bharat Airlines. May I help you?

Caller: Good Morning. Could you please tell me about the flights to Kolkata?

Receptionist: There are two flights daily. One leaves at 8:30 a.m. and the other is in the evening at 7 o'clock.

Caller: Thank you very much.

After introducing students to these conversations, the teacher is expected to tell students other alternative ways of finding information through others. Some ways given in the textbook are as follows:

I'm calling to find out..... I'd like to ask about.....

I'm calling about....

Could you tell me...please? I'd like to know, please, if.....

Unit 5 comes up with the introduction of the idea of debates in the classroom. It has been found that through an activity like debate, students could learn how to listen and comprehend what others are saying and thus try to respond to their fellow classmates in the debate.

Unit 6, in its Listening and Speaking column, mentions the education of children and the Act according to which children of the age group of 6-14 years has the right to elementary education in India. Then students are asked to form groups to discuss the possible remedies from children dropping out from schools. Thus, in this way students could easily find out the solutions through the discussions. This is found to be appropriate too as the question could easily be understood by the students since the incident brought up in this activity is based on this everyday life in schools. Some

might have witnessed drop outs from them schools too.

Unit 7 deals with a futuristic story, a world of technological advancements where newspapers are not printed but spoken. The listening activity included in this unit is too about science and its importance to our lives. Students are asked to discuss the topic in groups by giving them hints and points to discuss.

Unit 8 is an adventure story. Thus, the Listening activity is also supposed to be carried out through role-play between the teacher and three students. This is not found to be very appropriate as not all students are involved in this activity.

The skill of speaking follows the skill of listening. Once students are able to listen and understand daily simple conversation, they are ready to learn the skill of speaking accurately at a normal speed. The activities meant for developing the Speaking skills of students are combined with the listening activities in the Coursebook. As seen in the previous analysis of the Listening skills, students in Unit 1 of Class X are supposed to listen to the teacher and their classmates, discussing the given activities in groups of four in which each student has an opportunity to speak up. An example from the textbook to encourage the students to speak up is given in the following table:

Activity example from Page 13

The list given below may help you in your discussion.

Table 4.7.1.2.1 Example activity to develop Speaking Skill from Textbook

<i>In the context of home</i>	<i>In the context of your school</i>
<i>food</i>	<i>dress code/uniform</i>
<i>dress</i>	<i>rules of conduct in the classroom</i>
<i>bedtime</i>	<i>tests and exams</i>
<i>Watching TV</i>	<i>interactions with teachers and seniors</i>
<i>Going out with friends</i>	<i>Choice of subjects</i>

It has been found that these exercises and activities seem quite appropriate for students as they are all easy and simple topics to be discussed for those who are not yet fluent with the English language. Students could easily connect themselves with these activities which helps in the development of their speaking skills in the classroom too.

Unit 2 and Unit 5 provide activities in which students have to organise debates using given topics in the textbook. This is also found to be appropriate and helpful for students as they could use develop both their listening skills as well as their speaking skills through these activities. However, not all students could participate in these debates, so it might not be that effective for the students as a whole.

The activity given in Unit 3 is found to be suitable for students as all students could participate in the activity given. Students are introduced to the ways of making complaints and are then asked to sit in pairs and receive complaints about certain situations like:

- *Someone's dog is biting everyone*
- *The neighbour's parties are noisy*
- *The painter's work is very shabby*
- *The fan in your room is not working*

- *The team is not playing well*
- *A fellow passenger's suitcase is coming in the way in a train compartment.*

In Unit 4, students are expected to have a conversation with a partner and play roles asking for information through a phone. The conversation topics given are of interesting topics for students which makes it easier for them to speak up. Certain topics like calling a local bookstore to find out the price of the new Harry Potter book, a trip to Goa with family, calling a movie theatre to find out tickets availability and calling a school to find out whether school is closed due to a bandh.

The activity meant to develop the Listening and Speaking skills in Unit 6 is found to be a little unfamiliar to students especially in Aizawl city. Child labour is not common in Mizoram as it is in other states. So, though the activity seems quite appropriate in developing the skills in students, students might not be able to relate to such an incident. Besides, students are asked to discuss the possible reasons and remedies for children dropping out of school and are asked to present their views before the class. This might take a lot of time and each student might not even have the opportunity to present their view within the class period.

Unit 7 is a lesson on science and technology which is quite interesting and familiar to students of class X. Thus, the activity given in this unit seems appropriate in developing the speaking skills.

Role-playing in groups of four is again given in the last unit in Unit 8. This too is appropriate and motivating for the students as the topic of discussion given could be related to the students. The activity is as under:

Your school is organising a five day excursion to Memphi Hills, about 200 km from your town or city. In groups of four, role-play a briefing session between the teacher and three students.

The teacher is expected to give instructions about reporting time, what and how much to carry, type of clothing suitable for the trip and other dos and don'ts. The students should seek clarifications about these instructions and also ask questions about carrying music players, cameras, cell phones and snacks.

Apart from these activities there is a "Learn to infer" column in which students are asked to explain and sometimes discuss topics relating to the given texts. These

could also be used in developing the speaking skills of students while at the same time can also serve as reading comprehension for the students.

4.7.1.3 Essential English Literature Reader for Developing Listening Skill for Class IX and Class X

The Literature Reader books do not provide a separate column for the development of Listening skills. The main given text seemed to be the only thing that if read aloud by the teacher, students could learn to listen and comprehend the meaning. No separate activity or exercise is provided to develop this skill. However, the “Let’s discuss” activity at the end of each lesson except for the two poems, could be utilised as an activity to develop the listening skills of students. While discussing the given points which are related to the text itself, students could develop their listening skills by listening to the discussion from the teacher and their classmates.

4.7.1.4 Essential English Workbook for Developing Listening Skills for Class IX and Class X

The Essential English Workbooks too, like the Literature Reader make no room for the development of Listening skills. It is mainly focussed only on grammar, vocabulary and writing developments. No room is made to fulfil the objectives of Listening skills in particular.

Apart from all these various exercises and activities, no audio-visual materials are provided along with the textbooks.

When speaking skill is concerned, the Literature reader, as have mentioned before, do not include a separate space for the development of speaking skills. However, the “Let’s discuss” activity at the end of each lesson could be utilised by the teacher and the students to develop speaking skills. This might create problems if the teacher could not motivate students to speak up using the topics of discussion given which might not seem to be interesting enough for students.

The Workbook do not make room for the development of the speaking skills of students. No separate activity or exercise is provided in the workbook to develop and inspire students to speak in English. It only contains a number of worksheets in which students are expected to revise and master the grammatical items.

4.7.2 Evaluation of Essential English Textbooks Prescribed for Class IX and Class X in relation to Development of Reading Skill:

An important objective in teaching reading to secondary school students is to enable them to read English language, comprehend it and interpret the text with proper understanding the following is an evaluation of the six textbooks prescribed for Class IX and Class X students by Mizoram Board of School Education:

The whole text can serve as an important tool to practice silent reading and loud reading. The teacher can select the portion to be read and can ask students to repeat after him/her. In this way, students may learn the pronunciation, stress and intonation at the same time under the teacher's guidance. However, there is a "Learn to Read" column in which students are asked to answer questions based on the reading of their text. This helps students in developing their ability to understand the hidden meaning of the texts, to read between the lines and to have a better understanding of what they read. Through the poems presented both in the textbooks of Class IX and Class X, students can also learn and experience the correct ways of reading poetry giving importance to stress and intonation, punctuation marks, pronunciation etc.

4.7.2.1 Essential English Coursebook for Developing Reading Skill for Class IX

Some of the factual and inferential exercises given in the Essential English Coursebook for Class IX to develop the reading skills of students are as follows:

In Unit 1, Tsunami: The Killer Waves, Unit 2, A lesson for Tyler, Unit 4, Mysterious Phenomena, Unit 5, Blind Date, Unit 6, the Mahatma's Marksheets, Unit 7, tangerine the Wasp, Unit 8, Operation Indian Ocean, Unit 9, Yang the Youngest and Unit 10, Mother Teresa, factual questions and inferential questions to be answered by students from reading their textbooks are presented. These questions aim to develop the reading skills of students by asking them to tick and choose the right and most suitable options according to them based on their reading of the texts.

Example from Unit 1, Tsunami: The Killer Waves:

Three factual and inferential questions were asked on page 5 in which students are presented with questions which are supposed to be answered based on their reading of the lesson.

Example question:

On the basis of your reading of the text, tick the option you think is the most suitable.

- a) *Despite the horror hidden beneath the mud and waves, people all over Japan's north-east coast are finding such miracles. These 'miracles' are*
- i) *Survivors of the calamity*
 - ii) *Storms that cause huge waves*
 - iii) *Supernatural powers*
 - iv) *The treasures*
- b) *The tsunami on 11 March 2011 was a consequence of*
- i) *A volcano*
 - ii) *A landslide*
 - iii) *An earthquake*
 - iv) *A hurricane*
- c) *After the natural disaster, people faced a man-made disaster in the form of*
- i) *Loss of houses*
 - ii) *Radioactive gas leak*
 - iii) *Death of people*
 - iv) *Loss of livelihood*

Inferential questions like “How do you think the survivors feel now, after having experienced this natural disaster?” and “Do you think the magnitude of loss caused by the disaster could have been reduced? Give reasons.” are asked to students to widen their imagination, and answer through their reading and understanding of the texts.

Unit 5, Blind date, Unit 9, Yang the Youngest and unit 10, Mother Teresa ask questions from the text questions in which students are expected to read and answer from what they read, thereby adding their opinion and perspectives, further enriching their creativity in language skills.

Example from Unit 5: Learn to read

- i) *Where does the story take place?*
- ii) *How did he know that the person sitting at the next table was a woman?*
- iii) *What is the reaction of people in general when they realised that the narrator is blind?*

- iv) *Why was the narrator keen to hear the woman speak?*
- v) *Was the narrator very perceptive? Answer this question by referring to the details he was able to find out about the waiter Charlie.*
- vi) *What did he ask the woman? How did she answer his question?*
- vii) *Does the narrator's description of the sculpture, Madonna and Child, seem as if he had actually seen it? Give one example in support of your answer.*
- viii) *What did the woman tell Charlie about the narrator?*
- ix) (a) *What did the narrator want Charlie to tell him about the woman?*
(b) *Why did Charlie laugh?*
- x) *Was the woman visually challenged?*

Unit 3, Sound sensations from Evelyn Glennie and Unit 7, tangerine the Was provides room to develop the reading and writing skills of students by asking factual and inferential questions for students to give reasons based on their reading. Example questions from Unit 3, Sound Sensations from Evelyn Glennie are as follows:

Give reasons of each of the following:

i) *Evelyn was nervous on her first day at the Royal Academy of Music in London.*

ii) *Evelyn's marks in school deteriorated.*

iii) *Evelyn felt indebted to Ron Forbes.*

iv) *Men with Bushy beards trouble Evelyn.*

v) *She needs to remove her shoes/lean against the drums during a performance.*

4.7.2.2 Essential English Coursebook for Developing Reading Skill for Class X

The Essential English Coursebook prescribed for Class X has the “Learn to Read” section as also seen in the Class IX Coursebook which gives room for developing the reading skills of students by asking certain questions to be answered by comprehending the texts read students read. It is also felt that the questions could be utilised to teach new vocabulary and structures in English language.

Unit 1, David’s Story, Unit 3, Wangari Mathai, Unit 4, The Lap of Honour and Unit 5, A face on the wall include questions to be briefly answerer in the “Learn to read” section.

Example from Unit 1, David’s story (Page 5)

Answer the following questions briefly.

- 1) *When and why did the narrator receive the call? What were the narrator’s feelings after receiving the call?*
- 2) *Who was David? How has he become the narrator’s best friend?*
- 3) *How did David contract the fatal disease?*
- 4) *What was David’s advice about life? How can we love ourselves?*
- 5) *What promise did the narrator make to David?*
- 6) *What were the narrator’s feelings as she stood beside David’s grave? What was she sure of as she walked back home?*

Unit 2, Don’t die Graham! Don’t die, Unit 3, Wangari Mathai, Unit 6, Two gentlemen of Verona, Unit 7, The day of an American Journalist in 2889 and Unit 8, Adventures in Antarctica provided rooms for students to choose the most suitable option based on their reading of the text.

Example exercise from Unit 2, Don’t die Graham! Don’t die Learn to read

On the basis of your reading of the text, choose the most suitable option

- a) *Peta-Lynn Mann loved the idea of visiting a tropical countryside because*
 - i) *She was looking forward to a holiday.*
 - ii) *Nature fascinated her.*
 - iii) *Graham wanted to take her there.*
 - iv) *She did not have a choice.*

- b) *Graham unhitched his rifle and clambered overboard to push the airboat into deeper waters. Here 'clambered' means*
- i) *Pushed.*
 - ii) *Pulled.*
 - iii) *Mounted.*
 - iv) *Walked.*
- c) *The two qualities that best describe Peta-Lynn mann are*
- i) *Adventurous and careless.*
 - ii) *Alert and intelligent.*
 - iii) *Animal-lover and fun-loving.*
 - iv) *Good friend and timid.*

Unit 3, Wangari Mathai introduces a new exercise which is not found in the exercises to develop reading skills in Class IX Coursebook. A question asking students to find certain words in specified paragraphs are listed as follows:

Find the following in the chapter.

- a) *A word in paragraph 2 which means the same as 'did very well in'*
- b) *A word in paragraph 3 which means the same as 'destroyed and damaged'*
- c) *A word in paragraph 4 which is opposite in meaning to the word 'rich'*
- d) *A word in paragraph 6 which means the same as 'existing or happening in a large area'*
- e) *A word in paragraph 6 which stands for 'a series of planned activities intended to achieve a particular social, commercial or political aim'*

A new activity is introduced in Unit 4 The lap of Honour in which students are expected to rearrange sentences based on their reading and understanding of the text. Example activity from page 58-59

Rearrange the following sentences to form a meaningful paragraph on Murray Halberg

- a) *He had new ideas on the training of athletes. (.....)*
- b) *He also decided on a new plan for the 5,000- metre races. (.....)*
- c) *After this accident, he gave up football and turned to athletics. (.....)*

- d) *He made Halberg practise hard and helped him build up stamina. (.....)*
- e) *Murray Halberg was almost killed in an accident which paralysed his left arm. (.....)*
- f) *He received training from Arthur Lydiard. (.....)*
- g) *This plan helped Halberg in the British Commonwealth games in 1958. (.....)*
- h) *The plan was that Halberg would pick up speed in the last three laps and run ahead of others. (.....)*
- i) *In the Rome Olympics too, Halberg used the same plan and broke the world record in the 5,000-metre race, (.....)*

In Unit 8 i.e., Adventures in Antarctica, a new activity is introduced in which students, based on their understanding of the text have to identify and fill up names of places from the lesson.

Example activity from page130

In the map given below, you can see the sailing route taken by their ship. The places on the route have been numbered and some of them have been named in the key. Fill in the names of the remaining places.

4.7.2.3 Essential English Literature Reader for Developing Reading Skill for Class IX

The Literature Reader too could be of great assistance in the development of reading skill among students. The text in each unit and the poems could serve as materials to practice reading. Silent reading and loud reading could both be practiced through these texts and poems. Skimming and scanning could be practised through the texts as well as the new vocabularies highlighted in each of the lessons. Students are also introduced to a play/drama through Unit 7 i.e., Michael and Unit 8 i.e., Guilty, from which they could practise and experience role playing through reading the dialogues of different characters, thereby developing their reading skills at the same time. Two poems “In the Bazaars of Hyderabad” by Sarojini Naidu and “The Listeners” by Walter De La Mare are also introduced to help students develop their reading skills giving importance to proper stress and intonation, punctuation, pronunciation etc and also to create and stir in students an interest in literature.

New vocabularies are found to be presented in the lessons for students to read and understand the meaning of difficult words. (Page I to be inserted)

To develop the Reading Skill of students, some questions from the “Let’s infer” section and the “Let’s discuss” sections that are expected to be answered from reading the text could be used by English teachers in the classroom.

Some example questions from each unit are presented as follows:

- *Why did the boy come home after the raffle in ‘record time’? (Unit 1)*
- *...as he listened, he began to forget. What did the little boy begin to forget? At what stage in the story did you notice that he had forgotten? (Unit 2)*
- *Why did Pip live with his sister Mrs. Joe Gargery? (Unit 3)*
- *In what way was Bruno’s diet remarkable? (Unit 4)*
- *Discuss the funny elements of the story. (Unit 5)*
- *Rimenhawihi was a beautiful woman with lustrous hair. How would you describe her as a person? Give examples from the text to support your answer. (Unit 6)*
- *Give reasons for the following: (Unit 7)*
 - a) *Simon could not buy the sheepskin.*
 - b) *Michael cut the nobleman’s leather into two.*
 - c) *Michael disappeared in the end.*
- *Complete the table to show what Michael was sent to earth for. (Unit 7)*

<i>What were the three questions?</i>	<i>What was the answer to each?</i>	<i>How did Michael get the answers?</i>
<i>What dwells in man?</i>		
	<i>His needs</i>	
		<i>The woman brought up the orphan twins as her own daughters.</i>

- Here are a few sentences from the text. Fill in the empty spaces in the table with appropriate information from the play. The first one has been done for you. (Unit 7)

<i>Lines from the play</i>	<i>Spoken by, about</i>	<i>Quality it shows</i>
<i>a) If only the dealer doesn't cheat him...</i>	<i>By Matryona About Simon</i>	<i>Simon is a simple man who easily trusts others</i>
<i>b) Bringing a beggar home with him. It's as I feared...</i>		
<i>c) Well, we can't let him starve. Sit here. You'll be warmer here...</i>		
<i>d) Simon, I'm afraid... I'm afraid of him... There's something very strange...</i>		
<i>e) No one sews boots so neatly and strongly in all the district...</i>		
<i>He seems to be working without stopping- Silently...</i>		

- On the basis of your understanding, tick the most suitable option. (Unit 8)

- a) Ma Ryan's chief concern about her son's current job is that
- He deserves a better job.
 - He doesn't get enough sleep.
 - He is at risk with the police.
 - He keeps bad company.

- Compare and analyse the characters of Ma Ryan and Jim. Complete the table with appropriate information. (Unit 8)

<i>Evidence from the story</i>	<i>Trait</i>
<i>Ma Ryan</i>	<u><i>Concerned mother</i></u>
<i>a) ...then he won't be a night watchman all his life.</i>	
<i>b) But ten years. He is so young</i>	_____
<i>c) He didn't steal it. I know he didn't. I'll call him.</i>	_____
<i>d) Jim</i>	<u><i>Honest</i></u>
	<u><i>Hard-working</i></u>

4.7.2.4 Essential English Literature Reader for developing Reading Skill for Class X

The activities and exercises in the prescribed English textbook for Class X are found to be more advanced as they are introduced to make students understand the text as well as develop their creative thinking skills. Like the Class IX Literature reader, there is also a space which gives the meaning of difficult words through which the students can read and easily find out meanings of new vocabularies in each lesson. Unit 6 and Unit 7 provide room for students to read and learn plays/drama, dialogues and character sketches while the two poems “The louse and the Mosquito” by Vikram Seth and “The land of beyond” by Robert Service can be used to teach reading of poetry with correct stress and intonation, pronunciation, punctuation etc.

No separate section is highlighted to develop reading skill in particular. However, the whole lesson and some questions from the “Lets Infer” section and the “Lets discuss” sections could be used to teach and develop reading skills among secondary school students.

Some of the activities newly introduced for Class X students that can help in developing their reading skills are as follows:

- *Character sketch of Portia (Unit 1)*
- *Thus the tables were turned. Explain this line by recounting the turning of events in the story in your own words. (Unit 1)*
- *What disaster struck the world that night? Describe in about 100 words how it reduced humans to extreme helplessness. (Unit 3)*
- *Did you find the story humorous and entertaining? Give two examples of humour from the story. (Unit 5)*
- *Given below in the table are words that can be used to describe Adela and Eshley. Put a tick against a word if it applies to her/him and a cross if it doesn't. (Unit 5)*

	<i>Adela</i>	<i>Eshley</i>
<i>Noisy</i>		
<i>Sarcastic</i>		
<i>Calm</i>		
<i>Rude</i>		
<i>Forgiving</i>		
<i>Silly</i>		
<i>unconcerned</i>		
<i>funny</i>		
<i>thoughtful</i>		

4.7.2.5 Essential English Workbook for Developing Reading Skill for Class IX and Class X

The workbook again provides no separate task or activity to develop the reading skills of students. However, it is found that the activities and exercises could be used by teachers and students to practise reading skills as and when necessary.

4.7.3 Evaluation of Essential English Textbooks prescribed for Class IX and Class by Mizoram Board of School Education in relation to the Development of Writing Skills:

4.7.3.1 Essential English Coursebook for Developing Writing Skill for Class IX

In Unit 1, *Tsunami, The Killer Waves*, a writing activity to develop the writing skills of students is presented in page 9. The exercise begins with a short introduction highlighting the key points and the word limit which is found to be an essential guideline for students while writing the magazine article.

Unit two offers room for students to develop their writing skills through poster making. Relevant information on Poster Making and guidelines on how to carry out the activity is provided on page 23 in which students are asked to make a poster persuading other students to avoid plastic bags.

Unit 3, students are given a short introduction on Hanboklang Nongsiej, a recipient of the Bapu Gayadani Award and are asked to write a report for their school magazine using the following notes:

- *Age: 13*
- *Place he belongs to: Khasi Hills, Meghalaya*
- *Lost parents when he was seven*
- *Lives with his maternal grandparents and uncle*
- *Studying in class II in a government primary school*
- *Saved ten-month-old cousin from a house on fire-uncle was away-aunt called out for help-Hanboklang rushed in-Wrapped boy in blanket and ran out-suffered severe burns*
- *First visit to Delhi*
- *Thrilled about meeting the Prime Minister and riding on elephant in the Republic Day Parade*

Unit 4, *Mysterious Phenomena* introduces students in writing a diary entry by

giving them an interesting topic of aliens entering their houses late at night. Students are asked to make a diary entry of what they witnessed in about 150-200 words. This activity is found to be quite appropriate and useful as it provides room for students to create their and express their own versions of the encounter thus developing their imagination as well as their writing skills.

Unit 5 offers students a chance to develop their writing skills through formal letter writing activities. A format and sample letter is provided for better understanding in page 64.

Unit 6 provides a passage for students to practise precis writing in the class while Unit 7 makes room for students to practise writing a message. Sample of message writing and key points are also provided for the same.

Unit 8 introduces students to writing an argumentative essay by giving the essay topic ‘Sometimes, war is needed’ while Unit 9 introduces Notice writing to students providing a brief meaning of Notice and a format of writing a notice. In Unit 10, writing of informal letter is introduced to develop the writing skills of students. Students are asked to write a letter to a cousin living abroad telling him/her how Mother Teresa got tins of broken biscuits for the sick people in her Homes. A format for the same is also given in page 135 of the essential English Coursebook.

4.7.3.2 Essential English Coursebook for Developing Writing Skill for Class X

To develop the writing skills of students, the Coursebook includes a number of writing activities after each unit in the book.

Unit 1 *David's story* introduces students to the writing practice of a Poster. The exercise begins with a short introduction and necessary information of the given topic which is found to be a good guideline for the students. It was found that the topic given to undertake is also appropriate as it is in line with the theme of the lesson.

Students are asked to give the poster an appropriate title, and to mention the venue, date and time of the event. Then a list of useful tips to guide the students is given as follows:

- *Create awareness to inform and educate the public about this issue*
- *Provide clear dos and don'ts*

- *Have slogans which are catchy and easily draw attention*
- *Indicate the name of the organization/ individual that is issuing the notice*
- *Have attractively laid-out-text- you may use colour and drawings to embellish it.*

Unit 2 includes writing of an article in about 150-200 words with the title “Ways to prevent animal attack” for a school magazine. This is found to be interesting and appropriate for students to help in developing their writing skills. Unit 3 includes writing of a formal letter of complaint giving guidelines and providing a format of a formal letter. Unit 4 includes recoding information in which an account of playing hockey and a famous player Dhyan Chand is given with an illustration. Unit 5 introduces the writing of a personal letter and the writing of a report. Unit 6 includes writing a diary entry which makes use of the text and the story behind it. Unit 7 includes preparing a notice. Unit 8 includes the writing of a descriptive essay and making notes.

Apart from these activities presented in the writing column, teachers can make use of all the grammar exercises in the Coursebook as well as the workbook since these kinds of exercises help develop the writing skills of students.

Essential English Literature Readers (Class IX and Class X): The Literature Readers do not provide room for developing writing skills in particular. However, some questions from the “Let’s infer” section may be used to develop writing skills. For example Question number 5 of Unit 1 (Class X) gives some hints and asks to write a character sketch of one of the characters in the story i.e. Portia. The main objectives of teaching writing skills is almost completely ignored in the Literature Reader as there is no room for students to express themselves in writing and there is lack of sufficient writing exercises.

4.7.3.3 Essential English Literature Reader for Developing Writing Skill for Class IX and Class X

The Literature Reader textbooks for Class IX and Class X both have the “Lets infer” sections towards the end of every lesson. As it has been highlighted in the development of Reading Skills, these questions may be utilised by the teachers to

develop both the reading and writing skills of students. Some example questions and activities to develop writing skills as given in the Literature readers are as follows:

- Complete the table to show what Michael was sent to earth for. (Class IX, Unit 7)

<i>What were the three questions?</i>	<i>What was the answer to each?</i>	<i>How did Michael get the answers?</i>
<i>What dwells in man?</i>		
	<i>His needs</i>	
		<i>The woman brought up the orphan twins as her own daughters.</i>

- Here are a few sentences from the text. Fill in the empty spaces in the table with appropriate information from the play. The first one has been done for you. (Unit 7)

<i>Lines from the play</i>	<i>Spoken by, about</i>	<i>Quality it shows</i>
<i>If only the dealer doesn't cheat him...</i>	<i>By Matryona About Simon</i>	<i>Simon is a simple man who easily trusts others</i>
<i>Bringing a beggar home with him. It's as I feared...</i>		
<i>Well, we can't let him starve. Sit here. You'll be warmer here...</i>		
<i>Simon, I'm afraid... I'm afraid of him... There's something very strange...</i>		
<i>No one sews boots so neatly and strongly in all the district...</i>		

<i>He seems to be working without stopping- Silently...</i>		
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- *What disaster struck the world that night? Describe in about 100 words how it reduced humans to extreme helplessness. (Class X, Unit 3)*

4.7.3.4. Essential English Workbook for developing Writing Skills for Class IX

Essential English Workbook Class IX contains worksheets which include the practice of writing:

- *Postcard Writing*
- *Invitations*
- *Summary writing*
- *Re-coding information*
- *Writing a report*
- *Newspaper article*
- *Formal and informal letters*
- *Note-making*
- *Article*
- *Essay*

4.7.3.5. Essential English Workbook for developing Writing Skills for Class X

Essential English Workbook Class IX contains worksheets which include the practice of writing:

- *Newspaper article writing*
- *Message*
- *Narrative essay*
- *Note-making*
- *Informal and formal invitations*
- *Informal and formal letters*
- *Writing an article from notes*
- *Postcards*

- *Summary writing*
- *Describing a place*
- *Letter to the editor*

The writing exercises provided in the Workbooks are found to be appropriate and suitable for secondary school students. A good guideline with simple illustrations and important formats of writing particular topics are given in each worksheet.

It is also found that these writing activities facilitate the use of grammatical items which have already been studied by students in previous classes. Students can make use of the new vocabularies learned from the glossary sections, the idioms and phrases etc. They can also make use of the tenses in performing these writing activities.

However, due to limitation of time, all the exercises and activities meant to develop the four skills of language- listening, speaking, reading and writing might not be thoroughly learned within the four walls of the school under the short scheduled everyday routine.

CHAPTER V

FINDINGS, DISCUSSION, EDUCATIONAL IMPLICATIONS AND RECOMMENDATIONS, CONCLUSION AND SUGGESTIONS

This chapter deals with the major findings followed by discussion, educational implications and recommendations followed by suggestions for further studies to develop the teaching and learning of English language among secondary school students in Mizoram. These are arranged under the following heads:

5.1.0 Findings

5.1.1 Findings in relation to Academic, Professional and Personal Profile of English Teachers at Secondary Level of Education

5.1.2 Findings in relation to Methods of Teaching English Employed by English Teachers at Secondary Level of Education

5.1.3 Findings in relation to Methods of Learning English Language Practised by Students at Secondary Level of Education

5.1.4 Findings in relation to Classroom Teaching and Learning for Teaching of English in the Context of Flander's Interaction Analysis Category System (FIACS)

5.1.5 Findings in relation to Problems faced by English Teachers while Teaching English at Secondary Level of Education in Mizoram

5.1.6 Findings in relation to Problems faced by Students when Learning English at Secondary Level of Education in Mizoram

5.1.7 Findings in relation to Evaluation of English Textbooks Prescribed for Class IX and Class X by the Mizoram Board of School Education in terms of the Objectives of Teaching English Language i.e., Listening, Speaking, Reading and Writing Skills at Secondary Level of Education in Mizoram

5.2.0 Discussion of Findings

5.3.0 Educational Implications of the Findings and Recommendations

5.4.0 Conclusion

5.5.0 Suggestions for Further Study

5.1.0 Findings

5.1.1 Findings in relation to Academic, Professional and Personal Profile of English Teachers at Secondary Level of Education

- a) The percentage of English teachers holding B.A. degree was 60%, 2% B.Sc., 4% B.Com., 0% B.E., 0% B.Tech. and 0% BCA., while 64 % had M.A. and 2 % of the teachers teaching English language at secondary level of education had M.Sc. background.
- b) No teacher was found to be holding degrees in M.Com., M.Tech., MCA and MBA.
- c) The percentage of the teachers who had studied English as their Core/Honours paper during their college days was 60%.
- d) No teacher was found to be acquiring neither M.Phil. nor Ph.D. degrees.
- e) The percentage of English teachers having B.Ed. Degree was 83% while 0% were found to be having M.Ed. Degree. It was also found that 17% of the teachers hold other professional qualifications.
- f) The percentage of English teachers who acquired their B.Ed. degree through In-Service mode was 46% while 22% were found to be acquiring their B.Ed. degree through Pre-Service mode, 22% in Distance Mode and 11% in Multimode under IASE, Mizoram.
- g) Majority (70%) of teachers took English as their pedagogy paper in B.Ed. while 30% were found to not have taken up English as one of their pedagogy papers while pursuing their B.Ed.
- h) The percentage of English teachers who had attended special training courses in English language Teaching was 40% while 60% had never attended any courses as such.
- i) The percentage of English teachers below the age of 30 was 17%, 42% between 30-39, 28% between 40-49 and 13% between 50-59 years.
- j) The average percentage of male teachers from the sample consisted of 23% while majority i.e., 77% were female.

5.1.2 Findings in relation to Methods of Teaching English Employed by English Teachers at Secondary Level of Education in Mizoram

1. Methods of teaching:

- a) As many as 71% of the teachers frequently and 29% rarely used Direct Method to teach English language to students while 0% never used this Method in teaching English language.
- b) Majority 81% of the teachers frequently and 19% rarely used Bilingual Method to teach English language to students while 0% never used this Method in teaching English language.
- c) The percentage of teachers who used Grammar Translation Method to teach English language frequently was 73%, 25% rarely and 2% never used the Method in teaching English language.
- d) The percentage of teachers who frequently used Audio Lingual Method to teach English language to students was 18%, 49% rarely use it while 33% never used this Method in teaching English language.
- e) Dr. West's New Method was frequently used by 19% of the teachers, 32% rarely and 49% never used this Method in teaching English language
- f) As many as 62% of the teachers frequently and 36% rarely used Communicative language teaching Method to teach English language to students while 2% never used this Method in teaching English language.
- g) The percentage of teachers who frequently used Eclectic method in teaching English language to secondary school students was 54% while 38% rarely used this method. 8% were also found to be never using the Eclectic Method to teach English language to students.

2. Teaching Aids used by English Teachers:

- a) As low as 3% of teachers frequently and 5% rarely used a radio for teaching English language to students while 92% never used it in the teaching-learning process.
- b) Minority (10%) of teachers frequently and 8% rarely used a television for teaching English language to students while 82% never use it.
- c) The percentage of teachers who frequently made use of computers or laptops

was 18% while those who rarely used these devices were 44%. 38% were found to be never using computers or laptops in the teaching of English language.

- d) As low as 6% of teachers frequently and 15% rarely made use of language laboratories for teaching English language to students while 79% never used them.
- e) The percentage of teachers who frequently used picture charts was 41% , 39% rarely used them while 20% never made use of picture charts while teaching English language.
- f) The percentage of teachers who frequently used flash cards was 18% , 33% rarely used them while 49% never made use of picture charts while teaching English language.
- g) Only 15% of teachers frequently and 21% rarely used projectors for teaching English language to students while 64% never made use of projectors.
- h) As many as 93% of teachers, frequently and 7% rarely used only the prescribed textbooks in teaching English language to secondary school students while no one i.e., 0% use only the prescribed textbooks.
- i) Only 28% of teachers frequently and 53% rarely used mobile phones for teaching English language to students while 19% never used it in the teaching of English language.
- j) The percentage of teachers who frequently made use of tablets was 3% while those who rarely used it were 33%. 64% never used tablets in the teaching of English language.
- k) The percentage of teachers who frequently made use of supplementary reading materials was 42% while those who rarely used it were 51%. 7% never used tablets in the teaching of English language.
- l) Newspapers for teaching English language to students were used by 18% of teachers frequently and 52% rarely while 30% never used it. The percentage of teachers who frequently made use of magazines was found to be 10% while those who rarely used magazines are 54%. 36% never used them in the teaching of English language.
- m) As low as 8% of teachers frequently and 32% rarely used globes for teaching English language to students while 60% never used it. 10% of teachers

frequently and 36% rarely used maps for teaching English language to students while 54% never use it.

- n) Only 13% of teachers frequently and 28% rarely made use of flip-cards for teaching English language to students while 59% never used such teaching aids.
- p) The percentage of teachers who frequently made use of flipcharts was 12% while those who rarely used it were 30%. 58% never used flipcharts in the teaching of English language.
- q) The percentage of teachers who frequently made use of mounted pictures was 8% while those who rarely used it were 28%. 64% never used these in the teaching of English language. The study revealed that the percentage of teachers who frequently made use of flannel boards was 2% while those who rarely used it were 21%. Majority (77%) never used them in the teaching of English language.
- r) As low as 2% of teachers frequently and 10% rarely used a tape recorder for teaching English language to students while 88% never use it. The percentage of teachers who frequently made use of a gramophone was 0% while those who rarely used it were 5%. As many as 95% of the teachers never used a gramophone.
- s) The percentage of teachers who frequently made use of movies or films was 10% while those who rarely used it were 40%. 50% of the teachers never made use of movies and films in teaching English to students.
- t) The percentage of teachers who frequently made use of models/real objects was found to be 15% while those who rarely used them were 60%. 25% never used models in the teaching of English language.
- u) Majority i.e., 96% of teachers frequently and 4% rarely used a blackboard/whiteboard for teaching English language to students while 0% never used it. The percentage of teachers who frequently made use of roll-up boards was 0% while those who rarely used these kinds of teaching aids were 26%. As many as 74% of the teachers never made use of them in teaching English to students.
- v) Only 10% of teachers frequently and 55% rarely used cut-outs from magazines

and newspapers for teaching English language to students while 35% never used such materials.

- w) The percentage of teachers who frequently made use of smartboards was 10% while those who rarely used them were 17%. 73% never used smartboards in the teaching of English language.
- x) As low as 2% of teachers frequently and 27% rarely used slides for teaching English language to students while 71% never used it. The percentage of teachers who frequently made use of filmstrips was found to be 0% while those who rarely used them were 13%. Majority i.e., 87% never used these teaching aids in the teaching of English language.

3. Methods of Motivating Students in Learning English used by English Teachers at Secondary Level of Education:

- a) As many as 66% of the teachers motivated their students by enhancing their curiosity while 51% motivated their students by linking the past experiences of the students to those of the present.
- b) Majority (87%) of teachers usually began their classes by asking questions in order to motivate their students.
- c) The percentage of teachers who motivated their students by showing pictures related to the lesson was 36% while majority i.e., 81% narrated stories or incidents to motivate the students.
- d) As many as 68% of teachers used to tell the importance of having proficiency in English language to motivate the students while 70% gave activities.
- e) The percentage of teachers who gave time for discussion which is followed by presentation was 43%.
- f) As low as 6% of teachers gave project works on making short video clips in English language while 60% gave positive reinforcements to motivate students in teaching English language.
- g) Only 15% of teachers made use of language games in order to motivate their students.
- h) The percentage of teachers who made students share their experiences relating to topics to be learned was 49%.

4. Techniques and Methods used by English Teachers in Teaching Prose to Students at Secondary Level of Education:

- a) As many as 98% of teachers used Explaining frequently while 2% used this rarely. No teachers were found to never use explaining to teach prose in their class.
- b) The percentage of teachers who frequently use Explaining and Illustrating with example was 91% while those who rarely used the technique was 9%.
- c) Majority i.e., 89% of teachers frequently and 11% rarely used Question and Answer for teaching prose to students while 0% never used it.
- d) As many as 82% of the teachers used Lecture Method while those who rarely used this technique were found to be 18%.
- e) As many as 91% of teachers frequently and 9% rarely used Translation for teaching prose to students while 0% never used it.
- f) Story telling method was used by 69% of the teachers while those who rarely used this technique was 29%. Only 2% were found to be never using this method in teaching prose.
- g) Only 15% of teachers frequently and 63% rarely used Role Playing for teaching prose to students while 22% never used it.
- h) As low as 4% of teachers frequently and 59% rarely used Dramatization for teaching prose to students while 37% never used it.
- i) Majority i.e., 81% of teachers frequently and 19% rarely used teaching new vocabulary and structure for teaching prose to students while 0% never used it.
- j) The percentage of teachers who frequently used Model reading was found to be 40% while those who rarely use this technique was 53%. 7% never used this method in teaching prose.
- k) The percentage of teachers who frequently used Loud reading was 89% while those who rarely used this technique was 9%. 2% never use this method in teaching prose while the percentage of teachers who frequently use Silent reading was 22% while those who rarely used this technique was 67%. 11% did not use Silent reading in teaching prose.
- l) Discussion was frequently used by 42% of teachers, 54% rarely while 4% never used it.

5. Techniques and Methods used by English Teachers in Teaching Poetry to Students at Secondary Level of Education:

- a) Majority i.e., 93% of teachers used Explaining frequently while 5% used this rarely to teach poetry to secondary school students. Only 2% of teachers never used explaining to teach poetry in their class.
- b) The percentage of teachers who frequently used Explaining and Illustrating with example was 79 % while those who rarely used this technique was 12%. 9% never used explaining and illustrating with examples in teaching poetry.
- c) As many as 86% of teachers frequently and 12% rarely used Lecturing for teaching poetry to students while 2% never used it. 86% of teachers frequently and 11% rarely used Translation for teaching poetry to students while 3 % never used it.
- d) The percentage of teachers who frequently used Story telling method was 60% while those who rarely used this technique is 30%. Only 10% used this method in teaching poetry while it was also found that 12% of teachers frequently and 54% rarely used Role Playing for teaching poetry to students while 34% never used it.
- e) Only 10% of teachers frequently and 40% rarely used Dramatization for teaching poetry to students while 50% never used it. Majority (93%) of teachers frequently and 5% rarely used teaching new vocabulary and structure for teaching poetry to students while 2% never used it.
- f) The percentage of teachers who frequently used Model reading was 51% while those who rarely used this technique was 37%. Only 12% used this method in teaching poetry.
- g) The percentage of teachers who frequently used Loud reading was 87% while those who rarely used this technique was 11%. As low as 2% used this method in teaching poetry while the percentage of teachers who frequently used Silent reading was 37% while those who rarely used this technique was 40%. 23 were found to be using this method in teaching poetry.
- h) As low as 4% of teachers frequently and 48% rarely used Discussion for teaching poetry to students while 4% never use it in teaching poetry to students. It was also found that 89% of the English teachers frequently used

Question and Answer technique, 9% rarely and only 2 % never used the technique for teaching poetry.

6. Techniques and Methods used by English Teachers in Teaching Grammar to Students at Secondary Level of Education:

- a) As many as 98% of teachers used Explaining frequently while only 2% used this rarely.
- b) The percentage of teachers who frequently used Explaining and Illustrating with example and activities was 93% while those who rarely used this technique was 2%. Only 5% were found to be never explaining and illustrating with examples while teaching grammar.
- c) Majority i.e., 83% of teachers used Translation frequently while 15% used this rarely. As low as 2% of teachers never used Translation to teach grammar in their classes.
- d) The percentage of teachers who used Inductive-Deductive for teaching grammar to students frequently was 59%, 38% rarely while only 3% of the teachers never used it.
- e) As many as 93% of teachers frequently and 7% rarely used Question and Answer for teaching grammar to students while 0% never used it.
- f) Majority i.e., 90% of teachers frequently used Lecturing while those who rarely use this technique were 10%. 0% were found to never be using this method in teaching prose.
- g) The percentage of teachers who frequently used Discussion in teaching grammar was 59% while those who rarely used this technique was 32%. Only 9% never used this technique in teaching grammar.

7. Techniques and Methods used by English Teachers in Teaching Writing Composition to Students at Secondary Level of Education

- a) As many as 96% of teachers used Explaining frequently while only 4% used this rarely.
- b) The percentage of teachers who frequently used Explaining and Illustrating with example was 91% while those who rarely used this technique was

9%.

- c) Lecturing was used by majority of the teachers i.e., 93% while those who rarely used this technique was found to be 7%.
- d) Majority (82%) of teachers frequently and 16% rarely used Translation for teaching prose to students while 2% never used it.
- e) As many as 91% of teachers frequently and 9% rarely used Question and Answer for teaching Writing Composition to students.
- f) The percentage of teachers who frequently used Discussion to teach writing composition was 63% while those who rarely used this technique was 35%. Only 2% never used this method in teaching Writing Composition.
- g) Majority i.e., 96% of teachers frequently and 2% rarely gave writing exercises for teaching writing composition to students while 2% never used it.
- h) The percentage of teachers who frequently taught the sequence of writing letters, stories, reports, essays, dialogues etc was 96% while those who rarely used this technique was 2%. As low as 2% never used this method in teaching Writing Composition.

8. Activities/Exercises/Programmes Assigned by English Teachers to Develop English Language Skills:

- a) The percentage of teachers who make use of Dramatization to develop their students' English language skills was 21% while 36% assigned Role Playing activities to their students.
- b) As many as 79% of teachers used Explaining and Illustrating to develop students' language skills while 83% of teachers utilised Question to initiate interaction among the students.
- c) The percentage of teachers who make use of Group Discussions and presentations was 49% while 74% made students activities to correct their own errors and mistakes.
- d) The percentage of teachers who made opportunities for students to correct the written works of their peers was 34%. Only 6% of teachers made use of

Interviews, 64% utilised poster making and 72% of the teachers made use of note making activities.

- e) Only 19% of teachers organized language games and 11% organise language quiz to develop students' English language skills.
- f) No teachers invited language experts to their schools to develop students' language skills while 6 % invited native speakers of English to their schools.
- g) It was also found that 53% of teachers narrate stories and let students reproduce the summary to develop students' language skills while 40% of teachers were found to be giving keywords and asking students to make up stories of their own.
- h) Only 2% of teachers were found to be assigning students activities in language laboratories while 4% of teachers used to take their students on field trips.
- i) Only 19% made use of library visits to develop students' English language skills while 4% of teachers made use of different activities under English language clubs.
- j) Only 26% of teachers let students watch language tutorials from the internet while 23% of teachers made use of spoken English classes in the school.
- k) As many as 68% of the teachers organised writing competition to develop students' English language skills.
- l) The percentage of teachers who conducted reading competition was 43%, 17% organised debates, 28% conducted extempore and 13 % of English teachers organised elocution to develop students' English language skills.

9. Activities used by English Teachers to Develop Listening Skill:

- a) As many as 74% of teachers used reproduction exercises (practising correct pronunciations) to develop the listening skills of students in a classroom.
- b) Majority i.e., 89% of teachers made use of spelling and dictation while 60% utilised repetition exercises/drills.
- c) Majority of the teachers i.e., 89% asked questions and demanded answers

from students to develop their listening skills.

- d) Only 26% utilised Role-playing activities, 13% showed films or charts and asked students to talk about the films they were shown.
- e) The percentage of teachers who made use of performing actions in the classroom was 32%.

10. Activities used by English Teachers to Develop Speaking Skill:

- a) Majority i.e., 81% of teachers made use of Repetition drill to develop students' speaking skills in the classroom.
- b) The percentage of teachers who made use of Substitution drill was 51%, 43% made use of Transformation drill, 51% Conversation/interaction activities, 64% Discussions, 15 % Debates, 32 % Presentations to develop the speaking skill of students.
- c) As many as 64% of teachers utilised word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause while 28% of teachers are found to be using Role playing in the classroom.
- d) Majority of the teachers i.e., 87% let students practise the right pronunciation of every word in the textbook through reading.
- e) Only 23% of the teachers organised debates, extempore speech, elocution, drama competition, narration of short stories etc., while 17% made use of dramatization to develop the speaking skill of students in the class.

11. Activities used by English teachers to develop Reading Skills:

- a) Majority i.e., 85% of teachers made use of Word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause.
- b) The percentage of teachers who organised practice sessions in the classrooms to develop reading skills in students was 30%.
- c) The percentage of teachers who diagnosed reading difficulties among students in order to develop their reading skills was 40%.
- d) The percentage of teachers who utilised Model reading was 51%, 96% Loud reading, 55 % Silent reading, 40% Intensive reading, 45% extensive reading and 53% Speed reading.

- e) Alphabetic method was used by 30% of the teachers, 28% the Phonic Method, 23% the Look and Say Method and 38% of the teachers utilised the Sentence Method.

12. Activities used by English teachers to develop Writing Skills:

- a) As many as 77% of teachers enabled students to write frequently on a variety of topics for different purposes and audiences.
- b) More than half of the teachers i.e., 66% of the teachers let students choose their favourite topics and write to develop an understanding of the correct English structures and conventions of language.
- c) The percentage of teachers who used Sentence completion activities to develop the writing skill of students was 49 while 19% made use of four lined notebooks.
- d) As low as 5% of teachers displayed charts with good handwriting for students to imitate while 28% worked at developing proper writing posture.
- e) The percentage of teachers who gave importance to good handwriting and used their own handwriting as a model for students was 32%.
- f) More than half of the teachers i.e., 66% of teachers tested students' writings by giving importance to spacing, uniformity in size, simplicity, speed, distinctiveness, use of vocabulary etc., while 13% of the teachers gave importance and made use of word games.
- g) The percentage of teachers who organised and made use of writing competitions to develop writing skills among the students was 65%.

5.1.3 Findings in relation to Methods of Learning English Language practiced by Students at Secondary Level of Education are as follows:

1. Methods of Learning English Language Practised by Students at Secondary Level of Education in Mizoram:

- a) The average percentage of students learning English by Loud reading was 36%. 39% of secondary school students from government schools learned English by loud reading, while 32% from deficit schools and 36 % from

private high schools read aloud too.

- b) The average percentage of the students who used Silent Reading to learn English language was 12%. The percentage of secondary school students using silent reading with respect to school management was 11% from government schools, 14% from deficit schools and 12% from private schools.
- c) The percentages of secondary school students who used both loud and silent reading to learn English language was 47%. 48% from government schools, 45% from deficit schools and 47% from private schools learned English language by combining loud and silent reading.
- d) There were 23% of government school students, 22% of deficit school students and 24% of private school students who learned English language by taking down notes when the teachers explained the lessons. The average percentage of secondary school students who learned in this way was 23%.
- e) The average percentage of students who could best understand by listening to the teachers' explanation was 34%. 31% of students from government schools, 38% from deficit and 34% from private schools could best understand by listening to the teachers' explanation.
- f) Only 18% of students could best understand English language by looking at what the teachers write on the board, their powerpoint presentations and the teaching aids used by the teachers. The percentages of secondary school students who learned in this way with respect to school management were 20 % from government schools, 16% from deficit schools and 16% from private schools.
- g) The percentage of students who memorise notes when learning English language with respect to school management were 51% from government schools, 48% from deficit schools and 45% from private schools.
- h) The percentage of students who learned English using dictionaries and browsing the internet to understand difficult words with respect to school management were 50% from government schools, 60% from deficit schools and 4% from private schools.
- i) The average percentage of students who used the internet to develop the

four language skills was 18%.

- j) The average percentage of students who used used of social media to learn English language was 41%. The percentage of students who learned English in this way with respect to school management were 40% from government schools, 52% from deficit schools and 33% from private schools.
- k) Only 21% of students made use of the television to learn English language. The percentage of students who learn English in this way with respect to school management were 22% from government schools 25% from deficit schools and 13% from private schools.
- l) Only 1% of students made use of the radio to learn English language.

2. Methods of Learning Prose by Students at Secondary Level of Education in Mizoram:

- a) The average percentage of all students who learned prose by reading was 34%. 33% of students from government schools, 35% from deficit schools and 34% from private schools learned prose by reading.
- b) The average percentage of all students who learned prose by reading and then answering questions given at the end of each lesson was 35%. 35% of students from government schools, 41% from deficit schools and 29% from private schools learned prose by reading and then answering questions given at the end of each lesson.
- c) The percentage of secondary school students with respect to management of schools who learned prose by reading and memorizing notes were 52% of students from government schools, 46% from deficit schools and 49% from private schools. 50% of the students were found to be learning prose by reading and memorizing notes.
- d) Only 10% of Government school students, 10% of deficit school students and 13% of private school students learned prose by memorizing the whole lesson. The average number of students who learned prose by memorizing the whole lesson was 11%

- e) The average number of students who learned prose by listening to the teachers lecture only was 56%.
- f) The percentage of students who learned prose by listening to the teachers' lectures and then taking down important points was 24%.
- g) The average percentage of students who learned prose by looking up meaning of difficult words by using a dictionary was 31%
- h) The average percentage of students who learned prose by looking up meaning form dictionary, internet and learning the notes in this way is 28%. The percentage with respect to management of schools were 29% were from government schools, 37 % from deficit schools and 24% from private schools.
- i) Only 19% of all the secondary school students learned prose by discussing the lesson with their friends. The percentage with respect to management of schools were 21% were from government schools, 7% from deficit schools and 15e% from private schools.
- j) Only 10% learned prose by reading the summary from the internet. It was also found that among the students, 12% were from government schools, 10% from deficit schools and 6% from private schools.
- k) Minority i.e., 26% of students learned prose by asking questions to their teachers, friends, parents and elders. The percentage of secondary school students with respect to management of schools were 32% of students from government schools, 18% from deficit schools and 22% from private schools.

3. Methods of Learning Poetry:

- a) The average percentage of all students who learned poetry by reading and memorising each stanza was 39%.
- b) The percentages of secondary school students who learned poetry by reading and then translating difficult words with respect to management of schools were 45% of students from government schools, 41% from deficit schools and 32% from private schools. The average percentage of all students who learned poetry in this method was 41%.

- c) The percentages of secondary school students who learned poetry by reading, translating the difficult words and memorizing notes with respect to management of schools were 40% of students from government schools, 37% from deficit schools and 37 % from private schools.
- d) The average number of students who learned poetry by listening to the teachers' lecture and taking down notes was found to be 48%.
- e) The average number of students who learned poetry memorizing meaning of difficult vocabulary in each poem was found to be 19%.
- f) The percentage of students who learned poetry by reading and writing a summary of the poem was found to be 20%.
- g) The average percentage of students who learned poetry by discussing the poem with friends was found to be 17%. With respect to management of school, it was found that 20% of government school students, 14% of deficit school students and 14% of private school students learned in this way.
- h) Only 7% of all the students learned poetry by memorizing the meaning and used of literary devices. The percentages with respect to management of schools were 7% were from government schools, 6% from deficit schools and 7% from private schools.
- i) As low as 9% of all the secondary school students learned poetry by listening to tutorials from the internet. The percentages with respect to management of schools were 11% were from government schools, 8 % from deficit schools and 4% from private schools.
- j) Only 8% learned poetry by reading the summary of the poems from the internet. It was also found that among the students, 8% were from government schools, 10% from deficit schools and 7% from private schools.
- k) The percentages of secondary school students who learned poetry by asking questions to their teachers, friends, parents and elders with respect to management of schools were 30% from government schools, 16% from deficit schools and 29% from private schools. The average percentage of students who learned in this way was found to be 26%

4. Methods of Learning Grammar

- a) As many as 60% of students from government schools, 68% from deficit schools and 70% from private schools learned grammar by memorising the rules of grammar. The average percentage of all students who learned grammar in this manner was 65%.
- b) Almost half of the students i.e., 45% of students from government schools, 53% from deficit schools and 48% from private schools learned grammar by solving grammar exercises from the textbook. The average percentage of all students who learned grammar in this method was 48 %
- c) As many as 74% of the students learned grammar by listening to the teachers' explanation.
- d) The average number of students who learned grammar by writing down the rules and applying them when solving the grammar exercises was 41%
- e) The average number of students who learned grammar by referring to other grammar books apart from their English textbooks prescribed by the Mizoram Board of School Education in this way was found to be 22%.
- f) The percentage of students who learned grammar by listening to YouTube grammar tutorials and using materials from the internet was 17%.
- g) The average percentage of students who learned grammar by examining and correcting their own errors was 20%.
- h) The average percentage of all the students learned grammar by discussing with their friends was 23%. The percentages with respect to management of schools were 26% from government schools, 17% from deficit schools and 23% from private schools.
- i) Again 25% of all the secondary school students learned grammar by asking teachers at school. The percentages with respect to management of schools were 30% from government schools, 12% from deficit schools and 27% from private schools.
- j) The average percentage of students who learned grammar by asking parents/elders/siblings at home was 29%.

5. Methods of Learning Writing Composition

- a) The average percentage of all students who learned writing composition learned writing composition by copying from others was 27%. 34% of students from government schools, 21% from deficit schools and 18 % from private schools.
- b) The average percentage of all students who learned writing composition by copying from readymade notes from the internet was 32%
- c) Again, 58% of the students learned writing composition by listening to the teachers' explanation and following his/her guidance and directions. The percentages of secondary school students with respect to management of schools were 54% of students from government schools, 58% from deficit schools and 68% from private schools.
- d) The average number of students who learned writing composition by reading readymade notes/samples from the internet to guide them was 25%.
- e) Again 32% of government, 41% of deficit, 25% of private school students learned writing composition by making use of the dictionary, understanding the text and then completing the assignments. The average number of students who learned in this way was 30%.
- f) Only 13% of government school students, 141% of deficit school students and 11% of private school students learned writing composition by listening to writing composition tutorials from the internet. 13% of all the students learned writing composition in the same manner. The average percentage of students who learned writing composition by asking teachers at school was 27%.
- g) The average percentage of all the students who learned writing composition by asking friends was 31%.
- h) Again 24% of all the secondary school students learned writing composition by asking parents/siblings/elders. The percentage with respect to management of schools were 27% from government schools, 21% from deficit schools and 22 % from private schools.
- i) The percentage of students who learned writing composition by examining

and correcting their own errors was 21%.

6. Methods of Completing English Assignments

- a) The average percentage of all students who completed their English assignments by copying from friends was 27%
- b) The percentage of students who completed their English assignments by reading readymade samples from the internet/bazar notes was 40%. The percentages of secondary school students with respect to management of schools were 48% of students from government schools, 36% from deficit schools and 25% from private schools.
- c) The average number of students who completed their English assignments by reading the text first and then solving the questions was 53%
- c) The average number of students who completed their assignments by practicing first and then writing down the answers was 34%.
- d) Some students i.e., 17% of government school students, 16 % of deficit school students and 14% of private school students completed their English assignments by listening to tutorials from the internet. 16 % of all the students completed their assignments by this way.
- e) Again, 23% of government school students, 11% of deficit school students and 22% of private school students completed their English assignments by asking teachers at school. 20% of all the students completed their assignments by asking their teachers at school.
- f) The average percentage of students who completed their assignments by asking their friends was 29%.
- g) The average percentage of all the students who completed their English assignments by asking their parents and siblings was 30%.

5.1.4 Findings in relation to Classroom Teaching and Learning for Teaching of English in the Context of Flander's Interaction Analysis

- a) The percentage of English teachers who were effective in relation to Teacher Talk Ratio was 23.33% while the other 76.67% were ineffective with reference to Teacher Talk Ratio.

- b) In Pupil Talk Ratio, 56.57% of the Secondary School English teachers were less ineffective as compared to 43.33% of the other Secondary School English teachers.
- c) According to Indian Standard, 10% of the English Secondary School teachers were effective and 90% were ineffective in teacher response ratio whereas in Flanders Standard, 97.67% were ineffective while 3.33% were effective in Teacher Response Ratio.
- d) Majority i.e., 93.33% of the English Secondary School teachers with scores lower than the Indian Standard and Flanders standard were ineffective in the Teacher Question Ratio.
- e) In Pupil Initiation Ratio as per the Indian standard, 53.33% of the English Secondary School teachers were ineffective as they scored lower than the Indian standard while the other 46.67% having higher scores were effective.
- f) There was no significant difference between female and male teachers in Teacher Talk Ratio.
- g) Private school English teachers were effective as compared to government school English teachers in Teacher Talk Ratio. Therefore, there was a significant difference between English teachers of government and private schools with private school English teachers being more effective.
- h) There was significant difference between English teachers of government and private schools with private school English teachers being more effective in Pupil Talk ratio.
- i) There was no significant difference between English teachers of government and private schools in Silence and Confusion.
- j) There was no significant difference between English teachers of government and private schools in Teacher Response Ratio.

5.1.5 Findings in relation to Problems faced by English Teachers while Teaching English at Secondary Level of Education

1. Problems faced by Teachers in Teaching and Developing Listening Skills

among Secondary School Students in Mizoram:

- a) As many as 62% of teachers faced problems regarding differences in accents of student-speakers while 81% faced problems relating to unfamiliar vocabulary/limited vocabulary of students when it comes to development of listening skills.
- b) The percentage of teachers who were faced with problems of interpretation was 55% while 21% were facing problems like lack of control over speakers' speed.
- c) Again, 19% of the teachers faced problems relating to speed of the speaker while 13% faced problems of auditory processing disorder in students.
- d) As many as 66% of teachers faced difficulties in areas relating to lack of concentration, 60% in areas relating to lack of interest and 83% in areas of lack of exposure to listen to others speak English language.
- e) The percentage of teachers who faced problems of low attention span in the part of students was 47%.
- f) Again, 34% of the teachers faced problems relating to limited time to develop listening skill in students during school hours.

2. Problems faced by teachers in teaching and developing Speaking Skills among Secondary School Students in Mizoram:

- a) Majority i.e., 91% faced problems in relation to students' weakness in pronunciation, stress and intonation when teaching Speaking skills to students.
- b) As many as 74% of the teachers faced problems regarding students' weakness in using the correct English structure, idioms and phrases, fixed expressions i.e., cultural expressions.
- c) The percentage of the teachers who found that there was an influence of the mother tongue in pronunciation and spelling which further created problem in teaching English as a second language was 77%.
- d) Majority i.e., 89% of the teachers were of the opinion that the environment was not good enough for students to speak in English language.
- e) Again, 68% of the English teachers found problems in their students who

used incomplete and broken English sentences.

- f) The problem of shyness or hesitation to use English was faced by 79% of the teachers.
- g) Majority i.e., 83% of the teachers faced problems in teaching English when their students developed the fear of committing errors when speaking in English.
- h) As many as 74% of the teachers believed that their students were frightened of being criticized and receive insults from their peers.
- i) The percentage of the teachers who faced problems with the low or uneven participation of students in the classroom interaction was 57%.
- j) Majority (85%) of the teachers faced problems in teaching Speaking as their students were not confident enough when they try to speak English as a second language.
- k) Again, 51% of the teachers faced problems relating to time limitation while teaching Speaking skills.
- l) As many as 79% of the teachers were of the opinion that students have lack of vocabulary and fluency when they speak in English language.
- m) Majority i.e., 81% of the teachers felt that students faced grammar problems that hinder their learning of English language when speaking.
- n) The percentage of the teachers who were of the opinion that students did not have adequate exposure to English language in the classroom was 60%.
- o) Again, 47% of the teachers believed that students' inability to structure their ideas in a coherent manner posed problems when teaching and developing their speaking skills.

3. Problems faced by Teachers in Teaching and Developing Reading Skills among Secondary School Students in Mizoram:

- a) The percentage of the teachers who were of the opinion that students had decoding problems which hinder their development of reading skills was 26%.
- b) Majority i.e., 79% of the teachers were of the opinion that poor vocabulary among the students pose problems in learning to read.

- c) Only 6% of the teachers found that when teaching reading, poor eyesight in the part of students posed problems while 57% think that unfamiliar sounds and pronunciations in English language pose problems when reading.
- d) The percentage of the teachers who found that irregularity of English spellings with the silent letters created problems when teaching students to read was 60%.
- e) Poor attention span when reading out English passages and texts posed problems for 55% of the teachers.
- f) Again 62% of the teachers were of the opinion that there was lack of motivation to read in English language among students.
- g) As low as 9% of the teachers felt that the prescribed textbooks were inappropriate.
- h) Again 53% of the teachers felt that presence of difficult vocabulary and terminologies in the English texts created problems when teaching students to read.
- i) The percentage of the teachers were of the opinion that there was lack of interest to read English passages or texts among students which hindered the development of their reading skills was 57%.

4. Problems faced by Teachers in Teaching and Developing Writing Skills among Secondary School Students in Mizoram:

- a) The percentage of English teachers who felt that lack of motivation in the part of students hinder the development of students' writing skills was 32%.
- b) Errors regarding spelling was another problem by 66% of the teachers when they taught writing among students.
- c) Majority i.e., 83% felt that students' grammatical errors posed problems while they were taught to develop their writing skills.
- d) As many as 70% of the teachers felt that interference of the mother tongue in the students posed problems when they write.
- e) More than half the teachers i.e., 68% of the teachers believed that incorrect

punctuation marks used by students create problems when they write.

- f) The percentage of teachers who believed that weak paragraphing when writing in English created problems was 49%.
- g) The percentage of teachers who were of the opinion that there was lack of variety in sentence pattern which hindered the development of writing skills among students was 45%.

5. General Problems faced by Teachers in Teaching of English Language among Secondary School Students in Mizoram:

- a) The percentage of teachers who believed that unavailability of recorded materials created problems for teachers in the teaching of English language to students was 43%.
- b) Majority i.e., 81% were of the opinion that students from Mizo medium schools faced more problems in the teaching and learning of English language.
- c) The percentage of teachers who believed that overcrowded classrooms created problems in the teaching of English language among secondary school students was 28% while 23% of the teachers thought that poor physical infrastructure of the schools created problems in teaching English language.
- d) Some of the teachers i.e., 34% were of the opinion that the prescribed English textbooks for Class IX and Class X were not good enough for developing listening skills.
- e) The percentage of teachers who thought that the prescribed textbooks were not good enough to develop the speaking skills of students was 40%.
- f) The percentage of teachers who thought that the prescribed textbooks were not good enough to develop the reading skills of students was 24%.
- g) The percentage of teachers who were of the opinion that the prescribed textbooks were not good enough to develop the writing skills of students was 30%.
- h) In general, 83% of the teachers were of the opinion that lack of adequate exposure to English language posed problems in the teaching and learning

of English.

- i) Majority i.e., 70% of the teachers believed that lack of parental support and assistance hindered the development of language skills among students.
- j) As many as 64% of the teachers thought that time limitation to teach the four language skills created problems in teaching English to students.

5.1.6 Findings in relation to Problems faced by Students at Secondary Level of Education while learning English Language

1. Problems faced by Secondary School Students in Mizoram when Learning English Language Skills:

- a) The percentages of secondary school students who faced problems with differences in accents/pronunciations of their teachers with respect to management of schools were 41% from government schools, 36% from deficit schools and 28% from private high schools. It was also found that the average percentage of students facing the same problem was 37%.
- b) The percentages of secondary school students who were unable to understand each and every English word when being spoken with respect to management of schools were 28% of students from government schools, 23% from deficit schools and 21% from private schools. The average percentage of students facing the problem was found to be 25%.
- c) It was found that 43% of students from government high schools, 45% of students from deficit schools and 38 % from private schools faced problems relating to unfamiliar and difficult vocabulary. The average percentage of students facing the problem was 42%. 31% of students from government schools, 32% from deficit schools and 33% from private schools were found to be experiencing problems in relation to the speed of the speaker.
- d) There were 8% of government school students, 7% of deficit school students and 6% of private school students who were having hearing problems while 39% of government school students, 30% of deficit school students and 37% of private school students were of the opinion that there was lack

of opportunity/exposure to listen to English language.

- e) The percentages of students who faced difficulty in concentrating and focussing on the subject matter when listening to someone speaking in English language were 25% from government schools students, 17% from deficit schools and 15% from private schools.
- f) It was also found that 33% of government school students, 22% of deficit school students and 21% of private school students faced problems relating to weakness in grammar which hindered their listening skills.
- g) The average percentage of students found to have problems relating to nervousness while listening to others speaking in English language was 31% out of which 44% were from government schools, 26% from deficit schools and 36% from private schools.
- h) The percentages of students who were easily distracted by background noise when they listened to others speaking in English language with respect to management of schools were 33% of government school students, 24% of deficit school students and 36% of private schools were easily.
- i) The percentages of students who were found to be unable to get the main points of the speaker who used English language were 22% from government schools, 18% from deficit schools and 17% from private schools.

2. Problems faced by Secondary School Students in Mizoram when Learning Speaking Skill in English Language:

- a) The percentage of students who faced problems relating to lack of knowledge about correct pronunciation, stress and intonation when it comes to speaking in English language is 36 %.
- b) The percentage of students who believed that their usage of English language was incomplete and broken was 41%.
- c) As many as 60% faced the problem of shyness and fear of committing errors when speaking in English Language. 56% of students from government schools, 65% from deficit schools and 64% from private schools faced problems regarding shyness/fear of committing errors or

mistakes.

- d) The percentage of the students who believed that there was no time to develop speaking skill in the classroom was 40 %. 42% of students from government schools, 45% from deficit schools and 29% from private schools were of the opinion that there was not enough time to develop speaking skills in the classroom.
- e) The percentage of students who faced problems relating to lack of vocabulary to use when speaking in English language was 37% while 45% were found to be encountering problems of grammar.
- f) The percentage of students who felt that they were not fluent enough in speaking in English language was 35%.
- h) The percentages of students found to be facing problems in choosing an appropriate word when speaking in English language with respect to management of school were 38% from government schools, 35% from deficit schools and 29% from private schools.
- i) Some students i.e., 21% were of the opinion that teachers did not give opportunity for students to speak in English inside the classroom.
- j) The percentage of students who were were not confident enough to speak in English was 57%.

3. Problems Encountered by Secondary School Students in Mizoram when Learning Reading Skill in English Language:

- a) The percentage of the students who faced difficulty in pronouncing certain English sounds which were not present in their mother tongue was 32% while 14% faced problems in decoding the written text.
- b) The percentage of students who faced problems relating to poor vocabulary when reading English texts was 35%. The percentages of secondary school students with respect to management of schools were as follows: 41% of students from government schools, 30 % from deficit schools and 31% from private schools.
- c) The percentage of secondary school students who faced problems relating to inability to understand what was read was 18%.

- d) The percentage of students who were found to be facing difficulty in reading and understanding one paragraph was 28% while 18% faced difficulty in reading and understanding the whole text.
- e) The percentage of secondary school students facing difficulty in understanding the meaning of the whole text with respect to management of schools was as follows: 22% of students from government schools, 13% from deficit schools and 15% from private schools.
- f) 22% faced difficulty in reading and pronunciation of English letters and words that had similar shapes and sounds. The percentage of secondary school students with respect to management of schools was as follows: 24% of students from government schools, 17% from deficit schools and 22% from private schools.
- g) The percentage of the students who were found to be having poor eyesight which hinders their reading skill was 12%.
- h) The percentage of students who faced problems of poor attention span when it comes to reading English texts was 22% while 22 % were of the opinion that the reading materials they had were not interesting and attractive enough for them to develop their reading skills.
- i) The percentage of students who faced the problem of lack of interesting books to practice reading was 23% while 10 % faced the problem of interference of the mother tongue while reading and comprehending texts (literal translation).
- j) The percentage of the students who were not interested in reading books/poems/articles etc. written in English language was 20%. The percentage of secondary school students with respect to management of schools was: 20% of students from government schools, 21% from deficit schools and 19% from private schools.

4. Problems Encountered by Secondary School Students in Mizoram when Learning Writing Skill in English Language:

- a) The average percentage of students having problems with poor handwriting was 34%.

- b) The average percentage of all students having weakness in spelling was 41%.
- c) The percentage of secondary school students who were found to be facing problems in using the correct tense when writing in English language with respect to management of schools was as follows: 45% of students from government schools, 36% from deficit schools and 41% from private schools.
- d) The average percentage of students facing problems relating to weakness in correct use of active and passive voice was 39%.
- e) The average number of students facing problems relating to weakness in correct use of direct and indirect speech was found to be 31%.
- f) The percentage of students who faced problems relating to Subject-verb agreement was 24%.
- g) Some students i.e., 25% were having weakness in writing formal letters while 21% in writing informal letters while 22% of all the secondary school students faced weakness in using prepositions. 9% were found to be facing problems relating to the correct usage of the Articles – “a, and, the.”
- h) The percentage of students who were of the opinion that they were unable to express their ideas and opinions clearly and correctly was 49% .
- i) Some students i.e., 11% faced problems relating to interference of the mother tongue. It was also found that among these, 14% were from government schools, 7 % from deficit schools and 11 % from private schools.
- j) The percentage of students who faced weakness in using the correct punctuation marks when writing in English language was 23 % . Among these, 28% were from government schools, 20% from deficit schools and 17% from private schools.
- k) The percentage of students who were unable to correctly write and compose dialogues, stories, letters, reports, essay etc. in English language was 27%. Among these, 33% were from government schools, 20% from deficit schools and 24% from private schools.

5. General Problems faced in learning English Language by Secondary School Students in Mizoram:

- a) The percentage of students who faced general problems relating to unavailability of recorded materials was 31%.
- b) The percentage of secondary school students who faced problems of having been educated in a Mizo medium school with respect to school management is as follows: 33% from government schools, 5% from deficit schools and 6% from private schools. The average percentage of students facing this problem is found to be 19%
- c) The percentage of the students who faced problems relating to lack of practicing English language at home was 55%. 53% of students from government schools, 57% from deficit schools and 57% from private schools were of the opinion that there is not enough time to practise English language at home.
- d) The percentage of the students who faced problems relating to lack of practicing English language at school was 39%. 43% of students from government schools, 41% from deficit schools and 30% from private schools are of the opinion that there is not enough time to practise English language at school.
- e) Some students i.e., 20% of students were of the opinion that teachers' methods of teaching English is not good enough.
- f) The percentages of secondary school students with the opinion that the prescribed English textbooks were not good enough to learn and develop listening skills in English was 9%.
- g) The percentage of secondary school students with the opinion that the prescribed English textbooks were not good enough to learn and develop speaking skills in English was 17%.
- h) The percentage of secondary school students with the opinion that the prescribed English textbooks were not good enough to learn and develop reading skills in English was 8%.
- i) The percentage of secondary school students with the opinion that the prescribed English textbooks were not good enough to learn and develop

writing skills in English was 9%.

- j) The percentages of students who were of the opinion that there was not enough opportunity to speak in English both at home and at school with respect to management of school were 43% from government schools, 36% from deficit schools and 35% of students from private schools. The average percentage of students facing this problem was 39%.
- k) The percentage of secondary school students with the opinion that there is lack of motivation to learn English language with respect to school management is as follows: 31% from government schools, 22% from deficit schools and 36% from private schools. The average percentage of students facing this problem is found to be 30%.
- l) Some students i.e, 21% faced problems regarding lack of parental support/uneducated parents. The percentages of students facing this problem with respect to school management were as follows: 27% from government schools, 13% from deficit schools and 14% from private schools.

5.1.7 Findings in relation to Evaluation of English textbooks prescribed for Class IX and Class X by the Mizoram Board of School Education in terms of the Objectives of Teaching English Language at Secondary Level of Education in Mizoram

1. Findings in relation to Evaluation of Essential English Coursebook textbooks prescribed for Class IX in relation to Listening and Speaking Skills are as follows:

- a) Opportunity to develop listening skill was presented in the form of exercises in Unit 1 at the end of the lesson through discussion on the topic of earthquakes in which a paragraph was given for the teacher to highlight a situation during an earthquake.
- b) In unit 2, i.e., A lesson for Tyler, no separate activity was given to develop the listening and speaking skills of students.
- c) There was an exercise meant to help the students develop their listening

skills through a group discussion on what one wants to become when they grow up.

- d) Chapter 4 consisted of one prose piece titled, “Mysterious phenomena” in which an activity was given for students to think and write about one spooky scenario related to the lesson is given to develop students listening and speaking skills.
- e) Unit 5 comprised of two lessons, one prose i.e., Blind Date and one poem Neighbors which were found to be consisting of only one activity to develop the listening and speaking skills of students. There was a section on pronunciation activity which asked students to find out words with the same pronunciation but are spelt differently and to use the words they identified to fill up the blanks.
- f) Unit 6 contains one prose i.e., The Mahatma’s Marksheets in which no separate column is given for the development of listening and speaking skills.
- g) Unit 7 i.e., Tangerine the Wasp offered a separate column to develop listening and speaking skills. The teacher is expected to narrate a short story first and students are expected to participate in role-playing activities and engage in conversations as their respective roles from the given story.
- h) Unit 8 provided a separate listening and speaking column in which students are required to express their views on given topics to develop their listening and speaking skills.
- i) Unit 9 i.e., Yang the youngest (Prose) and On the Grasshopper and the cricket (Poetry) provided opportunity for students to participate in group discussion on cultural differences which is a theme related to the lesson yang the youngest.
- j) Unit 10, a prose piece on Mother Teresa offered no separate column to develop listening and speaking skills.

2. Findings in relation to Evaluation of Essential English Coursebook prescribed for Class X in relation to Listening and Speaking:

- a) The activity in Page 13 (Unit 1) of the Coursebook provided a short

paragraph in which students are expected to listen to the teacher who talks about enjoyment of their freedom and the necessity of discipline. Students are then supposed to form groups of four in which a discussion session is to be carried out.

- b) Unit 2 also provided opportunities in which a teacher would talk about an account of the lives of crocodiles and the threat these creatures impose on human beings in different countries. Students are then again expected to listen to the teacher and through their understanding, they are supposed to answer the question given to them.
- c) Unit 3 introduced students to ways of making complaints in which the teacher tells students about the expressions normally used when making complaints. An illustration in black and white is also shown in through which students could learn the ways of complaining. However, this was not found to be of great help in developing the listening skills of students as it has to be read and seen by the students.
- d) In Unit 4, the teacher is expected to guide students and role-play situations as given in the activity. Students could develop their listening skills by listening to their fellow students through these role-plays.
- e) Unit 5 came up with the introduction of the idea of debates in the classroom.
- f) Unit 6, in its Listening and Speaking column, mentioned the education of children and the Act according to which children of the age group of 6-14 years has the right to elementary education in India. Then students are asked to form groups to discuss the possible remedies for children dropping out from schools. Thus, in this way students could easily find out the solutions through the discussions.
- g) Unit 7 dealt with a futuristic story, a world of technological advancements where newspapers are not printed but spoken. The listening activity included in this unit is too about science and its importance to our lives. Students are asked to discuss the topic in groups by giving them hints and points to discuss.
- h) Unit 8 was an adventure story. Thus, the Listening activity was also

supposed to be carried out through role-play between the teacher and three students. This is not found to be very appropriate as not all students are involved in this activity.

- i) Unit 2 and Unit 5 provided activities in which students have to organise debates using given topics in the textbook
- j) In Unit 3, students were introduced to the ways of making complaints and are then asked to sit in pairs and receive complaints about certain situations.
- k) In Unit 4, students were expected to have a conversation with a partner and play roles asking for information through a phone.
- l) Unit 7 was a lesson on science and technology which is quite interesting and familiar to students of class X. Thus, the activity given in this unit seems appropriate in developing the speaking skills.
- m) Role-playing in groups of four is again given in the last unit in Unit 8.

3. Essential English Literature Reader for Developing Listening Skills Class IX and Class X:

- a) The Literature Reader books did not provide a separate column for the development of Listening skills.
- b) “Let’s discuss” activity at the end of each lesson except for the two poems, could be utilised as an activity to develop the listening skills of students.

4. Essential English Workbook for Developing Listening Class IX and Class X:

- a) Literature Reader made no room for the development of Listening skills
- b) Apart from all these various exercises and activities, no audio-visual materials are provided along with the textbooks.
- c) The Workbook did not make room for the development of the speaking skills of students. No separate activity or exercise was provided in the workbook to develop and inspire students to speak in English.

5. Evaluation of Essential English Textbooks Prescribed for Class IX and Class X in relation to Development of Reading skills:

- a) The Coursebook as a whole could be used as a reading skill development material.
- b) “Learn to Read” column in which students were asked to answer questions based on the reading of their text could be used to develop the reading skills of students.
- c) Through the poems presented both in the textbooks of Class IX and Class X, students can also learn and experience the correct ways of reading poetry giving importance to stress and intonation, punctuation marks, pronunciation etc.

6. Essential English Literature Reader for Developing Reading Skill Class IX

- a) The text in each unit and the poems could serve as materials to practice
- b) Silent reading and loud reading could both be practiced through these texts and poems.
- c) Skimming and scanning could be practised through the texts as well as the new vocabularies highlighted in each of the lessons.
- d) Students were also introduced to a play/drama through Unit 7 i.e., Michael and Unit 8 i.e., Guilty, from which they could practise and experience role playing through reading the dialogues of different characters, thereby developing their reading skills at the same time.
- e) Two poems “In the Bazaars of Hyderabad” by Sarojini Naidu and “ The Listeners” by Walter De La Mare are also introduced to help students develop their reading skills giving importance to proper stress and intonation, punctuation, pronunciation etc and also to create and stir in students an interest in literature.
- f) New vocabularies were found to be presented in the lessons for students to read and understand the meaning of difficult words.
- g) To develop the Reading Skill of students, some questions from the “Let’s

infer” section and the “Let’s discuss” sections that are expected to be answered from reading the text could be used by English teachers in the classroom.

7. Essential English Literature Reader for Developing Reading Skill (Class X):

- a) The activities and exercises in the prescribed English textbook for Class X are found to be more advanced as they are introduced to make students understand the text as well as develop their creative thinking skills.
- b) Like the Class IX Literature reader, there was also a space which gives the meaning of difficult words through which the students can read and easily find out meanings of new vocabularies in each lesson.
- c) Unit 6 and Unit 7 provided room for students to read and learn plays/drama, dialogues and character sketches while the two poems “The louse and the Mosquito” by Vikram Seth and “The land of beyond” by Robert Service can be used to teach reading of poetry with correct stress and intonation, pronunciation, punctuation etc.
- d) No separate section was highlighted to develop reading skill in particular. However, the whole lesson and some questions from the “Lets Infer” section and the “Lets discuss” sections could be used to teach and develop reading skills among secondary school students.

8. Essential English Workbook (Class IX and Class X):

The workbook again provided no separate task or activity to develop the reading skills of students. However, it was found that the activities and exercises could be used to practise Reading skills as and when necessary.

9. Essential English Coursebook for Developing Writing Skills (Class IX):

- a) In Unit 1, Tsunami, The Killer Waves, a writing activity to develop the writing skills of students was presented in page 9. The exercise begins with a short introduction highlighting the key points and the word limit which is

found to be an essential guideline for students while writing the magazine article.

- b) Unit two offers room for students to develop their writing skills through poster making. Relevant information on Poster Making and guidelines on how to carry out the activity is provided on page 23 in which students are asked to make a poster persuading other students to avoid plastic bags.
- c) Unit 3, students were given a short introduction on Hanboklang Nongsiej, a recipient of the Bapu Gayadani Award. They were further asked to write a report for their school magazine
- d) Unit 4, Mysterious Phenomena introduced students in writing a diary entry by giving them an interesting topic of aliens entering their houses late at night. Students are asked to make a diary entry of what they witnessed in about 150-200 words. This activity was found to be quite appropriate and useful as it provides room for students to create their and express their own versions of the encounter thus developing their imagination as well as their writing skills.
- e) Unit 5 offered students a chance to develop their writing skills through formal letter writing activities. A format and sample letter is provided for better understanding in page 64.
- f) Unit 6 provided a passage for students to practise precis writing in the class while Unit 7 makes room for students to practise writing a message. Sample of message writing and key points are also provided for the same.
- g) Unit 8 introduced students to writing an argumentative essay by giving the essay topic 'Sometimes, war is needed' while Unit 9 introduces Notice writing to students providing a brief meaning of Notice and a format of writing a notice. In Unit 10, writing of informal letter is introduced to develop the writing skills of students. Students are asked to write a letter to a cousin living abroad telling him/her how Mother Teresa got tins of broken biscuits for the sick people in her Homes. A format for the same is also given in page 135 of the essential English Coursebook.

10. Essential English Coursebook for developing Writing Skill (Class X):

- a) Unit 1 David’s story introduced students to the writing practice of a Poster. The exercise begins with a short introduction and necessary information of the given topic which is found to be a good guideline for the students. It was found that the topic given to undertake is also appropriate as it is in line with the theme of the lesson. Students are asked to give the poster an appropriate title, and to mention the venue, date and time of the event.
- b) Unit 2 included writing of an article in about 150-200 words with the title “Ways to prevent animal attack” for a school magazine. This is found to be interesting and appropriate for students to help in developing their writing skills.
- c) Unit 3 included writing of a formal letter of complaint giving guidelines and providing a format of a formal letter.
- d) Unit 4 included recoding information in which an account of playing hockey and a famous player Dhyan Chand is given with an illustration.
- e) Unit 5 introduced the writing of a personal letter and the writing of a report.
- f) Unit 6 included writing a diary entry which makes use of the text and the story behind it.
- g) Unit 7 included preparing a notice. Unit 8 includes the writing of a descriptive essay and making notes.
- h) Teachers could make use of all the grammar exercises in the Coursebook as well as the workbook since these kinds of exercises help develop the writing skills of students.

11. Essential English Literature Readers (Class IX and Class X):

- a) The Literature Readers did not provide room for developing writing skills in particular. However, some questions from the “Let’s infer” section may be used to develop writing skills. For example Question number 5 of Unit 1 (Class X) gives some hints and asks to write a character sketch of one of the characters in the story i.e. Portia.
- b) The main objectives of teaching writing skills was almost completely ignored in the Literature Reader as there is no room for students to express

themselves in writing and there is lack of sufficient writing exercises.

12. Essential English Workbook (Class IX and X):

- a) The writing exercises provided in the Workbooks seemed to be appropriate and suitable for secondary school students. A good guideline with simple illustrations and important formats of writing particular topics are given in each worksheet.
- b) It was found that these writing activities facilitate the use of grammatical items which have already been studied by students in previous classes. Students could also make use of the new vocabularies learned from the glossary sections, the idioms and phrases etc. Students could also make use of the tenses in performing these writing activities.
- c) However, due to limitation of time, all the exercises and activities meant to develop the four skills of language- listening, speaking, reading and writing might not be thoroughly learned within the four walls of the school under the short scheduled everyday routine.

5.2.0 Discussion of Findings:

The following few paragraphs are devoted to a discussion of the findings of the present study:

1. Regarding the academic qualifications of secondary-level English teachers in Mizoram, most hold bachelor's degrees, but none possess master's or doctoral degrees. Sixty percent of teachers studied English as a core/honors course during their undergraduate studies, while the remaining 40% did not. However, this level of qualification may not suffice, as English teachers require comprehensive understanding of various literary genres and language skills to enhance students' abilities further.
2. The minimum qualification to become a secondary-level school teacher in India is to possess a Bachelor's degree along with a B.Ed. degree. This requirement aligns with the majority of the teachers surveyed, as 70% of them hold a B.Ed. degree, with 55% specializing in English pedagogy during their B.Ed. studies. This finding contrasts with the study conducted

by Rajkhowa and Das (2015), where only a minority of the selected teachers, specifically 5 out of 28, were pursuing a B.Ed. degree.

3. Murthy (1968) found that the Bilingual Method is more effective than the Direct Method to teach English to Telugu speaking students to develop their ability in oral reading, oral comprehension and expression. This finding is in line with the present study in which majority of the teachers i.e., 74% were found to be using the Bilingual method to teach English as a second language to secondary school students and that no teachers were found to have never use this method.
4. In the findings of Rangachar and Kulkarni (1967), Grammar Translation Method was used by the English teachers without a knowledge of it's principles. However, in the present study, 62% were found to be adopting the Grammar Translation method. This is, however, not in line with the study of Rajagopalan in which use of Translation method and poor knowledge of English language were the main problems on the part of teachers. On the other hand, according to Awan and Shafi (2016), 80% of the teachers opted for Grammar Translation Method when teaching English as a second language.
5. The majority of English teachers utilized the recommended English textbooks and whiteboards as teaching tools. However, it was observed that solely relying on textbooks and whiteboards is insufficient for fostering language skill development. Teachers must incorporate more effective teaching aids into English language instruction whenever feasible. It is imperative for English teachers to create suitable teaching aids to enhance classroom instruction.
6. The present study found that majority of the teachers motivate their students by asking questions at the start of the class (87%) and by narrating stories and incidents (81%) to arouse interest in students. There is a consensus that English teachers should be thoroughly prepared and up-to-date with current events and trends to stimulate their students' interest and foster an engaging and dynamic language class.
7. The predominant methods employed by English teachers to teach prose,

poetry, and grammar include explanation, illustration with examples, translation, question and answer sessions, and teaching new vocabulary and structures. Additionally, 47% of teachers utilize inductive-deductive methods for teaching grammar. It is essential for English teachers to explore and utilize diverse teaching methods to determine the most suitable approach for their students' needs. Furthermore, there is a need to emphasize reading skills, as some teachers give them less importance despite their significance in skill development.

8. The primary methods employed by most teachers to cultivate listening skills include reproduction exercises, spelling and dictation tasks, and question-answer activities in the classroom. However, in addition to these exercises, teachers must explore avenues to enhance and refine the listening abilities of students who frequently encounter difficulties in understanding spoken English.
9. Repetition drills, discussions, and practicing correct pronunciation by reading aloud were among the prevalent methods employed by teachers to enhance students' speaking skills. In an environment where many students grapple with shyness and fear of criticism when conversing in English, it is crucial for teachers to establish a supportive atmosphere where students feel comfortable learning and speaking English without hesitation or fear of ridicule for making mistakes. Teachers should explore diverse techniques and strategies for teaching English language effectively to students.
10. The study revealed that English teachers commonly employed strategies such as word/sentence stress activities to ensure correct pronunciation, stress, intonation, rhythm, fluency, and pause in speaking, as well as loud and silent reading and speed reading to teach reading skills. However, it was observed that many teachers overlook the importance of fostering reading skills, which are essential for both enjoyment and educational purposes. Purposeful silent reading is highlighted as a valuable technique for enhancing reading comprehension, potentially aiding students in retaining information more effectively compared to loud reading.

11. Enabling students to write frequently on a variety of topics for different purposes and audiences, letting students choose their favourite topics and write to develop an understanding of the correct English structures and conventions of language, testing students' writing by giving importance to spacing, uniformity in size, simplicity, speed, distinctiveness, use of vocabulary etc., and organising writing competitions are often used by majority of the teachers to develop writing skills. It's important for teachers to be mindful of students' writing weaknesses to ensure they can articulate their ideas and opinions clearly and logically. This proficiency in writing is crucial not only for academic success but also for future career prospects.
12. The majority of students acquired English language skills by utilizing dictionaries and browsing the internet to understand difficult words, while 49% engage in reading and memorizing their notes. Teachers should address the prevalent practice of students memorizing notes from guidebooks and instead encourage them to fully comprehend classroom teachings. It's important to equip students with the skills to understand concepts thoroughly rather than relying solely on guidebooks and memorization.
13. The percentage of students who learned English by memorising the grammar rules was 65% while majority i.e., 74% listen to the teacher's explanation to learn grammar. The study highlighted that most students depend on teachers' explanations for learning grammar. Therefore, teachers need to be proficient in grammar teaching methods to facilitate effective learning, especially for many Mizo students grappling with grammar issues while using English as a second language.
14. Among the 30 English Secondary School teachers in Mizoram, there were 7 teachers who score less than Indian Standard and Flanders standard which amounts to 23.33% whereas 76.67% (23 teachers) of the teachers were found to have a score above the standard scores. Therefore 23.33% of the English teachers were found to be effective in relation teacher talk ratio while the other 76.67% were ineffective in the mentioned area which is in

line with the findings of Kailing Zhao and Kornsiri Boonyaparakob (2021) with regards to Teacher Talk ratio.

15. As many as 77% of students faced problems with interference of the Mother tongue which is in line with the findings of Mamo (2016) in which Mother tongue interference was found to be a serious problem into learning English as a foreign language.
16. Only 28% teachers made use of role-playing to teach speaking which on the other hand is effectively used by teachers to improve students vocabulary accents according to a study taken up by Krebt in 2017.
17. Nasser (2018) in her study found that students mistakes could be categorised into grammar, punctuation, spelling and hand-writing errors and that most students commit errors in sentence structure, vocabulary, tenses, subject-verb agreement, articles and word order. This is also in line with the findings of the present study in which 83% of the students face grammatical problems when it comes to problems related to writing activities. This, too, is in-line with the findings of Peter and Singaravelu (2020) which states that the grammatical issues such as the use of subject-verb agreement, active and passive voice and tenses, prepositions, articles, and pronouns were the most common challenges encountered in the development of writing skills among student
18. The study found that the prescribed textbooks provides more reading and writing skills than listening and speaking skill activities. In a study conducted by Rachmijati and Cahyati (2020), the textbook "When English Rings the Bell" emphasizes speaking skills the most (35%), followed by writing (27.2%), listening (26.2%), and reading (11.7%). Language textbooks should ensure that students are afforded ample opportunities to enhance all four language skills within their pages.

5.3.0 Educational Implications and Recommendations

The educational implications of the findings of the present study for various stakeholders in the educational set up of Mizoram are as follows:

1. The finding that 60% of the English teachers had taken up English as their

Core/Honours paper during their Under graduate level have the implication that administrators at government, deficit, and private levels, as well as interview boards at various schools, principals, headmasters, and others, should prioritize selecting teachers with a background in English language. This will enhance the effectiveness of teaching and learning English as a second language at the secondary school level.

2. The finding that majority of the English teachers never attended any special training courses in English language teaching have the implication that administrators at various levels of school management: Government, Deficit and private should consider organising special training programmes for faculty development or professional development of English teachers at secondary level of school education. Certain certificate courses like Six Months Certificate Course in English Language Teaching, 10 Days course in English Language Teaching, Proficiency courses in English Language Teaching, One month correspondence course etc., offered and conducted by the Directorate of State Council of Educational Research and Training, Government of Mizoram can be attended by secondary school teachers as part of faculty development programme.
3. The finding that majority of the teachers used Bilingual Method in teaching English language to secondary school students reflects that Mizo students generally have a low proficiency in the subject and this implies that Bilingual Method is still more effective to teach such students.
4. The finding that majority of the teachers used the Grammar translation method implies that Grammar Translation Method still holds significant value in the teaching and learning of English as a second language among Mizo students owing to the fact that majority of students are found to be lacking in vocabulary and sentence comprehension in general.
5. The finding that majority of English teachers hardly used teaching aids in teaching English language implies that teachers did not give importance to the use of teaching aids in teaching English language to students. Consequently, English teachers should incorporate suitable teaching aids to make learning English more interesting, engaging, and effective.

6. The finding that only 15% of the teachers made use of Language games have the implication that efforts should be made by English teachers to include language games for developing the language skills of secondary school students. Teachers need to identify appropriate and suitable language activities that can be incorporated within the four walls of the classroom.
7. The finding that only 13% used Role-playing and just 4% used Dramatization for teaching Prose implies that teachers need to incorporate these methods more extensively to allow students to actively participate in classroom interactions using English, thereby enhancing their communication skills.
8. The finding that only 47% frequently used the Inductive-Deductive method for teaching grammar, and that 30% rarely used it, implies that English teachers need to adopt this method more often to enhance the effectiveness of grammar instruction. Many teachers appeared to be unaware of the Inductive-Deductive method and rely solely on explanations, which can make the learning process dull for students.
9. The finding that only 19% of the teachers made use of library visits and that only 4% used English Language clubs have the educational implication that administrators, headmasters, principals of schools and teachers need to form English language clubs in their respective schools so that students will be given more time to speak and use the language.
10. Organizing library visits for students is essential for developing their reading skills. If schools lack their own libraries, efforts should be made to establish them. If setting up a library is not feasible, schools can collaborate with nearby schools or institutions that have libraries, allowing their students to access those resources.
11. The finding that only 26% of the teachers utilised language tutorials from the internet have the implication that English teachers need to encourage and motivate their students to make use of online resources such as spoken language tutorials, reading materials etc. to enhance their language skills.
12. The finding that only a few teachers organized debates, extempore, and elocution activities implies that these should be used more extensively to

develop language skills. School authorities should allocate more time in the daily schedule to support these language activities.

13. The findings on the methods used by secondary school students to learn English imply that Loud reading and Silent reading should be practiced more often to enhance students' reading skills. It was observed that many teachers frequently use the Bilingual Method, the Grammar Translation Method, and the Direct Method, while often neglecting Dr. West's New Method, which is crucial for developing proper reading skills.
14. Since most students learned prose best by listening to their teachers' lectures, teachers should thoroughly prepare by creating lesson plans and using suitable teaching aids to meet the diverse needs of their students
15. It was found that 60% of students learned grammar by memorising the grammar rules, 48% through grammar exercise given in the textbooks, 71% by listening to the teachers explanation, 42% writing down the rules and applying them when solving grammar exercises. These imply that the prescribed English textbooks for secondary level of education need to include clear grammar rules and sufficient exercises for learning grammar. Moreover, teachers need to be well-versed in the different techniques and methods of teaching grammar.
16. The findings that 32% of the students rely on copying from ready-made internet notes for writing compositions, and that 40% complete their English assignments by referring to ready-made samples from the internet and bazaar notes, suggests that classroom teaching and prescribed textbooks are insufficient to meet students' needs. It implies the importance of guiding and assisting students to avoid dependence on such resources.
17. The finding that majority of the teachers were found to be ineffective in the Teacher Talk ratio, Teacher Question ratio and the Teacher response ratio have the implication that there were less room for interaction and student participation. This shows that the students were most of the time passives listeners while the teacher remain actively engaged in the teaching learning process. Therefore, teachers need to provide sufficient time for students to speak up in the classroom.

18. The finding that most teachers encountered challenges regarding accents, limited vocabulary, lack of concentration, and insufficient exposure to English speakers while fostering students' listening skills suggests the need for English teachers to inspire and incentivize students to utilize online resources and engage in interactions to enhance their listening abilities. Students should be given opportunities to listen to English being spoken by others to foster the development of their listening skills
19. Teachers faced problems in relation to students' weakness in pronunciation, stress and intonation, correct usage of English structure, idioms and phrases, influence of mother tongue in pronunciation and spelling, not enough proper environment to use English language, use of incomplete and broken English sentence, shyness and hesitation to use English, fear of committing errors when speaking in English and fear of being criticised and receive insults from their peers, not lack of confidence, lack of vocabulary and fluency, grammar problems while developing Speaking Skill. This implies that teachers should instill confidence in students to encourage active participation in class, thus fostering their speaking skills. Introducing new vocabulary and demonstrating its usage in the classroom can enable students to construct sentences for everyday conversations.
20. The finding that majority of the teachers faced problems in relation to developing Reading Skills among secondary school students include poor vocabulary, unfamiliar sounds and pronunciation in English language, irregularity of English spellings with silent letters, poor attention span of students, lack of motivation to read in English, presence of difficult vocabulary and terminology in English texts, lack of interest to read English passages. These have the implications that the English textbooks should align with students' contexts to enhance interest and motivation, consequently improving their attention span. Teachers should introduce vocabulary and terminology so that students can readily understand the target language and must also include language games to facilitate the correct pronunciation of English words. Additionally, providing age-

appropriate supplementary reading materials is crucial to engage students and help them learn effectively.

21. The finding regarding the challenges encountered by teachers in developing Writing Skills encompass issues such as spelling, grammar errors, interference from the mother tongue, and incorrect punctuation. This suggests that teachers can implement activities like journal writing, spelling competitions, essay writing, note-taking, storytelling, and other writing exercises to encourage students' writing abilities. It is essential for teachers to explore innovative methods and strategies to improve students' language proficiency in writing, enabling them to express themselves clearly using correct English.
22. The findings concerning the common challenges encountered by teachers in teaching English to secondary school students involve students transitioning from Mizo medium schools and time constraints in teaching the four language skills. This suggests that teachers should identify students with English language weaknesses and offer preparatory or remedial classes for them. Schools should prioritize the development of all four language skills among students and not limit language learning to language classrooms only. Additionally, all subject teachers should recognize the significance of English language proficiency and improve their own language skills accordingly.
23. The finding that most students struggled with speaking skills due to shyness, fear of making mistakes, and lack of confidence in using English implies the necessity for teachers to inspire and support students in building their speaking confidence. Fear of ridicule from peers is a prevalent issue among Mizo students when speaking English. To address this, teachers should create a non-judgmental environment where students feel comfortable using English freely in the classroom.
24. The findings regarding the evaluation of prescribed English textbooks suggest that there is a need for these textbooks to incorporate additional activities aimed at enhancing students' listening and speaking skills. The responsible authority for developing these textbooks should make

necessary enhancements to ensure that they adequately meet the needs of all secondary school students in Mizoram and focus on fostering all four language skills.

25. The process of selecting English teachers for secondary school education should be conducted with careful consideration of their qualifications and proficiency in teaching English as a second language. It is noted that some teachers instructing English at this level do not have English language background, resulting in a limited understanding of the objectives of teaching English at the secondary level, ultimately hindering students' language skills and academic performance.
26. Arrangements should be made by the competent authority so that all teachers without B.Ed. Degree would pursue further studies in Teacher Education institutes.
27. All English teachers should be provided with opportunities to attend workshops and training sessions focused on enhancing language skill development and staying updated on new trends in English language teaching and learning.
28. English teachers should prioritize the adoption of diverse teaching methods tailored to the specific needs of their students, while also keeping themselves informed about the latest trends in teaching English as a second language.
29. Parents should recognize the significance of aiding and encouraging their children at home in learning a second language. The absence of parental support often results in poor academic performance overall. School authorities could organize parent-teacher meetings to inform parents about their children's limitations, ensuring full support from parents at home and assistance at school.
30. Teachers should create and offer suitable auditory and visual teaching materials for English language instruction. They should incorporate advanced technological tools into their teaching methods to accommodate the diverse needs and learning styles of students.
31. In remote areas where internet access is unavailable, teachers should

utilize simple and affordable teaching aids such as flashcards, picture charts, and picture cards. They should not let the lack of internet access hinder the teaching-learning process.

32. Students weak in using the English language must be identified and provide remedial classes for the same.
33. Diagnostic studies must be carried out to analyse the linguistic errors committed by students thereby providing measures to correct the errors.
34. Sufficient time must be provided in the school timetable to practise and develop the four language skills.
35. Competent authorities must arrange workshops for syllabus revision to include activities and content matters necessary for developing language skills.
36. The government may supply adequate teaching aids, especially to government schools in remote areas.
37. School authorities and teachers must create an environment for students to use English freely without hesitation since many students are found to face problems of shyness and hesitation when using English among their peers.
38. Recorder materials to learn and practise language skills must be collected, downloaded or purchased by schools for students to practise and improve their linguistic skills.
39. Special attention must be given to students facing problems relating to poor eyesight, loss of hearing etc.
40. Spoken English classes must be organised in schools for students to practise the language skills.

5.4.0 Conclusion

The present study focused on the teaching and learning of English language at secondary level of education, the profile of teachers, their teaching methods and problems faced, the learning methods of students and problems faced by them in relation to learning of English as a second language at secondary level of education. It also included an observation of classroom interaction pattern among high school English teachers with their respective students in their classroom settings using Flander's

Interaction Analysis and an evaluation of the prescribed English textbooks of Class IX and Class X by the Mizoram Board of School Education. Findings of the study revealed several drawbacks and problems faced by teachers and students in the current educational set up in relation to the teaching and learning of English language. It is hoped that the findings and discussions will set agenda for further study and bring changes and development in the teaching and learning of English as a second language at secondary level of education in Mizoram.

5.5.0 Suggestions for Further Study

1. Content analysis of English textbooks prescribed by MBSE, CBSE and ICSE with reference to the objectives of teaching English as a second language.
2. Comparison of methods of teaching English language employed by English teachers under MBSE, CBSE and ICSE.
3. A study on individual differences in approaches to language learning.
4. A study on developing instructional materials for the teaching of English language among secondary school students in Mizoram.
5. A study on developing activities suitable to teach and learn the four language skills in the context of Mizoram.
6. A study on professional development courses available in Mizoram for English Teachers at secondary level of education.

APPENDIX I

TEACHER QUESTIONNAIRE

**PART I: ACADEMIC, PROFESSIONAL AND PERSONAL PROFILE OF
TEACHERS**

1. Name of School :

2. School management :

Government Deficit Private Unaided Adhoc Aided
Lumpsum

3. Educational qualification:

Bachelors Degree: B.A./B.Sc./B.Com/B.E/B.Tech/BCA

Masters Degree: M.A./M.Sc./M.Com./M.Tech./MCA/MBA

M.Phil. Subject: _____

Ph.D. Subject: _____

Subjects taken:

Graduation level Honours/Core: _____

General subjects in Graduation Level: _____

Post-Graduation Level: _____

4. Did you study English as your core/honours subject during your college days?

Yes

No

5. Professional Qualification:

B.Ed.

M.Ed.

Any other: _____

6. By what mode did you acquire your B.Ed. Degree?

In-service

Pre-service

Distance Mode

Multimode under IASE

7. Did you take English as your pedagogy paper in B.Ed?
- Yes
 - No
8. Have you attended any special training courses in English Language Teaching?
- Yes
 - No
 - If Yes, Please specify:_____
9. Age :
- Below 30 30 - 39 40 – 49 50 – 59
10. Gender :
- Male Female

PART II: METHODS OF TEACHING

11. Which of the following methods do you use in teaching English?
- Direct Method: Frequently Rarely Never
 - Bilingual Method: Frequently Rarely Never
 - Grammar Translation Method: Frequently Rarely Never
 - Audio-Lingual Method: Frequently Rarely Never
 - Dr. West's New Method: Frequently Rarely Never
 - Communicative Language Teaching Method: Frequently Rarely Never
 - Eclectic Method (Mixture of various methods) Frequently Rarely Never
12. Tick the kinds of teaching aids you used in teaching English language to your students?
- Radio Frequently Rarely Never
 - Television Frequently Rarely Never

- Computers/laptops Frequently Rarely Never
- Language laboratories Frequently Rarely Never
- Picture charts Frequently Rarely Never
- Flash cards Frequently Rarely Never
- Projectors Frequently Rarely Never
- Prescribed textbooks only Frequently Rarely Never
- Mobile phones Frequently Rarely Never
- Tablets Frequently Rarely Never
- Supplementary reading materials Frequently Rarely Never
- Newspapers Frequently Rarely Never
- Magazines Frequently Rarely Never
- Globes Frequently Rarely Never
- Maps Frequently Rarely Never
- Picture charts Frequently Rarely Never
- Flipcards Frequently Rarely Never
- Flipcharts Frequently Rarely Never
- Mounted pictures Frequently Rarely Never
- Flannel Boards Frequently Rarely Never
- Tape recorder Frequently Rarely Never
- Gramophone Frequently Rarely Never
- Movies/films Frequently Rarely Never
- Models/ Real objects Frequently Rarely Never
- Black/whiteboard Frequently Rarely Never
- Roll-up Board Frequently Rarely Never
- Cut-outs from magazines,newspapers Frequently Rarely Never

- Smart boards Frequently Rarely Never
- Slides Frequently Rarely Never
- Filmstrips Frequently Rarely Never
- Any other : _____

13. How do you motivate your students in learning English?

- By enhancing students' curiosity
- By linking their past experience with that of the present
- By asking questions in the beginning
- By showing pictures related to the lesson
- By narrating a story/incidents
- By telling them the importance of proficiency in English language
- By giving them activities
- By giving time for discussion followed by presentation
- Giving project works on making short video clips in English
- By giving them positive reinforcements (Rewards, praises)
- Letting them play language games
- By making them share their experiences relating to the topic

14. Do you use the following teaching techniques/methods in teaching Prose to students?

- Explaining Frequently Rarely Never
- Explaining and Illustrating with Examples Frequently Rarely Never
- Question and Answer Frequently Rarely Never
- Lecture Frequently Rarely Never
- Translation Frequently Rarely Never
- Story Telling Frequently Rarely Never
- Role Playing Frequently Rarely Never
- Dramatization Frequently Rarely Never

- Teaching new vocabulary and structure Frequently Rarely
Never
- Model reading Frequently Rarely Never
- Loud reading Frequently Rarely Never
- Silent reading Frequently Rarely Never
- Discussion Frequently Rarely Never
- Any
other: _____

15. Do you use the following teaching techniques/methods in teaching Poetry to students?

- Explaining Frequently Rarely Never
- Explaining and Illustrating with Examples Frequently Rarely
 Never
- Question and Answer Frequently Rarely Never
- Lecture Frequently Rarely Never
- Translation Frequently Rarely Never
- Story Telling Frequently Rarely Never
- Role Playing Frequently Rarely Never
- Dramatization Frequently Rarely Never
- Teaching new vocabulary and structure Frequently Rarely
Never
- Model reading Frequently Rarely Never
- Loud reading Frequently Rarely Never
- Silent reading Frequently Rarely Never
- Discussion Frequently Rarely Never
- Any
other: _____

16. Do you use the following teaching techniques/methods in teaching Grammar to students?

- Explaining Frequently Rarely Never
- Explaining and Illustrating with Examples Frequently Rarely Never
- Translation Frequently Rarely Never
- Inductive-Deductive Method Frequently Rarely Never
- Question and Answer Frequently Rarely Never
- Lecture Frequently Rarely Never
- Discussion Frequently Rarely Never
- Any other: _____

17. Do you use the following teaching techniques/methods in teaching Writing Composition to students?

- Explaining Frequently Rarely Never
- Explaining and Illustrating with Examples Frequently Rarely Never
- Translation Frequently Rarely Never
- Question and Answer Frequently Rarely Never
- Discussion Frequently Rarely Never
- Giving writing exercises Frequently Rarely Never
- Teaching sequence of writing to write letters, stories, reports, essays, dialogues etc. Frequently Rarely Never
- Any other: _____

18. Please tick the activities/ exercises/programmes you assign to develop students English language Skills?

- Dramatization
- Role Playing
- Explaining and Illustrating
- Questioning (for interaction)
- Group discussions and presentations
- Correcting errors and mistakes
- Peer correction
- Interviews
- Poster making
- Note making
- Language games
- Language quiz
- Inviting Language experts
- Inviting Native speakers of English
- Narrating stories and letting students reproduce the summary
- Giving keywords and asking students to make up stories of their own.
- Activities in Language Laboratories
- Field trips
- Library visits
- Activities under English Language Club
- Letting students watch language tutorials from the internet
- Spoken English Classes
- Writing competition (Poetry/Essay/Article etc.)
- Reading Competition
- Organising Debates
- Extempore
- Elocution

19. In order to develop the Listening Skills of students, I use the following activities/methods:

- Reproduction Exercises (Practising Correct pronunciation)
- Spelling and Dictation
- Using of audio-visual aids
- Repetition exercises/drills
- Question-answer activities
- Giving Role-playing activities (through dialogue delivery, facial expression and deportment)
- Showing a film or chart and asking students to speak few sentences on it
- Performing actions (giving outline of stories, making students think and then creating their own version of the story/extempore/ talking about a particular topic and asking students to speak on the same topic)

20. In order to develop the Speaking Skills of students, I use the following activities/methods:

- Repetition drill (teachers speaks-students repeat)
- Substitution drill (replacement of certain words)
- Transformation drill (transformation/conversion of sentences)
- Conversation/interaction activities (greetings/self introduction/making phone calls/ shopping conversations/ describing things/ giving reports etc)
- Discussions
- Debates
- Presentations
- Word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause
- Role playing to help students express their ideas, thoughts, facts and feelings meaningfully

- Practising the right pronunciation of every word in the textbook through reading
- Organising debates/ extempore speech/elocution/drama competition/ narration of short stories etc
- Dramatisation

21. In order to develop the Reading Skills of students, I use the following activities/methods:

- Word/sentence stress activities to speak with correct sounds, stress, intonation, rhythm, fluency and pause
- Organising practise sessions
- Diagnosing reading difficulties among students
- Model reading
- Loud reading
- Silent reading
- Intensive reading
- Extensive reading (Supplementary Reading)
- Speed reading (To improve reading skills by increasing the number of words read in each block, reducing the length of time spent reading each block)
- Alphabetic method (from letter to words by combining alphabets)
- Phonic method (word is broken up into basic speech sounds)
- Look and Say method (learners are shown actual objects,pictures,charts and are asked to say what they see)
- The Sentence Method (students first learn a sentence, after which phrases, words and alphabets are learnt)

22. In order to develop the Writing Skills of students, I use the following activities/methods:

- Enabling students to write frequently on a variety of topics for different purposes and audiences

- Letting students choose their favourite topics and write to develop an understanding of the correct English structures and conventions of language (spelling/punctuation/capitalization/grammarusage/paragraphing)
- Sentence completion activities (to learn the correct Form and sentence structure of the English Language)
- Using four-line notes books
- Displaying of charts with good handwriting
- Developing proper posture
- Teacher's handwriting as a model
- Testing students writing giving importance to spacing, uniformity in size, simplicity, speed, distinctiveness,use of vocabulary etc.
- Wordgames (crossword puzzles, word building games, making pairs of words, choosing from jumbled words etc.)
- Writing competitions

PART III: PROBLEMS FACED BY TEACHERS IN TEACHING ENGLISH LANGUAGE

23. Tick the kinds of problems you face in teaching and developing listening skills among your students:
- Differences in accents of student- speakers
 - Unfamiliar vocabulary/ limited vocabulary of students
 - Problems of interpretation
 - Lack of control over the speakers speed
 - Speed of the speaker
 - Auditory processing disorder in students
 - Lack of concentration
 - Lack of interest

- Students are not used to listening to others speaking in English due to Environmental factors (not enough exposure)
- Low attention span of students
- Limited time
- Any other : _____

24. Tick the kinds of problems you face in teaching and developing Speaking skills among your students:

- Students' weakness in pronunciation, stress and intonation
- Students' weakness in structure, phrase, idioms and fixed expressions(cultural expressions)
- Influence and interference of the mother-tongue (in pronunciation and spelling)
- Lack of proper English environment
- Incomplete and broken English sentences
- Shyness/hesitation to use the language
- Fear of committing errors
- Fear of criticism/insult from peers
- Low or uneven participation of students
- Lack of confidence
- Problem in choosing an appropriate word
- Frequent use of mother-tongue (students often choose their mother-tongue to express themselves)
- No time to develop oral language in the class (time limitation)
- Lack of vocabulary and fluency
- Grammar problem (tense/voice/speech/use of preposition etc)
- Lack of adequate exposure to English language in the classroom
- Inability of students to structure their ideas in a coherent manner
- Any other : _____

25. Tick the kinds of errors/ problems you face in teaching and developing Reading skills among your students:

- Decoding problems
- Poor vocabulary
- Poor eyesight/Physical inability
- Unfamiliarity of sounds
- Irregularity of English spellings (Silent letters)
- Poor attention span
- Lack of motivation to read
- Inappropriate texts
- Presence of difficult vocabulary terms
- Lack of interest
- Inability to understand the text
- Fear of making mistakes in pronunciation while reading aloud
- Any other:

26. Tick the kinds of errors/ problems you face in teaching and developing writing skills among your students:

- Lack of motivation
- Errors regarding spelling
- Grammatical errors
- Interference of mother-tongue
- Incorrect punctuation marks
- Weak paragraphing
- Students try to write each and every sentence in the correct grammatical pattern.
- Lack of variety in sentence patterns
- Inability to write different forms of writing like dialogues, stories, letters, reports, essays etc.

○ Any other : _____

27. Tick the general problems faced in the teaching of English Language to students:

- Unavailability of recorded materials
- Students from Mizo medium Schools
- Overcrowded classrooms
- Physical infrastructure of school
- Prescribed textbooks not enough for developing Listening Skills
- Prescribed textbooks not enough for developing Speaking skills
- Prescribed textbooks not enough for developing Reading Skills
- Prescribed textbooks not enough for developing writing skills
- Lack of adequate exposure to English language at home /society /environment
- Lack of parental involvement/help
- Limited time to develop the four language skills
- Psychological problems in students

APPENDIX II

QUESTIONNAIRE FOR STUDENTS AT SECONDARY LEVEL OF EDUCATION

Please read the following questions carefully and tick the options which best depict your opinion. Your responses will be kept strictly confidential and you will not be identified.

Name of School:

Gender: Male

Female Name of School:

District:

PART I: METHODS OF LEARNING

1. **What are the learning strategies/methods you use in learning English Language?**
 - a. Loud Reading
 - b. Silent Reading
 - c. Loud and Silent reading
 - d. Taking down notes when the teachers explain
 - e. I can best understand by listening to the teacher's explanation
 - f. I can best understand by looking at what the teacher writes on the board/ power-point presentation/ teaching aids
 - g. I read and memorise notes
 - h. I use the dictionary/browse the internet to understand difficult words
 - i. Making use of the internet to develop the four skills
 - j. Making use of social media
 - k. Making use of the television
 - l. Making use of the radio

2. What are your learning strategies/ methods you use in learning Prose?

- a. Reading
- b. Reading and answering the questions at the end of each lesson
- c. Reading and memorising the notes
- d. Memorising the whole lesson
- e. Listening to the teachers lecture
- f. Listening to the teachers lecture and taking down notes
- g. Looking up meaning of difficult words by using a dictionary
- h. Looking up meaning of difficult words by using dictionary/internet and learning the notes.
- i. Discussing the lesson with friends
- j. Reading the summary from the internet
- k. Asking questions to my teachers/friends/parents/elders
- l. Question and answer

3. What are the learning strategies/methods you use in learning Poetry?

- a. Reading and memorising each stanza
- b. Reading, translating the difficult words
- c. Reading, translating the difficult words, memorising the notes
- d. Listening to the teachers lecture and taking down notes
- e. Memorising meaning of difficult vocabulary in each poem
- f. Reading and writing a summary of the poem
- g. Discussing the lesson with friends
- h. Memorising the meaning and uses of literary devices
- i. Listening to tutorials from the internet
- j. Reading the summary of the poem from the internet
- k. Asking questions to my teachers/friends/parents/elders

4. What are the learning strategies/methods you use in learning Grammar?

- a. Memorising the rules of grammar
- b. Solving the grammar exercises from the text book

- c. Listening to the teachers' explanation
- d. Writing down the rules and applying them when solving the grammar exercises
- e. Referring to other grammar books apart from my English textbooks
- f. Listening to youtube grammar tutorials/ materials from the internet
- g. Examining and correcting my errors
- h. Discussing with friends
- i. Asking my teachers at school
- j. Asking my parents/elders/siblings to help me at home

5. What are the earning strategies/methods you use in learning Writing Composition?

- a. Copying from others
- b. Copying from readymade notes from the internet
- c. Listening to the teachers explanation and following his/her guidance/directions
- d. Reading readymade notes/samples from the internet using them to guide me
- e. Making use of the dictionary, understanding the text and then completing the assignments.
- f. Listening to writing composition tutorials from the internet
- g. Asking my teachers at school
- h. Asking my friends
- i. Asking my parents/siblings/elders to help me
- j. Examining and correcting my errors

6. How do you complete your English assignments?

- a. Copying from my friends
- b. Reading readymade samples from the internet/bazar notes etc.
- c. Reading the text and then solving the questions
- d. Practising first and then writing them down
- e. Reading and listening on tutorials from the internet
- f. Asking my teachers at school

- g. Asking my friends
- h. Asking my parents/siblings to help me

PART II: PROBLEMS FACED IN LEARNING ENGLISH

7. What are the problems you face in Listening to English when being spoken by others?

- a. Problems with the teacher's pronunciation/ Differences in accents of the teacher
- b. Inability to understand each and every word spoken
- c. Unfamiliar and difficult vocabulary
- d. Speed of the teacher/speaker
- e. Hearing problem
- f. Not enough opportunity/exposure to listen to English language (environmental factor)
- g. Lack of concentration/cannot focus on the subject matter
- h. Weakness in grammatical items hinders listening
- i. Feeling nervous while listening to others
- j. Easily distracted by background noise
- k. Inability to get the main points of the speaker
- l. Any other

8. What are the problems you face in Speaking/ using English language?

- a. Lack of knowledge about correct pronunciation, stress and intonation
- b. Incomplete and broken English sentences
- c. Shyness/Fear of committing errors/mistakes
- d. No time to develop speaking skill in the class (time limitation)
- e. Lack of vocabulary
- f. Not fluent enough in using English language
- g. Grammar problem
- h. Problem in choosing an appropriate word
- i. Teachers do not give opportunity for students to speak in the class
- j. Not confident enough to speak in English

k. Any other: _

9. What are the problems you face in reading English texts?

- a. Difficulty in pronouncing certain English sounds which are not present in Mizo/Mother-tongue.
- b. Decoding the written text
- c. Poor vocabulary
- d. Inability to understand what is written
- e. Difficulty in understanding the meaning/summary of one paragraph
- f. Difficulty in understanding the meaning/summary of the whole text
- g. Difficulty in reading/pronunciation of letters or English words that have similar shapes and sounds
- h. Poor eyesight
- i. Poor attention span
- j. Reading materials not interesting and attractive enough
- k. Lack of interesting books to practise reading
- l. Interference of the mother-tongue while reading and comprehending texts.
(Literal translation)
- m. Not interested in reading books/poems/articles etc
- n. Any other: .

10. What are the problems you face in Writing of English language?

- a. Poor handwriting
- b. Weakness in spelling
- c. Weakness in tense
- d. Weakness in active voice and passive voice
- e. Weakness in Direct and Indirect speech
- f. Weakness in subject-verb agreement
- g. Weakness in writing formal letters
- h. Weakness in writing informal letters
- i. Weakness in use of prepositions
- j. Weakness in using the Articles a, an, the correctly

- k. Inability to express my ideas and opinions clearly and correctly
- l. Interference of mother-tongue
- m. Weakness in using the correct punctuation marks
- n. Inability to write different forms of writing like dialogues, stories, letters, reports, essays etc.)
- o. Any other:

11. What are the general problems you face in learning English language?

- a) Unavailability of recorded materials
- b) I used to go to a Mizo Medium School
- c) Lack of practise at home
- d) Lack of practise at school
- e) Teacher's method of teaching is not good enough
- f) Lack of time to practise all the skills in the classroom
- g) Prescribed English textbooks are not good enough to learn and develop Listening skills in English
- h) Prescribed English textbooks are not good enough to learn and develop Speaking skills in English
- i) Prescribed English textbooks are not good enough to learn and develop Reading skills in English
- j) Prescribed English textbooks are not good enough to learn and develop Writing skills in English
- k) Not enough opportunity to speak in English both at the home and the school
- l) Lack of motivation
- m) Interference of the mother-tongue while pronouncing certain words
- n) Lack of parental support/uneducated parents

APPENDIX III

Code : 1

Flanders Interactional Analysis Observation Sheet

Category	1	2	3	4	5	6	7	8	9	10	Total
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
Total											
%											

	Behaviour Ratio	Symbol	Indian Standard	Teachers score
1	Teacher Talk	TT	70	
2	Direct Teacher Talk	DTT		
3	Indirect Teacher Talk	ITT		
4	Pupil Talk	PT	19	
5	Silence/Confusion	SC	11	
6	Teacher Response Ratio	TRR	35	
7	Teacher Question Ratio	TQR	20	
8	Pupil Initiation Ratio	PIR	15	

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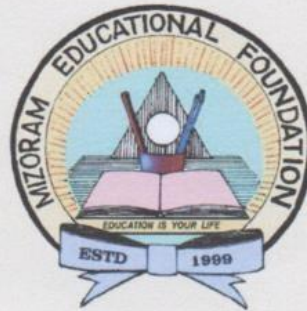
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An Evaluative Study of English Course-book Prescribed for Class X by Mizoram Board of School Education

Lalmawipuii Chawngthu*
Lalhmasai Chuaungo**

Abstract

English language textbooks are usually prepared and developed keeping in view the main objectives of teaching a language i.e. developing listening, speaking, reading and writing skills. However, students, not only in the elementary stage but also in the secondary stage are still found to be having problems with the language. To find out whether the course-book prescribed for class X students is appropriate for developing language skills, the present study was undertaken. It was found that the Course-book, as a whole, was appropriate for developing various language skills. However, few suggested activities were found not to be appropriate enough as either the topics were not familiar enough to the students or the suggested activities needing the involvement of few students only leaving majority of the students as silent spectators.

Keywords: *Evaluation, English Course-book, Mizoram Board of School Education, Language skills.*

Introduction

To have a sound and effective programme of language teaching in schools, it is of great necessity that a good textbook is introduced to the teachers as well as the students. Language teaching and learning does not only aim at teaching stories and poems in the textbooks. It means learning the concepts, understanding and utilising them as well. Language education in the secondary level aims at enabling students to comprehend English when spoken, to speak English correctly, to appreciate literary beauty, to express themselves logically using the correct grammatical patterns, and so on (Govil, 2006). Thus, teaching of English language requires a good textbook to achieve its various objectives of teaching the language.

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The National Curriculum Framework 2005 states that improved textbooks that are carefully written and designed, professionally edited and tested, offering not merely factual information but also interactive spaces for children are important. The choice of language teaching materials can determine the quality of teaching-learning procedure. As part of the materials used in the language classroom, a textbook can play a crucial role in students' success or failure. Therefore, particular attention must be paid to evaluate such materials based on valid and reliable instruments.

The content of English textbooks influences what the teachers teach and learners learn. If the textbook is too advanced or too simple for the students, the teacher will be faced with problems. Local cultural taboos could force the teacher to leave out certain parts. The content of the textbook might not be of the kind that students can relate to. In the selection of a textbook, it is especially important to conduct an evaluation to ensure that it is suitable.

Evaluation of a textbook is also an important area in determining the success and failure of the whole educational system. To have the ability to express ideas clearly, logically, briefly and precisely in English which is a link language in the country, one must have a knowledge of general English to be able to listen and understand English when someone speaks it at a normal conversational speed, to use it for communication and read it to understand the content, to write it for communication and to develop interest in reading and listening. Oral and written skills are very important in communication for all. Without proper communication of ideas and thoughts, it is impossible for students to perform well in their studies; further creating problems for their future careers.

In Mizoram, where 10+2+3 pattern of education is being followed, the results of the High School Leaving Certificate i.e. Class X are of great importance in determining the future career and choice of subjects for students for their higher education. It is an obvious truth that if students at this stage master language - the language used to learn almost all other subjects, the students' performances in this important examination will surely be satisfactory. It is, therefore, necessary to impart the right kind of knowledge at the secondary level which acts as a "launching pad" to higher education, opening the doors to higher and wider fields of studies.

English language textbooks are usually prepared and developed keeping in view the main objectives of teaching a language- Listening, Speaking, Reading and Writing skills. However, students, not only in the elementary stage but also in the secondary stage are still found to be having problems in understanding the language, in expressing their ideas and opinions creating further problems in their academic performances as well. In spite of the fact that students are exposed to English language from primary

stage, why are the students still so weak in English even at secondary level? To get satisfactory answer to this broad question, some ancillary questions may be raised such as - could this be due to insufficiency of textbooks in developing the right skills for the students at this particular stage?, could it be due to the inappropriate contents of the English language textbooks in Mizoram?, are the existing textbooks helping in developing the listening skill, speaking skill, reading skill and writing skill in students?, are the textbooks providing enough reading materials and activities to develop reading and writing skills?, etc. These questions can only be answered by taking up an intensive research in the area of textbook evaluation. Evaluation of textbooks is of utmost importance to assure the contribution of the textbooks in the teaching learning process. Although some studies have been conducted on evaluation or analysis of textbooks in other parts of the world as well as in the country, no serious study in the area has been found in Mizoram. Moreover, the present textbooks were introduced and put to use only from April, 2016. It is, therefore, essential to evaluate these textbooks to find out their suitability to fulfil the objectives of teaching English language at secondary level. The present study was focussed on evaluation of only one of the three textbooks namely English Course-book prescribed for class X by Mizoram Board of School Education.

Objectives of the Study

The study was undertaken with the following objectives:

1. To evaluate English Course-book prescribed for Class X by Mizoram Board of School Education in terms of its appropriateness for developing language skills i.e. a) listening skill, b) speaking skill, c) reading skill, and d) writing skill.
2. To suggest measures for improvement of the Course-book.

Operational Definitions of Key Terms Used

Evaluative Study: In the present study, the term 'evaluative study' refers to an evaluation to establish the quality of course-book for class X.

English Course-book: The term 'English Course-book', in the present study, refers to 'Essential English Course-book 10' prescribed for class X by Mizoram Board of School Education.

Mizoram Board of School Education: The Mizoram Board of School Education is a board set up by the Government of Mizoram whose functions include prescription of curricula for Secondary and Higher Secondary Schools and conduct of High School Leaving Certificate and Higher Secondary School Leaving Certificate examinations.

Method of Study

Descriptive and evaluative methods of study were employed for the present study. The investigators carried out an in-depth study by evaluating the content matter of the prescribed course-book in terms of its appropriateness for inculcating the four language skills, i.e. listening, speaking, reading and writing. No statistical technique was employed as the study was qualitative in nature.

Analysis and Interpretation

The textbook selected for the study was analysed and interpreted in accordance with the first objective of the study on its appropriateness for developing the four language skills i.e. Listening, Speaking, Reading and Writing, and the findings are presented below in four sub-sections.

1. English Course-book in terms of its appropriateness for developing listening skill

The Course-book offers opportunities for students to develop their listening skills through discussions, debates, role-play, asking questions etc. Through active participation in these activities, students are expected to have improvement in their listening skills.

Unit 1 "David's story" is about how a wrong decision can change and cut short a promising life. This theme is inter-related to the activity given in order to develop the listening skills of the students. The activity in Page 13 of the Course-book provides a short paragraph in which students are expected to listen to the teacher who talks about enjoyment of their freedom and the necessity of discipline. Students are then supposed to form groups of four in which a discussion session is to be carried out. The main activity that the teacher is supposed to do is narrating to the students as follows:

An Example from Page 13 of Course-book: *Think about your own situation in school and at home. Don't you enjoy a lot of freedom? Do you, however, feel that there are some areas where you don't have freedom? Have you thought of the reasons why your freedom has to be restricted? Is there a need for discipline in some aspects of your life? Is this why your parents or teachers sometimes insists on being disciplined?*

The above example from the text is a portion from the Listening and Speaking paragraph which is found to be appropriate as it too conveys the message and the main theme of the text, thus stimulating the need to make the right decision and the need for restrictions for students.

Unit 2 also provides opportunities in which a teacher would talk about an account of the lives of crocodiles and the threat these creatures impose on human beings in different countries. Students are then again expected to listen to the teacher and through their understanding; they are supposed to answer the questions given to them.

This particular activity was also found to be appropriate and interesting for the students as they have just learned a true account of Peta-Lynn Mann, who at the age of twelve, saved her friend from a crocodile attack when they were on a boating trip. This link in the story and the activity given for developing the listening skills of students is found to be motivating and interesting for the students.

Unit 3 introduces students to ways of making complaints in which the teacher tells students about the expressions normally used when making complaints. An illustration in black and white is also shown through which students could learn the ways of complaining. However, this is not found to be of great help in developing the listening skills of students as it has to be read and seen by the students.

In Unit 4, the teacher is expected to guide students in role-play situations as given in the activity. Students could develop their listening skills by listening to their fellow students through these role-plays.

Example: Study the way people ask for information on the telephone.

Receptionist: Good morning, Bharat Airlines. May I help you?

Caller: Good Morning. Could you please tell me about the flights to Kolkatta?

Receptionist: There are two flights daily. One leaves at 8:30 a.m. and the other is in the evening at 7 o; clock.

Caller: Thank you very much.

After introducing students to these conversations, the teacher is expected to tell students other alternative ways of finding information through others. Some ways given in the textbook are as follows:

I'm calling to find out.....

I'd like to ask about.....

I'm calling about....

Could you tell me...please?

I'd like to know, please, if.....

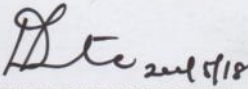
Unit 5 comes up with the introduction of the idea of debates in the classroom. It has been found that through an activity like debate, students could learn how to listen and comprehend what others are saying and thus try to respond to their fellow classmates in the debate.

MIZORAM EDUCATIONAL FOUNDATION



Certificate

This is to certify that
Lalmawipuii Chawngthu
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Education: An Evaluation in Terms
of Objectives of Teaching Language
at Secondary Level on State Level
Seminar on Contemporary Issues in
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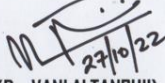
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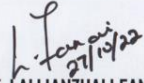


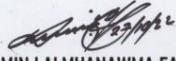
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RESEARCH SCHOLAR, MZU

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*'Problems Faced by Secondary School Students in Serchhip district
in Listening and Speaking English Language'*
on 27th October, 2022, held at the Auditorium of
Institute of Advanced Studies in Education, Aizawl, Mizoram.


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Abstract
on
TEACHING AND LEARNING OF ENGLISH LANGUAGE AT
SECONDARY LEVEL OF EDUCATION IN MIZORAM:
STATUS AND PROBLEMS

A thesis submitted in partial fulfilment of the requirements for the
Degree of Doctor of Philosophy

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DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION
NOVEMBER, 2023

Abstract

Teaching and Learning of English Language at Secondary level of Education in Mizoram: Status and Problems

1. Introduction

One of the most remarkable achievements of mankind is the ability to speak. Spoken language plays a vital role in the day-to-day life of human beings across the globe. The role of English language in India's evolving sociocultural and economic landscape is however, significant for the citizens who are currently living in the dynamic landscape under diverse cultures, speaking numerous languages in different regions. English plays an important part as a link language bringing unity and peace within the country.

Knowledge and proficiency in English has now become an essential tool of social mobility in India. It provides an opportunity for individuals from different backgrounds to compete with those privileged ones for jobs in different areas. The importance of English in education cannot be underestimated. English is the language of instruction in most schools and colleges and is also the language of academic research. It, therefore, plays a crucial role in achieving success at all levels of education in India. Apart from these, the importance of English language in India can be seen in the field of literature and entertainment. Numerous Indian writings in English have gained popularity in the world which further help in showcasing the diverse culture and unity prevailing in India.

The practise of teaching and learning English as a second language is now essential to India's educational system. Nationwide, English is used as the primary language of teaching for students in secondary school. English language instruction begins in Class I in Mizoram as well, according to the Mizoram Board of School Education. For Mizo students, proficiency in English has become crucial for academic success, pursuing higher education, and gaining access to greater employment possibilities.

In Mizoram, 10+2+3 pattern of education is followed and the results of the High School Leaving Certificate i.e., Class X Board Examination plays an essential role in determining the career and choice of subjects for students in pursuing higher studies. Many Mizo students have encountered problems in learning English as a second language further leading to failure in examinations and increase in dropout rates. To have an effective teaching and learning of a second language, it is paramount that students overcome the barriers while practising language skills in schools.

Students' knowledge of English as a second language is frequently a source of frustration in the classroom. Teachers are frequently found to be confronted with issues when it comes to picking teaching strategies to deal with and teach various types of students at the secondary level of schooling.

Teaching of English as a second language to Mizo students at secondary level of education is quite a challenging task as there are many students from Mizo medium schools. These students are often found to be lacking behind in understanding different school subjects as all the prescribed textbooks except Mizo and Hindi textbooks are now written in English language. To have an effective teaching and learning to take place, it is of great importance that teachers use the best appropriate and suitable teaching methods and strategies in their teaching.

Pedagogy of Teaching English

The general aims of teaching English is to develop the four language skills: Listening, Speaking, Reading and Writing Skills.

Listening Skill: Thomson and Wyatt (1994) are of the opinion that it is difficult to understand spoken English because of peculiarities of pronunciation, unfamiliar intonation and elliptical usage and the rate at which words are spoken. Specific practice must be provided in listening to English being spoken and in grasping of what is being said. The standard aim is to understand ordinary and daily English speech spoken at normal speed i.e. five syllables a second.

Speaking Skill: The Skill of Speaking comes after listening. According to Thomson and Wyatt (1944) "Our first and foremost requirement is the ability to speak accurately and easily the ordinary language of daily conversation." Thus,

the aim of teaching English is also to develop the Speaking Skill of students so that they may be able to interact using an adequate and appropriate vocabulary, correct intonation and at least a fair pronunciation in continuous speech.

Reading Skill: Reading skill includes the ability to comprehend common writing as well as literature. Students are normally expected to read and understand ordinary correspondence, newspapers, magazines, school textbooks, books on subjects, touching pupil's ordinary life and interests, in plain modern English.

Writing Skill: The skill of writing involves the ability to write legibly with reasonable speed. The learner is expected to be familiar with the common forms of correspondence to friends, relatives, tradesmen and a few types of officials to whom he/she may have the occasion to address letters. Learners are expected to express their personal experiences logically and in a coherent manner.

General objectives of teaching English at secondary level of education (Govil, 2005)

- 1) To enable students to comprehend English when spoken by native speakers at reasonable speed
- 2) To enable students to speak English correctly with reasonable speed
- 3) To enable students to appreciate literary beauty
- 4) To enable students to have sufficient active and passive vocabulary
- 5) To enable students to express themselves on any topic logically and in a coherent manner
- 6) To enable students to have favourable attitude towards the culture, literature and language.

2. Rationale of the Study

Teaching of English language and using English language as a medium of communication became a common practice in many schools and colleges in Mizoram. Students and teachers are often expected to interact using the language in the school compounds. In the modern world, English language is learned everywhere because people have found that knowledge of English is a passport for better career, better pay and for communication with the entire world.

To have an effective teaching-learning process, many factors such as the

quality of teachers teaching in schools, their experiences in teaching a particular subject, their educational and professional qualifications and backgrounds, the teaching methods adopted in their classroom teaching, the learning methods used by students in learning their lessons are of great importance. Furthermore, the choice of language teaching materials can determine the quality of teaching-learning procedure. As a part of the materials used in the language classroom, textbooks play crucial roles in students' success or failure. Therefore, particular attention must be paid to evaluate such materials based on valid and reliable instruments.

The National Curriculum Framework 2005 stated that improved textbooks that are carefully written and designed, professionally edited and tested, offering not merely factual information but also interactive spaces for children are important. Thus, the quality of textbooks is a significant factor in deciding the overall success or failure of the educational system. To be able to express ideas clearly, logically, briefly, and precisely in English, the country's link language, one must have a knowledge of general English. This includes being able to listen and understand English when someone speaks it at a normal conversational speed, using it for communication and reading it to understand the content, writing it for communication, and developing an interest in reading and listening. All communication requires both oral and written abilities. Without proper communication of ideas and thoughts, it is impossible for students to perform well in their studies further creating problems for their future careers.

To have an effective teaching and learning, the interaction process within the classroom is the key element. It needs to be active and require the participation of each and every student. Active learning and interaction process could bring forth changes and development in the students' language skills. It is, therefore, a great necessity to observe and examine the classroom interaction process between English teachers and students for a better understanding of the obstacles faced by students in learning English as a second language.

English language textbooks are usually prepared and developed keeping in view the main objectives of teaching a language- listening, speaking, reading and writing skills. However, students, not only in the elementary stage but in the

secondary stage are still found to be having problems in understanding the language, in expressing their ideas and opinions creating further problems in their academic performances as well. In spite of the fact that students are exposed to English language from primary stage, why are students still so weak in English even at secondary level? Could it be due to unqualified teachers or due to inappropriate teaching methods adopted by the teachers, learning methods of students or ineffective textbooks? Such and other questions arise in the minds of people concerned with the education of students. Thus, important questions relating to this are:

- 1) Who are the teachers teaching English language in secondary schools in Mizoram?
- 2) Are the methods of teaching English adopted by English teachers appropriate for developing language skills in secondary school students?
- 3) What are the various learning methods adopted by secondary students in learning English in Mizoram?
- 4) What are the problems faced by English teachers at secondary level of education in Mizoram?
- 5) What kinds of problems do secondary school students face in learning English?
- 6) Can the textbooks help in developing the listening, speaking, reading and writing skills in students?

These questions can only be answered by conducting research in this area. Furthermore, studies relating to the teaching and learning of English as a second language in relation to the methods used by teachers and learning methods practised by students and an analysis of classroom interaction pattern have not been taken up in the context of Mizoram. Therefore, conducting this kind of research is of a great necessity in the present scenario where students are often found to be facing problems when it comes to the learning of English language.

3. Statement of the Problem

The problem of the proposed study is stated as follows, “Teaching and Learning of English Language at Secondary Level of Education in Mizoram: Status and Problems”. Hence, the present study envisages the profile of teachers, the teaching methods and learning methods of teachers and students respectively, the observation of classroom interaction, the problems faced by both teachers and students in learning English as a second language and an evaluation of English textbooks prescribed by the Mizoram Board of School education for secondary level of schooling.

4. Operational Definitions of Key Terms Used

Secondary level of education: ‘Secondary level of education’ refers to high school level of education comprising of Classes IX and X.

Status: The term ‘status’ in the study implies the existing condition at the time of conducting the study.

5. Objectives of the Study

- 1) To examine the academic, professional and personal profile of English teachers at secondary level of education in Mizoram.
- 2) To examine the methods of teaching English language employed by teachers at secondary level of education in Mizoram.
- 3) To examine the methods of learning English language practised by students at secondary level of education in Mizoram.
- 4) To examine the classroom teaching learning process for teaching of English in the context of Flander’s Interaction Analysis.
- 5) To find out the problems faced by teachers while teaching English at secondary level of education in Mizoram.
- 6) To. find out the problems in learning English faced by secondary school students in Mizoram.
- 7) To evaluate English textbooks prescribed for Class IX and Class X by Mizoram Board of School Education in terms of objectives of teaching English language at secondary level i.e., listening, speaking, reading and

writing skills.

- 8) To suggest remedial measures for improvement of teaching and learning of English language at secondary level of education in Mizoram.

6. Methodology of the Study

6.1 Population and Sample:

6.1.1 Population and Sample of English Teachers at Secondary Level of Education in Mizoram

All English teachers at secondary level of education in Mizoram formed the population of the present study. In the first stage, all English teachers at secondary level of education in Mizoram were stratified based on management of schools. In the second stage, a total sample of 100 English teachers from state government, deficit and private unaided secondary schools were selected through Random Sampling Technique.

6.1.2 Population and Sample of English Teachers at Secondary Level of Education in Mizoram for observation of Classrooms

The population for observation of classrooms consisted of the interaction pattern between all English teachers and all students at secondary level of education in Mizoram. Out of the Sample teachers, 30 English teachers and students in their respective classes were selected through Random Sampling Technique for the purpose of observing their classroom teaching to examine the classroom teaching learning process in the context of Flander's Interaction Analysis.

6.1.3 Population and Sample of Students at Secondary Level of Education in Mizoram

The population for Students at Secondary level of education comprised of all secondary school students in Mizoram out of which 1787 sample students were randomly selected from 10 Districts of Mizoram.

6.1.4 Population and Sample of English Textbooks for Textbook Analysis

For evaluation of English textbooks prescribed for Class IX and Class X by Mizoram Board of School Education, all six textbooks namely, Essential English Coursebook, Essential English Literature Reader and Essential English Workbook formed the population of the present study. All six textbooks were evaluated and thus, no sample was taken.

6.1.5 Construction of Tools

The investigator constructed the following tools for collection of the required data for the present study:

i) Questionnaire for English teachers at secondary level of education:

The first steps involved in the development of questionnaire for English teachers at secondary level of education in Mizoram was the selection of items. For this purpose, the investigator carried out an extensive review on literature related to the methodology of teaching English language and the problems faced by English teachers in the teaching and learning of English. The items of the questionnaire were constructed on the basis of the review of literature as well as on the basis of the opinion of expert teachers and professors in the field. The investigator initially framed 27 items which were distributed to five experts. The items for the questionnaire were finalised on the basis of the experts' opinion.

ii) Classroom Observation Schedule in the context of Flander's Interaction Analysis to be constructed by the investigator

To examine the classroom teaching learning process, Flanders Interaction Analysis Category System (FIACS) developed by Ned, A. Flanders (1959) was utilised by the investigator which contains ten categories of verbal behaviour further divided into three major sections: Teacher talk, Pupil talk and Silence or Confusion. The ten categories are as under:

A) Teacher Talk Indirect Influence

1. Accepts feelings
2. Praises or encourages
3. Accepts or uses pupils' ideas

4. Asks questions Direct Influence
5. Lecturing
6. Giving directions
7. Criticising or justifying authority

B) Pupil talk

8. Pupil talk response
9. Pupil talk initiation

C) Silence or Confusion

10. Silence or Confusion.

The investigator then developed an observation sheet for observing individual teachers using the ten categories given by Flanders as mentioned above.

Questionnaire for school students at secondary level of education

The first steps involved in the development of questionnaire for secondary school students in Mizoram was the selection of items. For this purpose, the investigator carried out an extensive review on literature related to the learning methods of English as a second language and the problems faced by secondary school students in learning English language. The items of the questionnaire were constructed on the basis of the review of literature as well as on the basis of the opinion of expert teachers and professors in the field. The investigator initially framed 11 items which were distributed to five experts. The items for the questionnaire were finalised on the basis of the experts' opinion.

1. Collection of Data:

Primary data was collected from sample English teachers and students of secondary schools by administering the tools constructed by the investigator. Secondary data was collected from journals, articles, books, dictionaries, reviews and essays on relevant topics.

The investigator distributed the questionnaire in all 11 districts of Mizoram classifying the schools into government, deficit and private secondary schools. All respondents were informed about the objective of the study and all are assured of the confidentiality of their respective responses. Simple statistical techniques such as frequencies and percentages were worked out to facilitate the analysis and interpretation of data.

Data for evaluation of the prescribed textbooks were also collected from secondary sources. The three English textbooks namely: Essential English Coursebook, Essential English Literature reader and Essential English Workbook, prescribed for Class IX and Class X by Mizoram Board of School Education served as the main sources of study. Secondary data were also collected from journals, articles, books, dictionaries, reviews and essays on relevant topics.

Data for observation of classroom interaction was done on the basis of Flander's Interaction Analysis among 30 English teachers both from government schools as well as private schools.

2. Tabulation of Data:

Data on the profile of teachers, teaching methods, learning methods, observation of classroom teaching, problems faced by teachers and students in the teaching-learning of English language were tabulated in the form of tables. Simple statistical techniques such as frequencies and percentages were worked out to facilitate analysis and interpretation of data. T-Test is also utilised in analysis of classroom interaction.

3. Analysis of Data:

Data collected for realising the objectives of the study were analysed qualitatively and quantitatively. Interpretation was also done to make the analysis of the data more meaningful. Simple statistical techniques such as frequencies and percentages were used for better analysis and interpretation of data.

Test of significance of difference between the effectiveness level in interaction pattern between male and female teachers and difference between management of school i.e., Government and private teachers was carried out using suitable statistical techniques like Mean, Standard Deviation and T-Test.

The six prescribed English textbooks were analysed on the basis of general impressions followed by an in-dept study of the textbooks. The general impression was gained by reading the contents page and then skimming through the books. The investigator carried out an in-dept study by analysing the content matter of the six prescribed textbooks according to the objectives of teaching English at secondary level of education.

7. Major findings and conclusions:

7.1 Findings in relation to Academic, Professional and Personal Profile of English Teachers at Secondary Level of Education are as follows:

- The percentage of English teachers holding B.A. degree was 60%, 2% B.Sc., 4% B.Com., 0% B.E., 0% B.Tech. and 0% BCA., while 64 % had M.A. and 2 % of the teachers teaching English language at secondary level of education had M.Sc. background.
- No teacher was found to be holding degrees in M.Com., M.Tech., MCA and MBA.
- The percentage of the teachers who had studied English as their Core/Honours paper during their college days was 60%.
- No teacher was found to be acquiring neither M.Phil. nor Ph.D. degrees.
- The percentage of English teachers having B.Ed. Degree was 83% while 0% were found to be having M.Ed. Degree. It was also found that 17% of the teachers hold other professional qualifications.
- The percentage of English teachers who acquired their B.Ed. degree through In-Service mode was 46% while 22% were found to be acquiring their B.Ed. degree through Pre-Service mode, 22% in Distance Mode and 11% in Multimode under IASE, Mizoram.
- Majority (70%) of teachers took English as their pedagogy paper in B.Ed. while 30% were found to not have taken up English as one of their pedagogy papers while pursuing their B.Ed.
- The percentage of English teachers who had attended special training courses in English language Teaching was 40% while 60% had never attended any courses as such.
- The percentage of English teachers below the age of 30 was 17%, 42% between 30-39, 28% between 40-49 and 13% between 50-59 years.
- The average percentage of male teachers from the sample consisted of 23% while majority i.e., 77% were female.

7.2 Findings in relation to Methods of Teaching English employed by English teachers at Secondary Level of Education are as follows:

- As many as 71% of the teachers frequently and 29% rarely used Direct Method to teach English language to students while 0% never used this Method in teaching English language.
- Majority 81% of the teachers frequently and 19% rarely used Bilingual Method to teach English language to students while 0% never used this Method in teaching English language.
- The percentage of teachers who used Grammar Translation Method to teach English language frequently was 73%, 25% rarely and 2% never used the Method in teaching English language.
- The percentage of teachers who frequently used Audio Lingual Method to teach English language to students was 18%, 49% rarely use it while 33% never used this Method in teaching English language.
- Dr. West's New Method was frequently used by 19% of the teachers, 32% rarely and 49% never used this Method in teaching English language
- As many as 62% of the teachers frequently and 36% rarely used Communicative language teaching Method to teach English language to students while 2% never used this Method in teaching English language.
- The percentage of teachers who frequently used Eclectic method in teaching English language to secondary school students was 54% while 38% rarely used this method. 8% were also found to be never using the Eclectic Method to teach English language to students.
- The percentage of teachers who frequently used picture charts was 41% , 39% rarely used them while 20% never made use of picture charts while teaching English language.
- The percentage of teachers who frequently used flash cards was 18 , 33% rarely used them while 49% never made use of picture charts while teaching English language.
- As many as 93% of teachers, frequently and 7% rarely used only the prescribed textbooks in teaching English language to secondary school students while no one

i.e., 0% use only the prescribed textbooks.

- Only 28% of teachers frequently and 53% rarely used mobile phones for teaching English language to students while 19% never use it in the teaching of English language.
- As many as 66% of the teachers motivated their students by enhancing their curiosity while 51% motivated their students by linking the past experiences of the students to those of the present.
- Majority (87%) of teachers usually began their classes by asking questions in order to motivate their students.
- Only 15% of teachers made use of language games in order to motivate their students.
- As many as 82% of the teachers used Lecture Method while those who rarely used this technique were found to be 18%.
- As many as 91% of teachers frequently and 9% rarely used Translation for teaching prose to students while 0% never use it.
- Majority i.e., 93% of teachers used Explaining frequently while 5% used this rarely to teach poetry to secondary school students. Only 2% of teachers never used explaining to teach poetry in their class.
- As many as 86% of teachers frequently and 12% rarely used Lecturing for teaching poetry to students while 2% never use it. 86% of teachers frequently and 11% rarely used Translation for teaching poetry to students while 3% never used it.
- Only 10% of teachers frequently and 40% rarely used Dramatization for teaching poetry to students while 50% never used it while majority (93%) of teachers frequently and 5% rarely used teaching new vocabulary and structure for teaching poetry to students while 2% never used it.
- Majority i.e., 83% of teachers used Translation frequently while 15% used this rarely. As low as 2% of teachers never used Translation to teach grammar in their classes.
- Majority (82%) of teachers frequently and 16% rarely used Translation for teaching prose to students while 2% never used it.
- The percentage of teachers who make use of Dramatization to develop their

students' English language skills was 21% while 36% assigned Role Playing activities to their students.

- The percentage of teachers who make use of Group Discussions and presentations was 49% while 74% made students activities to correct their own errors and mistakes.
- It was also found that 53% of teachers narrate stories and let students reproduce the summary to develop students' language skills while 40% of teachers were found to be giving keywords and asking students to make up stories of their own.
- As many as 74% of teachers used reproduction exercises (practising correct pronunciations) to develop the listening skills of students in a classroom.
- Majority of the teachers i.e., 89% asked questions and demanded answers from students to develop their listening skills.
- Majority i.e., 81% of teachers made use of Repetition drill to develop students' speaking skills in the classroom.
- The percentage of teachers who made use of Substitution drill was 51%, 43% made use of Transformation drill, 51% Conversation/interaction activities, 64% Discussions, 15 % Debates, 32 % Presentations to develop the speaking skill of students.
- The percentage of teachers who diagnosed reading difficulties among students in order to develop their reading skills was 40%.
- The percentage of teachers organised and made use of writing competitions to develop writing skills among the students was 65%.

7.3 Findings in relation to Methods of Learning English Language practiced by Students at Secondary Level of Education are as follows:

- The average percentage of students learning English by Loud reading was 36%. 39% of secondary school students from government schools learned English by loud reading, while 32% from deficit schools and 36 % from private high schools read aloud too.
- The average percentage of the students who used Silent Reading to learn English language was 12%. The percentage of secondary school students using silent

reading with respect to school management was 11% from government schools, 14% from deficit schools and 12% from private schools.

- The percentages of secondary school students who used both loud and silent reading to learn English language was 47%. 48% from government schools, 45% from deficit schools and 47% from private schools learned English language by combining loud and silent reading.
- There were 23% of government school students, 22% of deficit school students and 24% of private school students who learned English language by taking down notes when the teachers explained the lessons. The average percentage of secondary school students who learned in this way was 23%.
- The average percentage of students who could best understand by listening to the teachers' explanation was 34%. 31% of students from government schools, 38% from deficit and 34% from private schools could best understand by listening to the teachers' explanation.
- The percentage of students who memorise notes when learning English language with respect to school management were 51% from government schools, 48% from deficit schools and 45% from private schools.
- The percentage of students who learned English using dictionaries and browsing the internet to understand difficult words with respect to school management were 50% from government schools, 60% from deficit schools and 4% from private schools.
- The percentage of secondary school students with respect to management of schools who learned prose by reading and memorizing notes were 52% of students from government schools, 46% from deficit schools and 49% from private schools. 50% of the students were found to be learning prose by reading and memorizing notes.
- The percentages of secondary school students who learned poetry by reading and then translating difficult words with respect to management of schools were 45% of students from government schools, 41% from deficit schools and 32% from private schools. The average percentage of all students who learned poetry in this method was 41%.

- As many as 60% of students from government schools, 68% from deficit schools and 70% from private schools learned grammar by memorising the rules of grammar. The average percentage of all students who learned grammar in this manner was 65%.
- As many as 74% of the students learned grammar by listening to the teachers' explanation.
- The average percentage of all students who learned writing composition by copying from others was 27%. 34% of students from government schools, 21% from deficit schools and 18 % from private schools.
- The average number of students who learned writing composition by reading readymade notes/samples from the internet to guide them was 25%.
- Again 32% of government, 41% of deficit, 25% of private school students learned writing composition by making use of the dictionary, understanding the text and then completing the assignments. The average number of students who learned in this way was 30%.
- The percentage of students who completed their English assignments by reading readymade samples from the internet/bazar notes was 40%. The percentages of secondary school students with respect to management of schools were 48% of students from government schools, 36% from deficit schools and 25% from private schools.

7.4 Findings in relation to Classroom teaching and Learning for teaching of English in the context of Flander's Interaction Analysis are as follows:

- The percentage of English teachers who were effective in relation to Teacher Talk Ratio was 23.33% while the other 76.67% were ineffective with reference to Teacher Talk Ratio.
- In Pupil Talk Ratio, 56.57% of the Secondary School English teachers were less ineffective as compared to 43.33% of the other Secondary School English teachers.
- According to Indian Standard, 10% of the English Secondary School teachers were effective and 90% were ineffective in teacher response ratio whereas in

Flanders Standard, 97.67% were ineffective while 3.33% were effective in Teacher Response Ratio.

- Majority i.e., 93.33% of the English Secondary School teachers with scores lower than the Indian Standard and Flanders standard were ineffective in the Teacher Question Ratio.
- In Pupil Initiation Ratio as per the Indian standard, 53.33% of the English Secondary School teachers were ineffective as they scored lower than the Indian standard while the other 46.67% having higher scores were effective.
- There was no significant difference between female and male teachers in Teacher Talk Ratio.
- There was no significant difference between English teachers of government and private schools in Silence and Confusion.
- There was no significant difference between English teachers of government and private schools in Teacher Response Ratio.

7.5 Findings in relation to problems faced by English Teachers while teaching English at Secondary Level of Education are as follows:

- As many as 62% of teachers faced problems regarding differences in accents of student-speakers while 81% faced problems relating to unfamiliar vocabulary/limited vocabulary of students when it comes to development of listening skills.
- The percentage of teachers who were faced with problems of interpretation was 55% while 21% were facing problems like lack of control over speakers' speed.
- Majority i.e., 91% faced problems in relation to students' weakness in pronunciation, stress and intonation when teaching Speaking skills to students.
- As many as 74% of the teachers faced problems regarding students' weakness in using the correct English structure, idioms and phrases, fixed expressions i.e., cultural expressions.
- The percentage of the teachers who found that there was an influence of the mother tongue in pronunciation and spelling which further created problem in teaching English as a second language was 77%.

- Majority i.e., 89% of the teachers were of the opinion that the environment was not good enough for students to speak in English language.
- The problem of shyness or hesitation to use English was faced by 79% of the teachers.
- Majority i.e., 83% of the teachers faced problems in teaching English when their students developed the fear of committing errors when speaking in English.
- As many as 74% of the teachers believed that their students were frightened of being criticized and receive insults from their peers.
- The percentage of the teachers who faced problems with the low or uneven participation of students in the classroom interaction was 57%.
- Majority (85%) of the teachers faced problems in teaching Speaking as their students were not confident enough when they try to speak English as a second language.
- Majority i.e., 79% of the teachers were of the opinion that poor vocabulary among the students pose problems in learning to read.
- Majority i.e., 83% felt that students' grammatical errors posed problems while they were taught to develop their writing skills.
- As many as 70% of the teachers felt that interference of the mother tongue in the students posed problems when they write.
- The percentage of teachers who believed that weak paragraphing when writing in English created problems was 49%.

7.6 Findings in relation to Problems faced by students at Secondary level of Education while learning English Language

- The percentages of secondary school students who faced problems with differences in accents/pronunciations of their teachers with respect to management of schools were 41% from government schools, 36% from deficit schools and 28% from private high schools. It was also found that the average percentage of students facing the same problem was 37%.
- As many as 60% faced the problem of shyness and fear of committing errors when speaking in English Language. 56% of students from government schools, 65%

from deficit schools and 64% from private schools faced problems regarding shyness/fear of committing errors or mistakes.

- The percentage of the students who believed that there was no time to develop speaking skill in the classroom was 40 %. 42% of students from government schools, 45% from deficit schools and 29% from private schools were of the opinion that there was not enough time to develop speaking skills in the classroom.
- The percentage of students who faced problems relating to lack of vocabulary to use when speaking in English language was 37% while 45% were found to be encountering problems of grammar.
- The percentage of students who felt that they were not fluent enough in speaking in English language was 35%.
- The percentage of the students who faced difficulty in pronouncing certain English sounds which were not present in their mother tongue was 32% while 14% faced problems in decoding the written text.
- The percentage of secondary school students who faced problems relating to inability to understand what was read was 18%.
- The percentage of students who were found to be facing difficulty in reading and understanding one paragraph was 28% while 18% faced difficulty in reading and understanding the whole text.
- The average percentage of all students having weakness in spelling was 41%.
- The percentage of secondary school students who were found to be facing problems in using the correct tense when writing in English language with respect to management of schools was as follows: 45% of students from government schools, 36% from deficit schools and 41% from private schools.
- The average percentage of students facing problems relating to weakness in correct use of active and passive voice was 39%.
- The average number of students facing problems relating to weakness in correct use of direct and indirect speech was found to be 31%.
- The percentage of students who faced problems relating to Subject-verb agreement was 24%.
- The percentage of secondary school students who faced problems of having been

educated in a Mizo medium school with respect to school management is as follows: 33% from government schools, 5% from deficit schools and 6% from private schools. The average percentage of students facing this problem is found to be 19%.

7.7 Findings in relation to Evaluation of English textbooks prescribed for Class IX and Class X by the Mizoram Board of School Education in terms of the objectives of teaching English Language at secondary level of education in Mizoram

7.7.1. Findings in relation to Evaluation of Essential English Coursebook prescribed for Class IX in relation to Listening and Speaking Skills are as follows:

- Opportunity to develop listening skill was presented in the form of exercises in Unit 1 at the end of the lesson through discussion on the topic of earthquakes in which a paragraph was given for the teacher to highlight a situation during an earthquake.
- In unit 2, i.e., A lesson for Tyler, no separate activity was given to develop the listening and speaking skills of students.
- There was an exercise meant to help the students develop their listening skills through a group discussion on what one wants to become when they grow up.
- Chapter 4 consisted of one prose piece titled, “Mysterious phenomena” in which an activity was given for students to think and write about one spooky scenario related to the lesson is given to develop students listening and speaking skills.
- Unit 5 comprised of two lessons, one prose i.e., Blind Date and one poem Neighbors which were found to be consisting of only one activity to develop the listening and speaking skills of students. There was a section on pronunciation activity which asked students to find out words with the same pronunciation but are spelt differently and to use the words they identified to fill up the blanks.
- Unit 6 contained one prose i.e., The Mahatma’s Marksheets in which no separate column is given for the development of listening and speaking skills.
- Unit 7 i.e., Tangerine the Wasp offered a separate column to develop listening and

speaking skills. The teacher is expected to narrate a short story first and students are expected to participate in role-playing activities and engage in conversations as their respective roles from the given story.

- Unit 8 provided a separate listening and speaking column in which students are required to express their views on given topics to develop their listening and speaking skills.
- Unit 9 i.e., Yang the youngest (Prose) and On the Grasshopper and the cricket (Poetry) provided opportunity for students to participate in group discussion on cultural differences which is a theme related to the lesson yang the youngest.
- Unit 10, a prose piece on Mother Teresa offered no separate column to develop listening and speaking skills.

7.7.2. Findings in relation to Evaluation of Essential English Coursebook prescribed for Class X in relation to Listening and Speaking Skills are as follows:

- The activity in Page 13 (Unit 1) of the Coursebook provided a short paragraph in which students are expected to listen to the teacher who talks about enjoyment of their freedom and the necessity of discipline. Students are then supposed to form groups of four in which a discussion session is to be carried out.
- Unit 2 also provided opportunities in which a teacher would talk about an account of the lives of crocodiles and the threat these creatures impose on human beings in different countries. Students are then again expected to listen to the teacher and through their understanding, they are supposed to answer the question given to them.
- Unit 3 introduced students to ways of making complaints in which the teacher tells students about the expressions normally used when making complaints. An illustration in black and white is also shown in through which students could learn the ways of complaining. However, this was not found to be of great help in developing the listening skills of students as it has to be read and seen by the students.
- In Unit 4, the teacher is expected to guide students and role-play situations as given

in the activity. Students could develop their listening skills by listening to their fellow students through these role-plays.

- Unit 5 came up with the introduction of the idea of debates in the classroom.
- Unit 6, in its Listening and Speaking column, mentioned the education of children and the Act according to which children of the age group of 6-14 years has the right to elementary education in India. Then students are asked to form groups to discuss the possible remedies for children dropping out from schools. Thus, in this way students could easily find out the solutions through the discussions.
- Unit 7 dealt with a futuristic story, a world of technological advancements where newspapers are not printed but spoken. The listening activity included in this unit is too about science and its importance to our lives. Students are asked to discuss the topic in groups by giving them hints and points to discuss.
- Unit 8 was an adventure story. Thus, the listening activity was also supposed to be carried out through role-play between the teacher and three students. This is not found to be very appropriate as not all students are involved in this activity.
- Unit 2 and Unit 5 provided activities in which students have to organise debates using given topics in the textbook
- In Unit 3, students were introduced to the ways of making complaints and are then asked to sit in pairs and receive complaints about certain situations.
- In Unit 4, students were expected to have a conversation with a partner and play roles asking for information through a phone.
- Unit 7 was a lesson on science and technology which is quite interesting and familiar to students of class X. Thus, the activity given in this unit seems appropriate in developing the speaking skills.
- Role-playing in groups of four was again given in the last unit in Unit 8.

7.7.3. Essential English Literature Reader for developing Listening Skills Class IX and Class X are as follows:

- The Literature Reader books did not provide a separate column for the development of Listening skills.
- “Let’s discuss” activity at the end of each lesson except for the two poems, could be

utilised as an activity to develop the listening skills of students.

7.7.4. Essential English Workbook for developing Listening Class IX and Class X are as follows:

- Literature Reader made no room for the development of Listening skills.
- Apart from all these various exercises and activities, no audio-visual materials are provided along with the textbooks.
- The Workbook did not make room for the development of the speaking skills of students. No separate activity or exercise was provided in the workbook to develop and inspire students to speak in English.

7.7.5. Evaluation of Essential English textbooks prescribed for Class IX and Class X in relation to Development of Reading skills:

- The Coursebook as a whole could be used as a reading skill development material.
- “Learn to Read” column in which students were asked to answer questions based on the reading of their text could be used to develop the reading skills of students.
- Through the poems presented both in the textbooks of Class IX and Class X, students can also learn and experience the correct ways of reading poetry giving importance to stress and intonation, punctuation marks, pronunciation etc.

7.7.6. Essential English Literature Reader for developing Reading Skill Class IX

- The text in each unit and the poems could serve as materials to practice reading.
- Silent reading and loud reading could both be practiced through these texts and poems.
- Skimming and scanning could be practised through the texts as well as the new vocabularies highlighted in each of the lessons.
- Students were also introduced to a play/drama through Unit 7 i.e., Michael and Unit 8 i.e., Guilty, from which they could practise and experience role playing through reading the dialogues of different characters, thereby developing their reading skills at the same time.
- Two poems “In the Bazaars of Hyderabad” by Sarojini Naidu and “The Listeners” by Walter De La Mare are also introduced to help students develop their reading

skills giving importance to proper stress and intonation, punctuation, pronunciation etc and also to create and stir in students an interest in literature.

- New vocabularies were found to be presented in the lessons for students to read and understand the meaning of difficult words.
- To develop the Reading Skill of students, some questions from the “Let’s infer” section and the “Let’s discuss” sections that are expected to be answered from reading the text could be used by English teachers in the classroom.

7.7.7. Essential English Literature Reader for developing Reading Skill Class X

- The activities and exercises in the prescribed English textbook for Class X are found to be more advanced as they are introduced to make students understand the text as well as develop their creative thinking skills.
- Like the Class IX Literature reader, there was also a space which gives the meaning of difficult words through which the students can read and easily find out meanings of new vocabularies in each lesson.
- Unit 6 and Unit 7 provided room for students to read and learn plays/drama, dialogues and character sketches while the two poems “The louse and the Mosquito” by Vikram Seth and “The land of beyond” by Robert Service can be used to teach reading of poetry with correct stress and intonation, pronunciation, punctuation etc.
- No separate section was highlighted to develop reading skill in particular. However, the whole lesson and some questions from the “Lets Infer” section and the “Lets discuss” sections could be used to teach and develop reading skills among secondary school students.

7.7.8. Essential English Workbook Class IX and Class X

- The workbook again provided no separate task or activity to develop the reading skills of students. However, it was found that the activities and exercises could be used to practise Reading skills as and when necessary.

7.7.9. Essential English Coursebook for developing writing skills Class IX

- In Unit 1, Tsunami, The Killer Waves, a writing activity to develop the writing skills of students was presented in page 9. The exercise begins with a short introduction highlighting the key points and the word limit which is found to be an essential guideline for students while writing the magazine article.
- Unit two offers room for students to develop their writing skills through poster making. Relevant information on Poster Making and guidelines on how to carry out the activity is provided on page 23 in which students are asked to make a poster persuading other students to avoid plastic bags.
- Unit 3, students were given a short introduction on Hanboklang Nongsiej, a recipient of the Bapu Gayadani Award. They were further asked to write a report for their school magazine
- Unit 4, Mysterious Phenomena introduced students in writing a diary entry by giving them an interesting topic of aliens entering their houses late at night. Students are asked to make a diary entry of what they witnessed in about 150-200 words. This activity was found to be quite appropriate and useful as it provides room for students to create their and express their own versions of the encounter thus developing their imagination as well as their writing skills.
- Unit 5 offered students a chance to develop their writing skills through formal letter writing activities. A format and sample letter is provided for better understanding in page 64.
- Unit 6 provided a passage for students to practise precis writing in the class while Unit 7 makes room for students to practise writing a message. Sample of message writing and key points are also provided for the same.
- Unit 8 introduced students to writing an argumentative essay by giving the essay topic 'Sometimes, war is needed' while Unit 9 introduces Notice writing to students providing a brief meaning of Notice and a format of writing a notice. In Unit 10, writing of informal letter is introduced to develop the writing skills of students. Students are asked to write a letter to a cousin living abroad telling him/her how Mother Teresa got tins of broken biscuits for the sick people in her Homes. A format for the same is also given in page 135 of the essential English Coursebook.

7.7.10. Essential English Coursebook for developing Writing Skill Class X

- Unit 1 David's story introduced students to the writing practice of a Poster. The exercise begins with a short introduction and necessary information of the given topic which is found to be a good guideline for the students. It was found that the topic given to undertake is also appropriate as it is in line with the theme of the lesson. Students are asked to give the poster an appropriate title, and to mention the venue, date and time of the event.
- Unit 2 included writing of an article in about 150-200 words with the title "Ways to prevent animal attack" for a school magazine. This is found to be interesting and appropriate for students to help in developing their writing skills.
- Unit 3 included writing of a formal letter of complaint giving guidelines and providing a format of a formal letter.
- Unit 4 included recoding information in which an account of playing hockey and a famous player Dhyan Chand is given with an illustration.
- Unit 5 introduced the writing of a personal letter and the writing of a report.
- Unit 6 included writing a diary entry which makes use of the text and the story behind it.
- Unit 7 included preparing a notice. Unit 8 includes the writing of a descriptive essay and making notes.
- Teachers could make use of all the grammar exercises in the Coursebook as well as the workbook since these kinds of exercises help develop the writing skills of students.

7.7.11. Essential English Literature Readers (Class IX and Class X):

- The Literature Readers did not provide room for developing writing skills in particular. However, some questions from the "Let's infer" section may be used to develop writing skills. For example Question number 5 of Unit 1 (Class X) gives some hints and asks to write a character sketch of one of the characters in the story i.e. Portia.
- The main objectives of teaching writing skills was almost completely ignored in the Literature Reader as there is no room for students to express themselves in

writing and there is lack of sufficient writing exercises.

7.7.12. Essential English Workbook (Class IX and X):

- The writing exercises provided in the Workbooks seemed to be appropriate and suitable for secondary school students. A good guideline with simple illustrations and important formats of writing particular topics are given in each worksheet.
- It was found that these writing activities facilitate the use of grammatical items which have already been studied by students in previous classes. Students could also make use of the new vocabularies learned from the glossary sections, the idioms and phrases etc. Students could also make use of the tenses in performing these writing activities.
- However, due to limitation of time, all the exercises and activities meant to develop the four skills of language- listening, speaking, reading and writing might not be thoroughly learned within the four walls of the school under the short scheduled everyday routine.

8. Educational Implications and Recommendations

The educational implications of the findings of the present study for various stakeholders in the educational set up of Mizoram are as follows:

- The finding that 60% of the English teachers had taken up English as their Core/Honours paper during their Under graduate level have the implication that administrators at government, deficit, and private levels, as well as interview boards at various schools, principals, headmasters, and others, should prioritize selecting teachers with a background in English language. This will enhance the effectiveness of teaching and learning English as a second language at the secondary school level.
- The finding that majority of the English teachers never attended any special training courses in English language teaching have the implication that administrators at various levels of school management: Government, Deficit and private should consider organising special training programmes for faculty development or professional development of English teachers at

secondary level of school education. Certain certificate courses like Six Months Certificate Course in English Language Teaching, 10 Days course in English Language Teaching, Proficiency courses in English Language Teaching, One month correspondence course etc., offered and conducted by the Directorate of State Council of Educational Research and Training, Government of Mizoram can be attended by secondary school teachers as part of faculty development programme.

- The finding that majority of the teachers used Bilingual Method in teaching English language to secondary school students reflects that Mizo students generally have a low proficiency in the subject and this implies that Bilingual Method is still more effective to teach such students.
- The finding that majority of the teachers used the Grammar translation method implies that Grammar Translation Method still holds significant value in the teaching and learning of English as a second language among Mizo students owing to the fact that majority of students are found to be lacking in vocabulary and sentence comprehension in general.
- The finding that majority of English teachers hardly used teaching aids in teaching English language implies that teachers did not give importance to the use of teaching aids in teaching English language to students. Consequently, English teachers should incorporate suitable teaching aids to make learning English more interesting, engaging, and effective.
- The finding that only 15% of the teachers made use of Language games have the implication that efforts should be made by English teachers to include language games for developing the language skills of secondary school students. Teachers need to identify appropriate and suitable language activities that can be incorporated within the four walls of the classroom.
- The finding that only 13% used Role-playing and just 4% used Dramatization for teaching Prose implies that teachers need to incorporate these methods more extensively to allow students to actively participate in classroom interactions using English, thereby enhancing their communication skills.
- The finding that only 47% frequently used the Inductive-Deductive method

for teaching grammar, and that 30% rarely used it, implies that English teachers need to adopt this method more often to enhance the effectiveness of grammar instruction. Many teachers appeared to be unaware of the Inductive-Deductive method and rely solely on explanations, which can make the learning process dull for students.

- The finding that only 19% of the teachers made use of library visits and that only 4% used English Language clubs have the educational implication that administrators, headmasters, principals of schools and teachers need to form English language clubs in their respective schools so that students will be given more time to speak and use the language.
- Organizing library visits for students is essential for developing their reading skills. If schools lack their own libraries, efforts should be made to establish them. If setting up a library is not feasible, schools can collaborate with nearby schools or institutions that have libraries, allowing their students to access those resources.
- The finding that only 26% of the teachers utilised language tutorials from the internet have the implication that English teachers need to encourage and motivate their students to make use of online resources such as spoken language tutorials, reading materials etc. to enhance their language skills.
- The finding that only a few teachers organized debates, extempore, and elocution activities implies that these should be used more extensively to develop language skills. School authorities should allocate more time in the daily schedule to support these language activities.
- The findings on the methods used by secondary school students to learn English imply that Loud reading and Silent reading should be practiced more often to enhance students' reading skills. It was observed that many teachers frequently use the Bilingual Method, the Grammar Translation Method, and the Direct Method, while often neglecting Dr. West's New Method, which is crucial for developing proper reading skills.
- Since most students learned prose best by listening to their teachers' lectures, teachers should thoroughly prepare by creating lesson plans and using

suitable teaching aids to meet the diverse needs of their students

- It was found that 60% of students learned grammar by memorising the grammar rules, 48% through grammar exercise given in the textbooks, 71% by listening to the teachers explanation, 42% writing down the rules and applying them when solving grammar exercises. These imply that the prescribed English textbooks for secondary level of education need to include clear grammar rules and sufficient exercises for learning grammar. Moreover, teachers need to be well-versed in the different techniques and methods of teaching grammar.
- The findings that 32% of the students rely on copying from ready-made internet notes for writing compositions, and that 40% complete their English assignments by referring to ready-made samples from the internet and bazaar notes, suggests that classroom teaching and prescribed textbooks are insufficient to meet students' needs. It implies the importance of guiding and assisting students to avoid dependence on such resources.
- The finding that majority of the teachers were found to be ineffective in the Teacher Talk ratio, Teacher Question ratio and the Teacher response ratio have the implication that there were less room for interaction and student participation. This shows that the students were most of the time passives listeners while the teacher remain actively engaged in the teaching learning process. Therefore, teachers need to provide sufficient time for students to speak up in the classroom.
- The finding that most teachers encountered challenges regarding accents, limited vocabulary, lack of concentration, and insufficient exposure to English speakers while fostering students' listening skills suggests the need for English teachers to inspire and incentivize students to utilize online resources and engage in interactions to enhance their listening abilities. Students should be given opportunities to listen to English being spoken by others to foster the development of their listening skills
- Teachers faced problems in relation to students' weakness in pronunciation, stress and intonation, correct usage of English structure, idioms and phrases,

influence of mother tongue in pronunciation and spelling, not enough proper environment to use English language, use of incomplete and broken English sentence, shyness and hesitation to use English, fear of committing errors when speaking in English and fear of being criticised and receive insults from their peers, not lack of confidence, lack of vocabulary and fluency, grammar problems while developing Speaking Skill. This implies that teachers should instill confidence in students to encourage active participation in class, thus fostering their speaking skills. Introducing new vocabulary and demonstrating its usage in the classroom can enable students to construct sentences for everyday conversations.

- The finding that majority of the teachers faced problems in relation to developing Reading Skills among secondary school students include poor vocabulary, unfamiliar sounds and pronunciation in English language, irregularity of English spellings with silent letters, poor attention span of students, lack of motivation to read in English, presence of difficult vocabulary and terminology in English texts, lack of interest to read English passages. These have the implications that the English textbooks should align with students' contexts to enhance interest and motivation, consequently improving their attention span. Teachers should introduce vocabulary and terminology so that students can readily understand the target language and must also include language games to facilitate the correct pronunciation of English words. Additionally, providing age-appropriate supplementary reading materials is crucial to engage students and help them learn effectively.
- The finding regarding the challenges encountered by teachers in developing Writing Skills encompass issues such as spelling, grammar errors, interference from the mother tongue, and incorrect punctuation. This suggests that teachers can implement activities like journal writing, spelling competitions, essay writing, note-taking, storytelling, and other writing exercises to encourage students' writing abilities. It is essential for teachers to explore innovative methods and strategies to improve students' language proficiency in writing, enabling them to express themselves clearly using

correct English.

- The findings concerning the common challenges encountered by teachers in teaching English to secondary school students involve students transitioning from Mizo medium schools and time constraints in teaching the four language skills. This suggests that teachers should identify students with English language weaknesses and offer preparatory or remedial classes for them. Schools should prioritize the development of all four language skills among students and not limit language learning to language classrooms only. Additionally, all subject teachers should recognize the significance of English language proficiency and improve their own language skills accordingly.
- The finding that most students struggled with speaking skills due to shyness, fear of making mistakes, and lack of confidence in using English implies the necessity for teachers to inspire and support students in building their speaking confidence. Fear of ridicule from peers is a prevalent issue among Mizo students when speaking English. To address this, teachers should create a non-judgmental environment where students feel comfortable using English freely in the classroom.
- The findings regarding the evaluation of prescribed English textbooks suggest that there is a need for these textbooks to incorporate additional activities aimed at enhancing students' listening and speaking skills. The responsible authority for developing these textbooks should make necessary enhancements to ensure that they adequately meet the needs of all secondary school students in Mizoram and focus on fostering all four language skills.
- The process of selecting English teachers for secondary school education should be conducted with careful consideration of their qualifications and proficiency in teaching English as a second language. It is noted that some teachers instructing English at this level do not have English language background, resulting in a limited understanding of the objectives of teaching English at the secondary level, ultimately hindering students' language skills and academic performance.

- Arrangements should be made by the competent authority so that all teachers without B.Ed. Degree would pursue further studies in Teacher Education institutes.
- All English teachers should be provided with opportunities to attend workshops and training sessions focused on enhancing language skill development and staying updated on new trends in English language teaching and learning.
- English teachers should prioritize the adoption of diverse teaching methods tailored to the specific needs of their students, while also keeping themselves informed about the latest trends in teaching English as a second language.
- Parents should recognize the significance of aiding and encouraging their children at home in learning a second language. The absence of parental support often results in poor academic performance overall. School authorities could organize parent-teacher meetings to inform parents about their children's limitations, ensuring full support from parents at home and assistance at school.
- Teachers should create and offer suitable auditory and visual teaching materials for English language instruction. They should incorporate advanced technological tools into their teaching methods to accommodate the diverse needs and learning styles of students.
- In remote areas where internet access is unavailable, teachers should utilize simple and affordable teaching aids such as flashcards, picture charts, and picture cards. They should not let the lack of internet access hinder the teaching-learning process.
- Students weak in using the English language must be identified and provide remedial classes for the same.
- Diagnostic studies must be carried out to analyse the linguistic errors committed by students thereby providing measures to correct the errors.
- Sufficient time must be provided in the school timetable to practise and develop the four language skills.
- Competent authorities must arrange workshops for syllabus revision to

include activities and content matters necessary for developing language skills.

- The government may supply adequate teaching aids, especially to government schools in remote areas.
- School authorities and teachers must create an environment for students to use English freely without hesitation since many students are found to face problems of shyness and hesitation when using English among their peers.
- Recorder materials to learn and practise language skills must be collected, downloaded or purchased by schools for students to practise and improve their linguistic skills.
- Special attention must be given to students facing problems relating to poor eyesight, loss of hearing etc.
- Spoken English classes must be organised in schools for students to practise the language skills.

9. Conclusion

The present study focused on the teaching and learning of English language at secondary level of education, the profile of teachers, their teaching methods and problems faced, the learning methods of students and problems faced by them in relation to learning of English as a second language at secondary level of education. It also included an observation of classroom interaction pattern among high school English teachers with their respective students in their classroom settings using Flander's Interaction Analysis and an evaluation of the prescribed English textbooks of Class IX and Class X by the Mizoram Board of School Education. Findings of the study revealed several drawbacks and problems faced by teachers and students in the current educational set up in relation to the teaching and learning of English language. It is hoped that the findings and discussions will set agenda for further study and bring changes and development in the teaching and learning of English as a second language at secondary level of education in Mizoram.

10. Suggestions for further study

- Content analysis of English textbooks prescribed by MBSE, CBSE and ICSE with reference to the objectives of teaching English as a second language.
- Comparison of methods of teaching English language employed by English teachers under MBSE, CBSE and ICSE.
- Individual differences in approaches to language learning.
- Developing instructional materials for the teaching of English language among secondary school students in Mizoram.
- Developing activities suitable to teach and learn the four language skills in the context of Mizoram.
- A study on professional development courses available for English teachers in Mizoram.

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