The ELT Vibes: International Peer Reviewed e-journal for Research in ELT

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Reassessing and Updating Pedagogical Approaches to English Language Teaching in Provincialised Secondary Schools of Assam

Dr. Khirapada Dutta[1], Sri Kalyan Jyoti Khanikar[2]

[1] Research Supervisor, Madhabdev University, Narayanpur, Assam, India.

[2] Assistant Professor, Dept.of English, Borhat B.P.B.M.College, Charaideo,

&

Research Scholar, Madhabdev University, Narayanpur, Assam, India.

Abstract

The effectiveness of English language teaching (ELT) at the secondary school level is crucial for intensifying students' language proficiency. This study investigates the methods employed by English teachers in provincialized secondary schools across the districts of Sivasagar and Charaideo, Assam. It explores the pedagogical approaches adopted by teachers, their awareness of various ELT methods, and the extent to which these methods are practically implemented in classrooms. Additionally, the study evaluates the availability of infrastructure, teaching aids, and technological support that facilitate effective language learning. Through a combination of qualitative and quantitative research methods, including teacher surveys, classroom observations, and interviews, the study identifies prevailing teaching practices and challenges faced by educators. The findings aim to provide insights into pedagogical gaps, highlight best practices, and suggest strategies for improving English language instruction at the provincialized secondary stage. This research contributes to the broader discourse on ELT methodologies in rural and semi-urban contexts, offering recommendations for policymakers and educators to enhance English teaching standards in Assam.

Keywords: *ELT, methods, language, teaching, learning, pedagogical.*

Introduction

English language teaching is a decisive aspect of secondary education in Assam, as it enables students to access higher education and employment opportunities. English language instruction is a rudimentary component of secondary education, laying the groundwork for future academic and professional acquirement. As English has become a global lingua franca, it influences various areas of life, including education, business, culture, and communication. Therefore, effective language teaching is vital for promoting global citizenship, economic growth, and cultural exchange.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

However, teaching English effectively presents numerous challenges and complexities, which require a thorough understanding of factors such as learner characteristics, teaching strategies, and cultural contexts. This study aims to explore and update the different methods employed by English teachers at the secondary level. It has been observed that many secondary school students face difficulties with English proficiency, which impacts their performance in other subjects. Addressing this issue requires the use of effective teaching methods. In the context of the Indian education system, the role of English is both significant and complex, offering opportunities for advancement while highlighting social inequalities, especially among marginalized groups. However, the methods of teaching English in secondary schools in Assam have been criticized for being outdated and ineffective. English was introduced in India in the early 19th century by the British East India Company, with its role formalized by the 1835 education policy, becoming a symbol of modernity and social mobility. Over time, English adapted to local contexts in India, evolving into "Indian English," characterized by unique vocabulary, syntax, and pronunciation reflective of India's diverse linguistic landscape. Today, English serves as both a second language for many Indians and a lingua franca, crucial in business, education, and technology. However, its dominance has sparked concerns about overshadowing indigenous languages and impacting cultural preservation. English's evolution in India is shaped by colonial history and contemporary identity dynamics, with a dual role: empowering some while contributing to social divisions in cases of ethnic language conflicts.

In Assam, English was introduced during colonial rule and became a medium of education, influencing local literature and cultural identity. The introduction of English was further shaped by Assam's ethnic movements in the 1950s and 1960s, where English was associated with modernity, contrasting with regional languages. Today, English remains vital for academic success in Assam, but it coexists with Assamese, reflecting both historical influences and contemporary challenges. English language education in Assam faces hurdles, particularly in rural areas, but innovations like Text-to-Speech systems are being developed to enhance bilingual learning. While English is key for educational progress, preserving Assamese is essential for maintaining cultural identity and linguistic diversity. Balancing both languages is necessary for fostering global engagement while respecting local heritage.

Objectives

The primary aim of this study is to analyze the approaches and methods used by high school teachers in teaching English as a Second Language (ESL). The study focuses on English Language Teaching (ELT) practices in high schools across Charaideo and Sivasagar, Assam, with the following specific objectives:

- To assess English language teachers' knowledge of various approaches and methods used in ESL teaching.
- To examine the practical application of different teaching approaches by English language teachers in high schools of Charaideo and Sivasagar.
- To evaluate the availability of infrastructure and teaching aids that support the implementation of different teaching methods.
- To identify existing teaching practices and challenges faced by educators and suggest possible improvements for more effective ESL instruction.

Methodology

A mixed-methods approach was used, combining both quantitative and qualitative data collection and analysis methods. A total of 30 English teachers were interviewed to gather qualitative data. 60 students were interviewed throughout the survey. The survey questionnaire and interview schedule were designed to gather data on the methods of teaching English, challenges faced by teachers, and recommendations for improving English language teaching. Classroom observations were made in 15 secondary schools. In short, classroom observations, interviews and questionnaire were used to collect the data.

Scope of the Study

- The study covers two major districts of Assam, namely Charaideo and Sivasagar which are situated at the south east part of Assam.
- The study covers only the area of methods of teaching English.
- The study covers the issues relating to approaches and methods used by the high school teachers in teaching English.
- The study will record the views of the teachers of English subject.
- The study is confined to class IX and X of secondary stage schools.
- The study does not cover aspects like background of students or course material. However study material will be discussed whenever the issue of teaching technique is analysed.
- The study is confined to the provincialised schools of the are. It does not take into account schools run by missionaries, trusts or private parties.

Review of Literature

A literature review serves as a foundational step in research, synthesizing existing knowledge to inform future inquiries. It not only compiles previous studies but also critically evaluates them, establishing a context for new research. This process is essential for identifying gaps in knowledge and guiding subsequent investigations. The foremost importance of literature review is knowledge accumulation.

Literature reviews consolidate findings from various studies, enhancing understanding of a topic and guiding future research directions (Thilakaratne et al., 2019). In addition literature review provides a backdrop against which new research can be positioned, ensuring that studies are relevant and informed by existing knowledge. Besides, literature review is instrumental in expertising development: Engaging with literature allows researchers to become specialists in their fields, facilitating informed hypothesis generation and methodological choices(Parajuli, 2020). Effective literature reviews employ structured methodologies, such as systematic reviews and meta-analyses, to ensure comprehensive and unbiased evaluations of existing research. A good review not only summarizes but also critiques the strengths and weaknesses of existing studies, providing a balanced view of the literature. While literature reviews are crucial for establishing a research foundation, they can also be seen as limiting if they overly constrain innovative thinking by focusing too heavily on existing frameworks. Balancing respect for established knowledge with openness to new ideas is essential for advancing research.

Dr. Rumi Sarma in her "Present Position of Teaching English in the Secondary Level Schools of Assam" has observed deficiencies of inadequate teacher training, insufficient emphasis on communicative skills, limited use of technology and teaching aids, large class sizes and limited resources. Recommendations made by her include teacher training and development programs, updated curriculum and teaching methods.

Dr. Bipul Deuri's study, "Mother Tongue-Based Instruction in English Language Teaching: A Study in Assam," explores the effectiveness of using the mother tongue (Assamese) in English language instruction in Assam. He has made some positive observations. According to him students who received mother tongue-based instruction showed better comprehension of English language concepts. According to him using the mother tongue helped students to learn and retain new vocabulary more effectively. He noticed that mother tongue-based instruction encouraged more student participation and engagement in the learning process. Besides students who learned English through their mother tongue showed better retention of language skills over time. Like Dr.Rumi Sarma.

Dr. Deuri has enlisted the challenges and Limitations of teaching English. As per his observations teachers required training and support to effectively integrate the mother tongue into English language instruction. He has also pointed out the availability of resources and materials that incorporated the mother tongue was limited. At the same time he opined that there was a risk that students might rely too heavily on their mother tongue, potentially hindering their ability to communicate effectively in English. The study emphasized the need for a balanced approach that combined the use of the mother tongue with English language instruction.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Dr. Juri Dutta's study, "An Investigation into the Teaching of English in Rural Areas of Assam," explores the challenges and opportunities in teaching English in rural areas of Assam. She detected that many schools in rural areas lacked qualified English language teachers, leading to inadequate instruction. Her study reveals that schools in rural areas often had limited resources, including textbooks, technology, and infrastructure, which hindered effective teaching and learning. It was also noticed that students in rural areas had limited opportunities to practice English language skills outside the classroom, which affected their language proficiency. Another factor she mentioned is large class sizes and high student-teacher ratio. Dr. Dutta offers suggestions to improve the scenario that encompass teacher training and support to improve their English language instruction skills. She advocates for development and distribution of resources, including textbooks and technology, to support English language instruction in rural areas. One exceptional suggestion that the study covers is the suggestion of community engagement and involvement. Encourage community involvement in English language instruction to provide students with more opportunities to practice their language skills, Dr.Dutta remarks. The study recommends technology integration and access to provide students in rural areas with more opportunities to practice English language skills.

Dr. Abdul Awal and Mohammad Rezaul Karim's study, "English Teaching Strategies in Secondary Schools of Assam," explores the teaching strategies employed by English teachers in secondary schools of Assam. As reported by the study many teachers rely heavily on the Grammar-Translation Method, which focuses on translating sentences from English to Assamese or vice versa. It is also identified that teachers primarily use textbooks as the main instructional material, with limited use of supplementary materials or technology. In conformity with GTM teachers tend to focus more on writing skills, such as grammar and vocabulary, than on other linguistic skills like speaking, listening, and reading. Dr.Awal's study reported receiving inadequate training and support to teach English effectively, limited resources and infrastructure and large class sizes. Teachers struggled to manage large class sizes, which made it difficult to provide individualized attention to students.The study found that many students struggled with language proficiency, particularly in speaking and listening skills. Students' vocabulary was limited, which affected their ability to express themselves effectively in English. Besides, students made frequent grammar and syntax errors, indicating a need for more focused instruction on these areas. The research recommends teacher training and support to enhance their teaching skills and knowledge. It also prescribes resource development and distribution: Develop and distribute, including textbooks and technology, to support English language instruction. It proposes focus on communicative language teaching. P.K.Das's "The Effectiveness of Communicative Language Teaching in Assamese Schools" underscores the efficacy of Communicative Language Teaching (CLT) in fostering students' communicative competence. The findings suggest that CLT approaches, which emphasize authentic communication and real-life language use, can significantly enhance students' ability to communicate effectively in English.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Furthermore, the study highlights the importance of contextualizing CLT approaches to local cultures and contexts, as well as adapting teacher roles and classroom practices to facilitate student-centered and interactive learning. However, the successful implementation of CLT approaches also necessitates changes in assessment and evaluation methods, ongoing evaluation and feedback, and teacher training and support. While Das's study provides valuable insights into the effectiveness of CLT approaches, further research is needed to investigate their long-term effects, impact on student motivation and engagement, and effectiveness in diverse contexts.

M.M.Hazarika in his book "English Language Teaching in Assam: Challenges and Opportunities" identified several challenges facing English language teaching in Assam, including inadequate infrastructure and resources, inadequate teacher training and development, and a lack of contextualized teaching materials. Despite these challenges, Hazarika noted that the use of mother tongue in English language classes can be beneficial for students, particularly in the early stages of language learning. Hazarika's study emphasized the importance of providing teachers with ongoing training and development opportunities to enhance their skills and confidence in teaching English. This finding is consistent with other research highlighting the critical role of teacher training and development in improving language teaching outcomes. Hazarika noted that technology has the potential to play a significant role in enhancing English language teaching in Assam, particularly in areas where access to resources is limited. This finding is consistent with other research highlighting the potential benefits of technology in language teaching. Hazarika's study highlighted the need for more contextualized English language teaching materials that take into account the local culture, customs, and contexts. This finding is consistent with other research emphasizing the importance of contextualization in language teaching. Hazarika's study identified several areas for future research, including the impact of teacher training on student outcomes, the role of technology in English language teaching, and the effectiveness of contextualized teaching materials. These areas are consistent with other research gaps identified in the literature

Gogoi (2019) investigated the role of local culture and literature in English language teaching in Assam. The study "Using Local Culture and Literature in English Language Teaching in Assam" revealed that incorporating local cultural references and literary works can facilitate more engaging and effective language learning experiences. This finding is consistent with other research highlighting the importance of contextualization in language teaching. Gogoi's study found that using local culture and literature in English language teaching can enhance student motivation, improve cultural relevance, increase language authenticity, and foster a more positive teacher-student relationship. These findings are supported by other research emphasizing the benefits of culturally responsive. The study's results have implications for English language teaching in Assam, highlighting the importance of contextualizing language instruction, incorporating authentic materials, and fostering cultural relevance.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

These implications are consistent with other research recommendations for language teaching in multicultural contexts. Gogoi's study identifies a need for further research on the impact of local culture and literature on language learning outcomes. Additionally, there is a need for the development of culturally responsive teaching materials that are relevant to the Assamese context.

In his "Teaching English in Assam: A Study of Teacher Attitudes and Practices", P. K. Sarma mentions that teachers' attitudes towards English language teaching are shaped by their personal experiences, educational background, and professional training. According to him Assamese English language teachers face challenges in implementing communicative language teaching (CLT) methods due to limited resources, large class sizes, and inadequate training. Sarma found that many teachers in Assam rely on traditional methods of teaching, such as grammar-translation and rote memorization, rather than more modern and communicative approaches. He emphasizes the importance of providing teachers with regular training and support to help them develop their skills and confidence in teaching English. Sarma found that students' motivation and interest in learning English are shaped by their teachers' attitudes and practices, highlighting the importance of teacher-student relationships. Sarma's study suggests that teacher training programs should prioritize CLT methods and provide teachers with the skills and confidence to implement these approaches.The study highlights the need for ongoing teacher support and mentoring to help teachers develop their skills and address challenges in the classroom. Sarma's study suggests that English language teaching materials should be contextualized to the Assamese setting, taking into account local culture, language, and customs. The study emphasizes the importance of positive teacher-student relationships in motivating students to learn English. Sarma's study accentuates the need for more research on teacher attitudes and practices in Assam, particularly in relation to English language teaching. Sarma's study proposes that more research is needed on the use of technology in English language teaching in Assam, particularly in relation to teacher attitudes and practices.

S.K.Dutta, in his "The Role of Technology in English Language Teaching in Assam" found that technology can improve student engagement, motivation, and language proficiency in English language classes in Assam. Dutta observed that many schools in Assam lack access to reliable internet, computers, and other digital technologies, hindering the effective integration of technology into English language teaching. Dutta emphasized the importance of providing teachers with training and support to develop their skills in using technology for English language teaching. He found that mobile devices can provide students with access to English language learning resources, such as language learning apps and online materials. He observed that online resources, such as language learning websites and online language courses, can provide students with additional opportunities for language practice and learning. Dutta's investigation suggests that infrastructure development, such as improving internet access and providing computers and other digital technologies, is necessary to support the effective integration of technology into English language teaching.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

The study emphasizes the importance of providing teachers with training and support to develop their skills in using technology for English language teaching. He highlights the potential of mobile devices as a tool for English language teaching, particularly in areas where access to computers and internet is limited. The study suggests that teachers need to carefully select and evaluate online resources to ensure that they are relevant, effective, and aligned with curriculum goals. The work mentions limitations and future directions. Dutta's study highlights the need for more research on the effectiveness of technology integration in English language teaching, particularly in the context of Assam. According to him future research should investigate the impact of technology on teacher-student relationships and the implications for English language teaching.

Kalita (2020) investigated the effectiveness of task-based language teaching (TBLT) in Assamese schools, revealing significant improvements in students' language proficiency, motivation, and classroom interaction. His thesis "Task-Based Language Teaching in Assamese Schools" highlighted the importance of teachers' roles and responsibilities in implementing TBLT effectively, including providing clear instructions, facilitating task completion, and offering feedback. These findings are consistent with other research emphasizing the benefits of TBLT in promoting authentic language use and interaction . However, the study's limitations, including a small sample size and short duration, suggest the need for further research to confirm the findings and explore the long-term effects of TBLT. Future studies can build on Kalita's research by conducting large-scale, longitudinal investigations into the effectiveness of TBLT in different contexts.

Goswami (2018) explored the use of authentic materials in English language teaching in Assam, highlighting their potential to enhance students' language proficiency, motivation, and cultural awareness. Goswami's "An Investigation into the Use of Authentic Materials in English Language Teaching in Assam" found that authentic materials, such as news articles, videos, and podcasts, can provide students with exposure to real-life language use and contexts, thereby promoting more effective language learning. Goswami's findings are consistent with other research emphasizing the benefits of using authentic materials in language teaching. However, the study also noted that teachers in Assam often face challenges in accessing and incorporating authentic materials into their teaching practices, due to limited resources and infrastructure. Future research can build on Goswami's study by investigating strategies for overcoming these challenges and exploring the impact of authentic materials on language learning outcomes in different contexts.

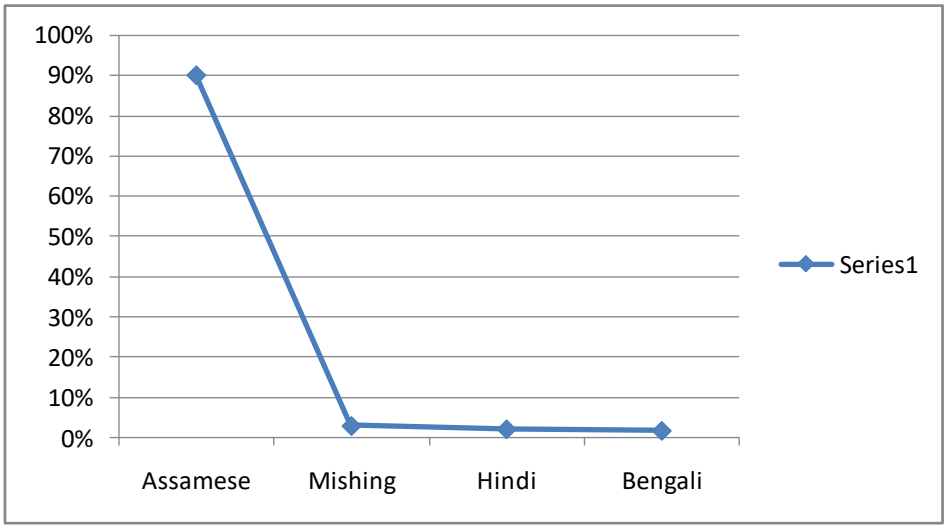
Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Discussion

This study aims to investigate the methods of teaching English at secondary schools in Charaideo and Sivasagar districts of Assam. This study focuses on the districts of Charaideo and Sivasagar, located in the northeastern region of India Sivasagar shares borders with the districts of Jorhat, Charaideo, and Dibrugarh, with its geographical coordinates being 94.25° E and between 26.45° N and 27.15° N. Both districts are renowned for their historical monuments dating back to the Ahom era.The population in these districts is predominantly composed of indigenous communities from various tribes and tribal groups. According to the 2011 census, Sivasagar has a population of 679,632, with a population density of 431 people per square kilometre. Assamese is the most widely spoken language, with around 90% of the population using it. Mishing, Hindi, and Bengali are spoken by smaller portions of the population, at 2.78%, 1.96%, and 1.58%, respectively.

Figure 1: Language Profile of Sivasagar District



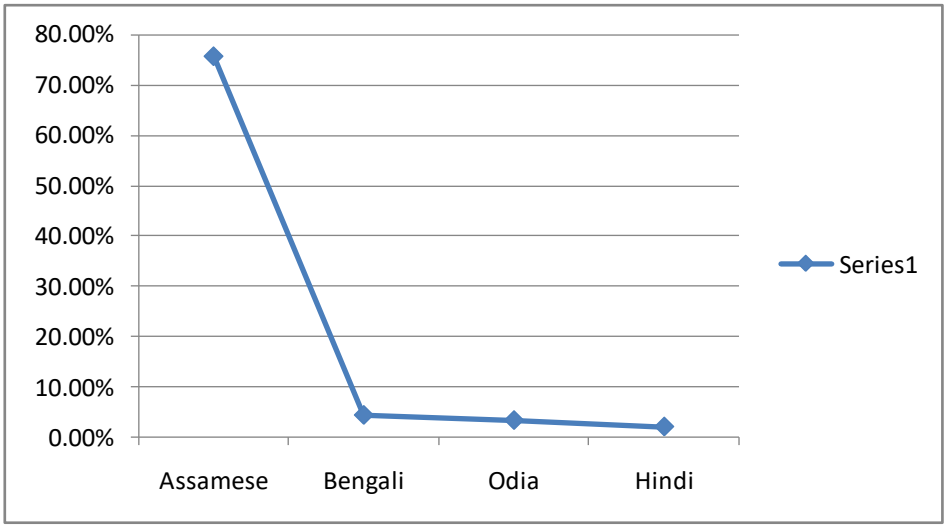
Charaideo, situated to the east of Sivasagar, shares borders with the states of Nagaland and Arunachal Pradesh. Its coordinates are 95.0325° N and 27.056° E.. Charaideo, with a total population of 471,418, shows that 75.64% of people speak Assamese, followed by 4.22% Bengali speakers and 3.20% Odia speakers from the tea tribe community. Hindi is spoken by only 1.92% of the population. This analysis reveals that Assamese is the dominant language in both districts.

Figure 2: Language Profile of Charaideo District

The ELT Vibes: International Peer Reviewed e-journal for Research in ELT

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026



Sivasagar and Charaideo, two historically significant districts of Assam, are known for their rich cultural diversity and multilingual communities. Despite the presence of various linguistic groups, Assamese remains the dominant language due to historical, social, and administrative factors. Sivasagar, the erstwhile capital of the Ahom Kingdom, played a crucial role in shaping Assamese culture and language. The Ahoms, who ruled Assam for over 600 years (1228–1826), adopted Assamese as the lingua franca, integrating it into administration, literature, and daily life. Charaideo, being the first capital of the Ahoms, also shared this linguistic influence. These districts are home to various ethnic communities. Despite this diversity, Assamese serves as the unifying medium of communication as Assamese is the official language of Assam and is used in government offices, education, and media. Schools, colleges, and universities primarily offer instruction in Assamese, ensuring its continued dominance. While Sivasagar and Charaideo host multiple linguistic communities, Assamese continues to be the dominant language due to its deep-rooted historical presence, official status, cultural significance, and widespread use in daily life. It acts as a bridge among diverse ethnic groups, fostering a shared regional identity

Table 1: Schools visited

Urban	Rural	Total
9	25	34

Table 1 shows the data of total number of schools visited for data collection. These schools belong to different educational blocks and to different clusters.

Table-2

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Male Teacher	Female Teacher	TransgenderTeachers
47	33	80

Table 2 shows data regarding gender of teachers interviewed. The numbers of male and female teachers vary because the visited schools do not have equal number male and female teachers. The data is presented in graphical image as follows:

Figure 3: Male and Female Teacher

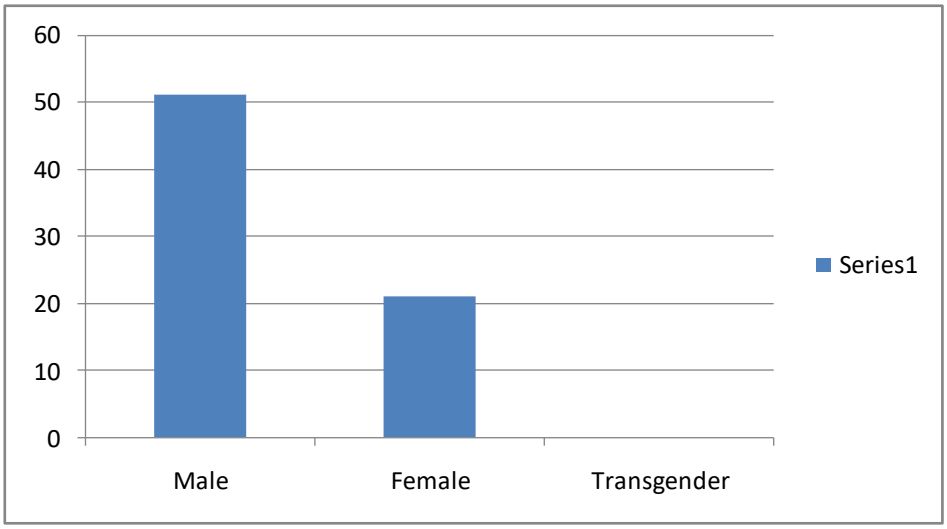


Figure 3 shows data of total number of teachers interviewed. The numbers relating to male teachers and female teachers are different as some schools lack female teachers. 8 students from each school have been interviewed-4 students from Class IX and 4 from Class X (2 boy students and 2 girl students). The interview with the students was conducted to know their preferences for methods used by their teachers. It was also held to know whether there is enough space for the students for active participation. During the interview, focus was on the understanding of the students in their classroom.

Classroom observations clearly reflect that majority of the teachers at secondary schools relied on Grammar Translation Method for teaching English, thereby leaving little room for students to develop their speaking skill. A total of 66% teachers are found to have employed Grammar Translation Method-translating the English texts into Assamese and vice versa. Besides, there was significant emphasis on grammar, a fundamental aspect pf Grammar Translation Method. During the interviews it came to light that the teachers carried on this method from their own student lives.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

It was not kept in mind that the materials and aims and objectives of education policies have changed throughout. As a result, students are found to be not fluent in English and they are not at home during conversation which is out of the context. The findings of the study reveal that traditional lecture methods are predominantly used in teaching English in secondary schools in Charaideo and Sivasagar districts. The use of technology-enhanced teaching methods is limited, with only 0% of teachers using technology in their teaching practices. The study also identifies challenges faced by teachers, including lack of resources, inadequate training, and large class sizes. This observation highlights several critical issues in the teaching of English at the schools under study. It sheds light on a teacher-centred approach, misconceptions about student-centred learning, challenges in implementing the curriculum, and broader structural issues affecting English language acquisition. The study found that the teacher dominated classroom interactions, with students mainly acting as passive listeners. This indicates a traditional lecture-based teaching method, which contrasts with the modern student-cantered approaches encouraged in contemporary pedagogy. The teacher relied heavily on Assamese for explanations, resulting in minimal English exposure. This limited practice in English could hinder students' ability to develop language proficiency, as language acquisition requires active engagement, immersion, and interaction in the target language.

The observation suggests that the teacher may have misunderstood the concept of student-cantered learning. While the curriculum encourages student engagement and active participation, the teacher reverted to teacher-cantered instruction, possibly due to a lack of confidence in students' ability to learn independently. Effective student-cantered learning requires guided activities, collaborative work, and interactive methods such as discussions, problem-solving tasks, and project-based learning, which were missing in the observed class. The current curriculum emphasizes 4C skills—Critical thinking, Communication, Collaboration, and Creativity—to help students become independent learners. However, the teaching approach in this classroom did not reflect these principles. The teacher mentioned attempts to follow the scientific method but found that students struggled to grasp the lessons. This suggests that either the method was not appropriately adapted to their level or that the students lacked foundational skills necessary for higher-order thinking. Even though the curriculum had been in place for over five years, some teachers still found it difficult to implement effectively. These points to potential gaps in teacher training, professional development, or institutional support. If teachers are not equipped with adequate strategies to transition from traditional methods to modern student-centred approaches, they may default to familiar teaching practices.

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

The teacher attributed students' difficulties in learning English to several factors:

1. Lack of English foundation: Many students entered school with little prior exposure to English, making it challenging for them to follow English-medium instruction.
2. Large class sizes: Managing a large group can limit individual attention and hinder interactive learning strategies.
3. Low student motivation: If students are not engaged or see no practical value in learning English, they may not actively participate.
4. Limited English learning time: If English is allocated only a small portion of instructional time, students may not get sufficient practice to develop proficiency.
5. Family background: Most students are from families which do not have highly educated parents. At the same time, Most of these families do not have sound financial conditions.

The findings suggest that without addressing these challenges—such as teacher training in student-centred methods, increased exposure to English, and improved classroom management strategies—it will be difficult to achieve the desired learning outcomes. A shift towards interactive, participatory teaching, supplemented with additional support for students struggling with English, is necessary for effective language acquisition.

Data collection on methods of teaching English involves gathering information through various techniques to analyze teaching strategies, classroom practices, and their effectiveness. Common methods include questionnaires, interviews, classroom observations, and document analysis. Questionnaires help in collecting standardized data from teachers and students about their experiences, teaching preferences, and challenges. Interviews, whether structured or semi-structured, allow for in-depth insights into teachers' pedagogical approaches, their perceptions of student learning, and the difficulties they face in implementing different teaching methods. Classroom observations provide firsthand data on how English is taught, the interaction between teachers and students, and the use of instructional materials. Additionally, document analysis, such as reviewing lesson plans, textbooks, and curriculum guidelines, helps in understanding how teaching methodologies align with educational policies. A combination of these methods ensures a comprehensive analysis of English teaching practices, highlighting areas that need improvement and guiding future pedagogical strategies. The questionnaire was derived from the theory of methods in teaching English as a foreign language, such as Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), Cooperative Learning (CL), Communicative Language Teaching (CLT), and Task-based Method (TBM). Due to the fact that many English teaching methods can be applied in the classroom, the researchers selected basic teaching activities from those methods, which are categorized as common teaching techniques as follows:

The ELT Vibes: International Peer Reviewed e-journal for Research in ELT

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Table 3: Teaching Methods and Techniques

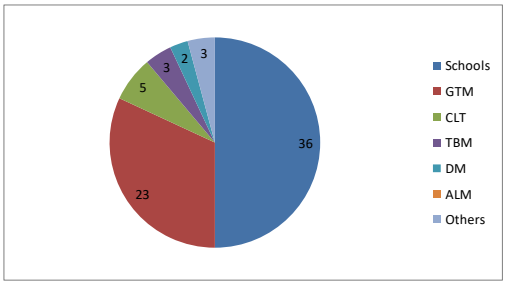
Methods	Activities
GTM	• Students copying from the book/board • Translation of the text • Grammar Exercises • Reading comprehension questions • Filling in blanks
DM	• Question and answer • Reading aloud • Antonym/synonym
ALM	• Drilling • Dialogue memorisation • Use of minimal pairs • Jigsaw
CLT	• Role play • Opinion sharing • Problem solving • Group work
TBM	• Designing poster • Writing articles/report • Conducting interview

Table 4: Method Used

No of Schools	GTM	CLT	TBM	Audio-Lingual	DM	Others
34	28	1	0	0	1	4

The data is presented in the pie diagram below:

Figure4:Methods Used

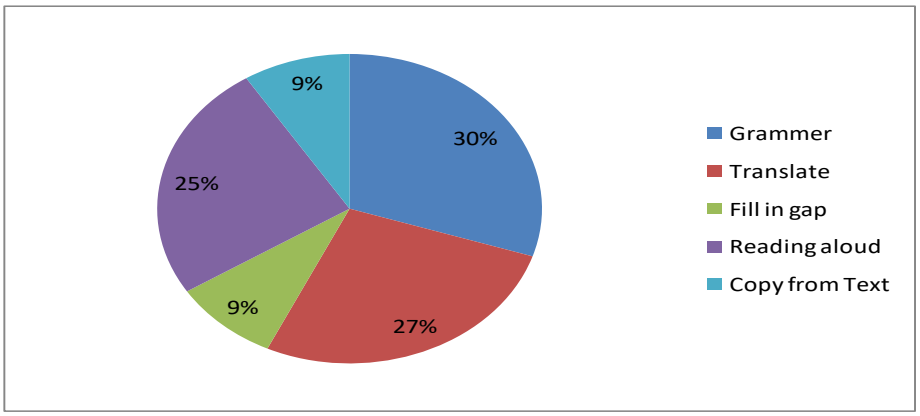


Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

It was observed that most of the teachers heavily relied on GTM. More than 66% teachers used GTM in their daily classrooms. 13.33% teachers made use of DM, followed by CLT, TBM and Lecture Method with a percentage of 6.66%. It can be inferred that this method benefits to ease teaching and learning process such as explaining abstract words and also this method can help students in advancing their vocabulary and grammar knowledge to understand the reading text in target language. However, this method with its techniques like translation, grammar explanation followed by exercises, and paragraph writing is no longer considered as an effective teaching technique due to some reasons. For instance, this method does not feel right with the current National learning goal which in attempt to upgrade students' 4C skills (Creativity, critical thinking, collaboration, and communication), with this method students are passive with the teachers as the only source and the teaching centre makes this method is not relevant anymore. In fact, many teachers out there who are still applied this method massively. Although the participants in the study mentioned in the questionnaire that they were familiar and used various teaching methods, and in addition in the interview with one of the participants who said that he applied various teaching activities in her daily teaching and learning, it was found that the following routines were found in the observations with one of the participants: greeting, checking the students, reviewing the previous lesson, telling the next lesson, explaining the current lesson, asking and answering, and giving a task. The class was conducted exactly according to GTM principles, including the use of mother tongue, limited exposure to English, teacher-cantered instruction, grammar instruction, and isolated vocabulary instruction. Interactions with the students reveal that they are not fluent in English. This may be the result of extensive use of GTM.

Figure 5: GTM

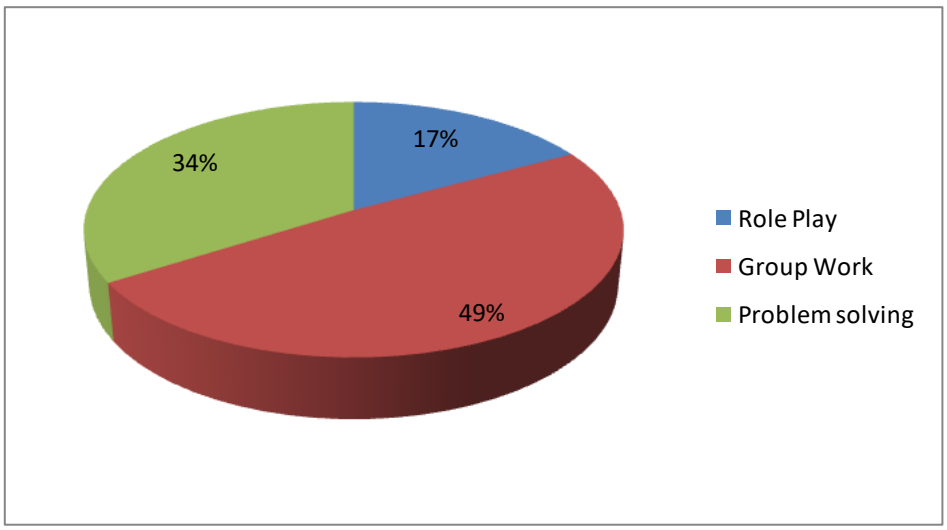


Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Relying solely on the Grammar Translation Method (GTM) for teaching English has significant limitations and it was observed during interactions with the students. While GTM helps students develop a strong understanding of grammatical rules and vocabulary through direct translation, it fails to promote communicative competence, as it lacks emphasis on speaking and listening skills. This method encourages rote memorization rather than active language use, making it ineffective for real-life communication. Furthermore, GTM tends to create a passive learning environment. Students' lack of communicative capacity in these schools can be attributed to the use of GTM in teaching English. Traditional English language teaching methods in Asia have come under criticism for being teacher centric. Linguists have emphasized the need to prioritize confidence building, fluency, and appropriateness over mere grammatical accuracy. Focusing heavily on rote memorization of grammatical rules and definitions may lead to students developing a "fear complex" CLT was seen used in a school situated in urban area. Out of the 36 school surveyed, only 5 schools are seen using CLT to teach English. Use of CLT provides the students with interactive opportunities. As a result, it was observed that students of the schools are fluent in answering the questions asked during the interview. This is in sharp contrast to the students who were taught by using GTM. The figure below indicates the activities used during the used of CLT.

Figure 6: CLT



Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

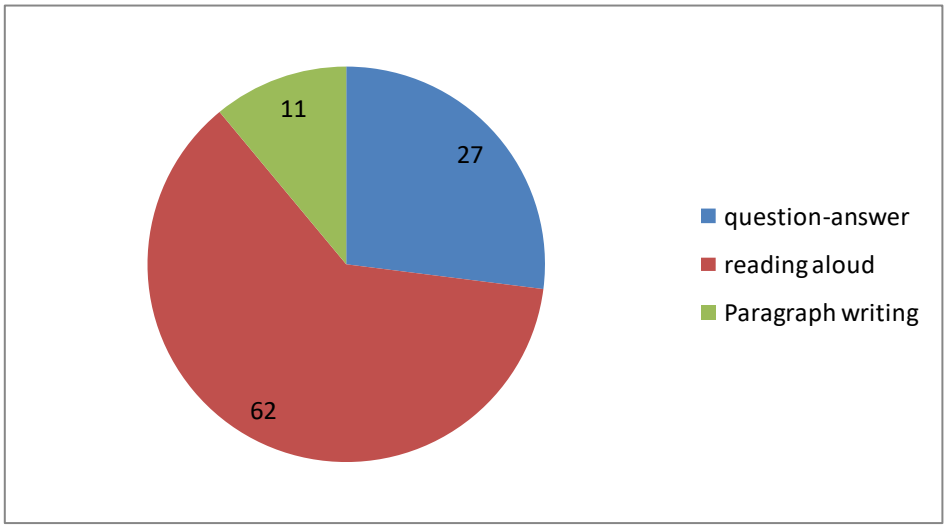
Volume: 12 | Issue: 4 | October 2026

The use Communicative Language Teaching (CLT) in these secondary schools has significantly impacted students' English learning experience. While GTM focuses on grammar rules, translation, and written exercises, CLT emphasizes real-life communication, interactive learning, and student engagement, leading to more effective language acquisition. CLT is seen encouraging the students to converse in English through group discussions, role-plays, and peer interactions, improving their fluency and confidence. However, it was found that group works and role play activities are less practised than opinion sharing. There is enough scope to improve in this regard. Since GTM relies on rote learning, students often forget concepts once exams are over. It was observed that CLT's interactive and meaningful approach has helped the students of these schools to retain knowledge better, as they learn through experience rather than memorization. During the study it was found that no school from rural area uses VLT. Surprisingly, the teachers of those schools were found unaware of such a method. Even in the urban area 41.66% schools are found to use CLT.

Assamese students come from diverse linguistic backgrounds. GTM can alienate students with weak grammar foundations, whereas CLT accommodates different learning styles, making English learning more inclusive and adaptable. This contrast is explicit in the schools visited for collecting data. CLT's focus on meaningful communication, fluency, and the integration of language skills, highlighting its departure from traditional grammar-focused methods may be effective approach in schools having vernacular medium. . However, there are challenges in implementing CLT, such as aligning curricula with communicative objectives and addressing teacher preparedness. Adaptable teaching strategies that consider learners' needs and contexts, aiming to enhance communicative competence in diverse educational settings is, therefore, advocated..

The Direct Method (DM) emerged as the second most familiar teaching approach among participants, underscoring its enduring influence in language instruction. At its core, DM advocates for teaching the target language directly, eschewing reliance on learners' native languages (L1) to facilitate a more immersive learning experience. This traditional method prioritizes authenticity, prohibiting translation and mandating that all classroom interactions be conducted solely in the target language. Furthermore, DM places a premium on the intuitive acquisition of language skills, emphasizing the importance of sounds, simple sentences, and direct association with real-life objects to foster a natural learning process. By replicating the way native speakers acquire their mother tongue, DM aims to cultivate proficiency by enabling learners to think in the target language. The figure below shows the activities done in the classrooms.

Figure:7



As shown, reading aloud is the first preference which accounts for 62%, followed by question-answer (27%) and paragraph writing (11%). Writing paragraphs requires organizing thoughts, making connections, and supporting ideas with evidence. Writing paragraphs allows students to express their thoughts and ideas in a creative and meaningful way. It has communication benefits like improvement of communication, self-expression. But this activity is seen preferred less which directly affects the students' performance. During the study it was found that students taught with the Direct Method speak fluently and with correct pronunciation. Simultaneously they develop strong oral skills but are found to struggle with writing. Students are found to grasp with expression of original thoughts beyond memorized phrases. In contrast, students who learn through CLT are found to communicate effectively in real-life situations. They have shown confidence in expressing opinions and ideas.

The other teaching method as indicated in Figure 3 is the lecture method. The lecture method is a traditional teaching approach where an instructor delivers information to students through oral presentations, often accompanied by visual aids, handouts, or multimedia resources. However in the visited school no use of multimedia or visual aids was seen. The teacher is seen delivering the concept through oral presentation. As a result it can be termed one way communication, instructor-centred. The students receive information without active participation. These schools lack language laboratories. Language laboratories are specialised facilities equipped with audio visual equipments, computers and software designed to support language learning. They provide students with opportunities to practise listening, speaking, reading and writing in a controlled environment. The teachers lack of familiarity with the Audio-Lingual Method suggests that they may not br equipped to implement modern language teaching approaches.

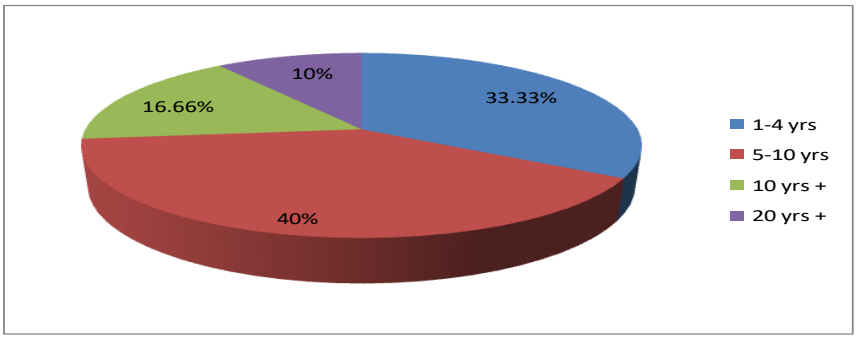
Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Indeed, it is an interesting fact that highlights the potential gaps in language teaching methodologies and resources in these schools. It underscores the need for ongoing teacher training, updated curriculum design and investment in language learning infrastructure to provide students with the best possible language education.

Then, the questionnaire was administered to English teachers in secondary schools through google form. There were eleven female teachers and thirty male teachers who were willingly involved in this study, so the total participants in the questionnaire were forty two English secondary teachers. From the questionnaire, it was gathered that only one teacher agreed to be observed. There were only three teachers who wanted to be interviewed. After administering the questionnaire and conducting the interview, then observations were done to see the actual teaching implementation in the classroom. In addition, the observations were done in order to cross-check the claim from the questionnaire. To add to that, the interview was done to ask about and clarify particular activities from the questionnaires and observation. After collecting the data, the researchers then analyzed the data based on the research problems. It was done through coding, transcription, and putting the results on the chart. Then it was analyzed. The findings from the questionnaire have found that mostly teachers do not have English as core or major in their BA and MA. Based on the questionnaire and interviews, it was known that most of the participants earned their undergraduate and master's degrees in other subjects like political science, education. The participants were at the age of 23 to 50 who had quiet number of teaching experience in teaching English. Regarding to the teaching experience, 12 of the participants have gained experiences in teaching English for more than five years, while 10 have experience less than 5 years. Majority of the teachers have teaching experience in between 5-10 years. 5 teachers have teaching experience of more than 10 years. Only 3 teachers have teaching experience of more than 20 years. To convert it into percentage, 33.33% teachers have teaching experience of less than 5 years, while 40% teachers have teaching experience of 5 to 10 years. 16.66% teachers records teaching experience of more than 10 years, while 10% have teaching experience of more than 20 years. This is shown in the figure below:

Figure 8:Teaching Experience of the Teachers



Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

A questionnaire was developed based on various English language teaching methods, including Grammar Translation Method, Direct Method, Audio-Lingual Method, Cooperative Learning, Communicative Language Teaching, and Scientific Method. The questionnaire was administered to 30 English secondary school teachers in these two districts. The study aimed to investigate the teaching methods and techniques used by English secondary school teachers. The findings provided insights into the teachers' qualifications, experience, and teaching practices. During the study questionnaire was distributed and collected later. There were 60 students over which questionnaire were administered. The first section of the questionnaire contained demographic details and the second section was designed in accordance with the objectives of the study.

Conclusion

The present study aimed to investigate the existing methods of teaching English in secondary level schools of Assam and explore the need for updating these methods. The findings of the study revealed that the traditional grammar-translation method is still prevalent in many schools, which often results in students' lack of proficiency in English communication skills. This is a cause for concern, as English language proficiency is essential for students' future academic and professional pursuits. The study found that many schools lack the necessary infrastructure and resources to integrate technology into the teaching-learning process. This limits the use of digital resources, such as language learning apps and multimedia materials, which can enhance the learning experience. The study revealed that many teachers lack the necessary training and support to implement modern teaching methods. This highlights the need for ongoing professional development programs that focus on teaching methodologies, technology integration, and language proficiency. It was observed that many schools focus on rote memorization and grammar rules, rather than developing students' communication skills. This approach can lead to students' lack of proficiency in English language usage.

The rise of English as a global lingua franca has influenced educational systems in Asian countries. Studies have identified significant confusion and inconsistency at the policy level, particularly concerning the appropriate age to commence English instruction. A shortage of adequately trained and skilled English language teachers is noted, impacting the quality of instruction and student outcomes. A disconnect between curriculum objectives and actual classroom practices, with educational rhetoric not always aligning with pedagogical realities. The present study advocates cooperative learning as it enhances language skills, motivation, and social cohesion among EFL learners. Such approach is found to be fruitful in Taiwan

Website: https://www.eltvibes.in **E-ISSN**: 2395-0595

Volume: 12 | Issue: 4 | October 2026

Implications and Recommendations

Integrate technology: Schools should invest in technology infrastructure and provide teachers with training and support to integrate digital resources into the teaching-learning process.

Teacher training and development: Educational authorities should provide teachers with ongoing professional development opportunities that focus on modern teaching methodologies, technology integration, and language proficiency. Communicative language teaching: Schools should adopt communicative language teaching (CLT) approaches that focus on developing students' speaking, listening, reading, and writing skills. Curriculum reform: The state government and educational authorities should initiate curriculum reform that focuses on developing students' communication skills and promotes cultural awareness. In conclusion, the study emphasizes the need for a paradigm shift in the methods of teaching English in secondary level schools of Assam. By adopting modern teaching approaches, integrating technology, and providing teachers with ongoing training and support, we can enhance the quality of English language education and prepare students for the challenges of the 21st century.

References

1. Ahmed, S. A. M., Khan, R., & Li, F. (2024). Speak beyond borders: A systematic review of task-based language teaching for EFL speaking proficiency. English Language Teaching, 17(4), 12–28.
2. Alshammari, R. (2024). Project-based learning in EFL/ESL writing: A meta-analysis. Journal of Writing Research, 16(2), 345–362.
3. Awal, A., & Karim, M. R. (2021). English teaching strategies in secondary schools of Assam State, India: A status study. Asian EFL Journal, 28(1.3), 26–36.
4. Bax, S. (2003). The end of CLT: A context approach to language teaching. ELT Journal, 57(3), 278–287.
5. Brown, H. D. (2007). Teaching by principles: An interactive approach to language pedagogy (3rd ed.). Pearson Education.
6. Canagarajah, S. (2005). Critical pedagogy in L2 learning and teaching. In P. Robertson & R. Nunn (Eds.), Proceedings of the 1st International Conference on Task-Based Language Teaching (pp. 49–64). Asian EFL Journal Press.
7. Government of Assam. (2020). Annual report on secondary education in Assam. Assam State Educational Department.

8. Hu, G. (2005). CLT is best for China—Analyzing assumptions and realities. ELT Journal, 59(1), 5–12.
9. Krashen, S. D. (1982). Principles and practice in second language acquisition. Language Teaching, 17(2), 129–144.
10. Kumar, R. (2018). English language teaching in India: Challenges and opportunities. Journal of English Language Teaching, 10(2), 1–12.
11. Kumar, R., & Sinha, S. (2019). Challenges in implementing communicative language teaching in Indian classrooms. Journal of English Language Teaching, 61(2), 23–30.
12. Kumaravadivelu, B. (2006). TESOL methods: Changing tracks, challenging trends. TESOL Quarterly, 40(1), 59–81.
13. Larsen-Freeman, D., & Anderson, M. (2011). Techniques and principles in language teaching (3rd ed.). Oxford University Press.
14. Li, J., Chen, Y., & Zhao, L. (2023). A meta-analysis of project-based learning. BMC Psychology, 11(1), 250.
15. Liang, T. (2002). Implementing cooperative learning in EFL teaching: Process and effects (Doctoral dissertation, National Taiwan Normal University). Asian EFL Journal.
16. Littlewood, W. (2013). Developing a context-sensitive pedagogy for communication-oriented language teaching. English Teaching, 68(3), 3–25.
17. Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. TESOL Quarterly, 37(4), 589–613.
18. Oraif, I. (2022). Investigating the efficacy of TBLT in improving EFL speaking skills: A meta-analysis. Language Teaching Research, 26(6), 1203–1225.
19. Patil, Z. N. (2008). Rethinking the objectives of teaching English in Asia. Asian EFL Journal, 10(4), 227–240.
20. Prabhu, N. S. (1987). The concept of task and task-based language teaching. RELC Journal, 17(2), 1–15.
21. Qiu, X., Wang, Y., & Zhang, J. (2024). Task-based peer interaction and pre-task instruction: Effects on L2 explicit and implicit knowledge. Language Teaching Research. Advance online publication.
22. Rajeshwari, R. (2021). Methods of English language teaching in India: From primary to higher level. Journal of English Language Teaching (India), 62(6), 12–19.

23. Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching (2nd ed.). Cambridge University Press.
24. Richards, J. C., & Rodgers, T. S. (2014). Communicative language teaching today. Asian EFL Journal, 16(2), 22–38.
25. Singh, S. (2020). Technology-enhanced English language teaching in India: A review of the literature. Journal of Language and Linguistics, 19(3), 1–20.
26. Xiong, T., Wang, L., & Li, J. (2023). Effects of EMI-CLIL on secondary students' English learning: A meta-analysis. Studies in Second Language Learning and Teaching, 13(4), 681–706.
27. Zhang, Y. (2025). Effectiveness of online project-based learning for Chinese EFL learners. Computers & Education: X Reality, 2,