



# Quality Teaching of English Language in North Eastern Region

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Topic: English Language Teaching in Bodo Medium school of Secondary level : special reference to Bodoland Territorial Council .(B.T.R)

**1.1 Abstract** – Quality Education is considered as a key instrument for creating human capital equipped with skill and knowledge that proceed the path of development. Overall, the education scenario of a nation or state depends on the performance of various education indicators. The study aims to analyse the performance of the English education sector of North Eastern Region in special reference to Bodo regions of different states. A good sound beginning in the field of higher education is important for overall flourishing of the socio-political sphere. However, Higher Education sector in North Easter India in particular, has not been able to contribute its outmost role in the sphere of Human Resource Development. Higher education scenario in Assam has changed in past 10 years. In Bodoland Territorial Region of North East India , a much needed change is required in current situation in Senior Secondary School for English Language Teaching. A proper commitment to this sector can bring a much-needed change which in turn may revolutionize the overall growth and development. Higher education is a most crucial mandate to bridge the gap between knowledge and man.. Education is one of the most crucial factors of socio-economic development in India. Achievement of sustained and equitable human development is an urgent need and a challenge before the present Indian Society. It is the quality of higher education that decides the quality of human resources of .the country.

**1.2 Introduction** - English Language Teaching is an international language. English language teaching has undergone tremendous changes over the last ten years. The rise and evolution of English as a global language has shifted the paradigms of the scope of transformation of the methods by which English is taught in the present technology driven global world. English is becoming a widely used language, and through it, one can participate in a variety of social activities, because language is more than simply a way of expression, it helps people from relationships and know how to interact in different social contexts depending on sociolinguistic situations. Students are burdened with studying, learning, and grasping the materials, and of course, lectures with the collection of relevant information from prescribed texts. Many career alternatives once regarded insignificant are gaining importance at present such as communication skills, soft skills, technical skills, interpersonal skills, ICT literacy etc. With the increasing number of users, English has acquired the status of an international language of not only education but of commerce and every human existence. The prevailing trends of teaching English, especially in India, lacked both in quantity and quality or may fail to obtain a universal appeal. Rigid curriculums and huge syllabi continue to threaten students who speak regional dialect but love to excel in English.

In Assam, English language is used as a major subject in secondary level and in vernacular medium school. Bodo language is used as medium of instruction since 18 May, 1963 in primary school. In the year of 1976 it firstly appeared in high school leaving certificate examination under the Secondary educational board of Assam (SEBA). Then after in the year 2023, it is upgraded up to higher secondary level.

1.3 Area of the Topic - This research will be based on teaching method of language . Second language teaching is very challenging task. Through this research it will try to find out the teaching methods for the benefit of the learners.

1.4 Aims and Objectives – The aims and objectives of the proposed research are as follows :

- a. To develop the speaking and writing proficiency of English language of Bodo mediums students .
- b. To improve the understanding power of English language and suitable methods in Bodo medium students .
- c. To focus on English speaking skills in Higher Secondary level of Bodo Medium Schools in B.T.R area of North Eastern Region .

1.5 Methodology - The proposed research topic of Quality English language study is completely based on field work based. Therefore the researcher need to visit many secondary school for Data collection. This should be primary source. In this visit researcher should observe how to teach the students in class room, how to use the teaching implements, what teaching method is used all are to be observed.

Secondary data will be collected from the secondary source. The researcher needs to visit many libraries. All the collected data of primary source and secondary source will be analysed through data analysis method and thesis will be written using Descriptive analytical method.

This paper is prepared through analytical method. The data collected from the secondary sources are namely ,books,journals etc. For these purpose researchers visited KK Handique library,Gauhati University and consulted different websites.

## The Direct Method

The Direct Method is based on the direct involvement of the student when speaking, and listening to, the foreign language in common everyday situations. Consequently, there is lots of oral interaction, spontaneous use of the language, no translation, and little if any analysis of grammar rules and syntax. The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples. In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation. This approach, also known as the ‘oral’ or ‘natural’ method, originated around the 1900s as an alternative to the traditional grammatical translation method. At this time teachers were starting to experiment with teaching and educational models as previous techniques were failing to improve spoken communication.

The Direct Method continues to provoke interest and enthusiasm today, but it is not an easy methodology to use in a classroom situation. It requires small classes and high student motivation, and in the artificial environment of a classroom it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone.

However, variants of this method have been developed where the teacher allows limited explanations in the student’s native language and explains some grammar rules to correct common errors a student may make when speaking. One of the most famous supporters of this method was the German Maximilian Berlitz, who founded the Berlitz chain of private language schools.

Some characteristics of this method are:

- Lessons are in the target language
- There is a focus on everyday vocabulary
- Visual aids are used to teach vocabulary
- Particular attention is placed on the accuracy of pronunciation and grammar
- A systematic approach is developed for comprehension and oral expression.

## The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them. The term natural, used in reference to the Direct Method, merely emphasized that the principles underlying the method were believed to conform to the principles of naturalistic language learning in young children. Similarly, the Natural Approach, as defined by Krashen and Terrell, is believed to conform to the naturalistic principles found in successful second language acquisition. Unlike the Direct Method, however, it places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences. In the Natural Approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. The emphasis on the central role of comprehension in the Natural Approach links it to other comprehension-based approaches in language teaching. Krashen and Terrell have identified the Natural Approach with what they call "traditional" approaches to language teaching. Traditional approaches are defined as "based on the use of language in communicative situations without recourse to the native language" - and, perhaps, needless to say, without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar. Krashen and Terrell note that such "approaches have been called natural, psychological, phonetic, new, reform, direct, analytic, imitative and so forth". The fact that the authors of the Natural Approach relate their approach to the Natural Method has led some to assume that Natural Approach and Natural Method are synonymous terms. Although the tradition is a common one, there are important differences between the Natural Approach and the older Natural Method, which it will be useful to consider at the outset.

## Grammar-Translation

In this method, learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education. Sometimes also known as the Classical Method, this is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 16th Century.

The focus at this time was on the translation of texts, grammar, and rote learning of vocabulary. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than a means of oral communication.

This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in languages from an intellectual or linguistic perspective. However, it does little to improve your ability to use the language for oral communication.

## Communicative Language Teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity, location. Much like The Structural Approach, this method is commonly used in language learning apps.

## Audio-Lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form. The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue.

These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic.

Some characteristics of this method are:

- Drills are used to teach structural patterns
- Set phrases are memorised with a focus on intonation
- Grammatical explanations are kept to a minimum
- Vocabulary is taught in context
- Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately

### Modern Usage

The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.

Some of the most famous supporters of this method were Giorgio Shenker, who promoted guided self learning with the Shenker method in Italy, and Robin Callan, who created the Callan method.

### Developments & Problems

The method's insistence on repetition and memorization of standard phrases ignored the role of context and knowledge in language learning. As the study of linguistics developed, it was discovered that language was not acquired through a process of habit formation, and that errors were not necessarily bad.

It was also claimed that the methodology did not deliver an improvement in communicative ability that lasted over the long term.

### Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim here is to highlight the importance of learning the language by making it vital to task completion. Task-based learning is the approach that Net Languages applies to most of its material design. A different approach would be to design a course around a grammar syllabus and grammar practice activities, like practising the past simple or conditional sentences, where the aim of each activity is just to practise one particular aspect of language.

During task-based learning, students solve tasks that are relevant and interesting to them. In order to solve the task, they need to use the target language they're learning to communicate with their peers. They use authentic language instead of answering grammar or vocabulary questions about the language. Students — especially younger learners — don't actually feel that they're studying a language at that moment because they're engrossed in the task they're working on. Task-based learning is especially conducive to group learning. Learning a language as a group is also a very important contributor to effective retention. Collaborating with others and becoming confident with the language within a group is a key step in acquiring that language. Also, receiving positive feedback from peers and teachers increases confidence and motivation to learn and to communicate with others. Students' understanding of the language also depends because the realistic context in which they're learning the language is relevant to their personal lives. It's a good idea to ask your students about their hobbies and preferences at the beginning of a course so that you can include their interests in the tasks you set.



## 1.6 Conclusion

The topic of research work is very challenging one. The main is to enable the students to very skilled in speaking, writing and reading. The fear of English Language should be removed Psychologically from students minds. The intensive way of teaching English has made the task of learning English as a foreign language easy. After this detail study, the researcher can claim that English is the most studied language of the world. It is also the most researched language as well. In the second chapter every new and old Approach and Methods of ELT gives the overview of past and present of English Language Teaching. With this the researcher can understand that teaching of English is different from teaching other subjects. It helps the researchers to hand-pick the most suitable way for teaching English. The approach of this teaching is very innovative, leaner-cantered, motivation-based, task oriented and fun loving with audio-visual aids through WALL. The aims and objectives of teaching English must be defined in terms of linguistic needs for different age group. The approach and techniques of teachings must be focused on enhancing skills of language rather than merely teaching theoretical knowledge of language.

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