

**Chapter –IV**

**ANALYSIS OF DATA  
(QUESTIONNAIRE )**

#### **4.0 Introduction :**

The research undertaken by us aims to study teaching of English at primary level in some Marathi Medium schools in Shirol Taluka. An attempt is made in the previous chapter (Chapter No. III) to present a brief survey and to analyze critically the aims and objectives set at the primary level (PL hereafter, curriculum), curriculum for std I to IV and textbooks prescribed at the respective level.

This chapter presents a profile of the location, academic back-ground, sociocultural scenario of Shirol Taluka. It also includes statistical measure of primary schools, teachers and students. The analysis of the questionnaire provided to the primary teachers follows this discussion

#### **4.1 Objectives of the Research–**

The specific objectives of the research study are as follows

- A) To study the changes brought about by the new policy of the Maharashtra Government, to introduce English at the PL in terms of actual pedagogical practices : That is to say –
- i) To observe the teaching methods used by the teachers in teaching of English at the elementary level of instruction.

- ii) To study student – teacher interaction in the classroom.
  - iii) To observe whether the mother tongue Marathi is used in teaching of English and to what extent.
- B) To study teacher's perception of English at the PL In entails.
- C) To collect data regarding the usefulness of the crash-courses and training programs arranged for the primary teachers by SCERT.
- D) To obtain measures of teachers proficiency in English.

The study was planned to be undertaken with respect to the Teaching English language (TEL hereafter) at the primary Schools in Shirol Taluka of Kolhapur district in western Maharashtra. Hence it is Essential to understand the briefly outline of the location and socio-cultural ethos of Shirol Taluka.

#### **4.2 Shirol Taluka : An Introduction:**

The Taluka of Shirol is situated in eastern 10.37° and 16.52° North latitudes and 74.27° and 74.42° East Longitudes. It has an area of 507.9 sq.km. land constituting 6.15% geographical area of the Kolhapur district. Administratively the Taluka is divided into 52 villages (1.1 Map : Shirol Taluka) Territorially Shirol Taluka

# LOCATION MAP



- 1-52 - Village code no.
- Taluka boundary
- Village boundary
- · - · - state boundary
- ~~~~~ River
- - Sample area selected for questionnaire.
- Sample area selected for classroom observation.

LIST OF VILLAGES

<u>Location Code No.</u>	<u>Name of Village</u>	<u>Location Code No.</u>	<u>Name of Vill</u>
1	Kavathesar	27	Shirdhon
2	✓ Danoli	28	✓ Takavade
3	Kothali	29	✓ Lat
4	Umalwad	30	✓ Shiradwad
5	Udgaon	31	✓ Shivnakwadi
6	Chinchawad	32	✓ Latwadi
7	Arjunwad	33	✓ Herwad
8	✓ Jaysingpur (R)	34	✓ Terwad
9	✓ Chipri	35	✓ Majarewadi
10	✓ Jainappa	36	✓ Aurwad
11	✓ Tamadalge	37	✓ Gaurwad
12	✓ Nimshirgaon	38	✓ Kavathegular
13	✓ Kondigre	39	✓ Shedshal
14	✓ Shahapur	40	✓ Ganeshwadi
15	✓ Yadrav	41	✓ Malwadi
16	✓ Jambhali	42	✓ Alas
17	✓ Haroli	43	✓ Bastawad
18	✓ Nandani	44	✓ Akivat
19	✓ Dharangutti	45	✓ Ghosarwad
20	✓ Shirol	46	✓ Dattawad
21	✓ Ghalwad	47	✓ Danwad
22	✓ Kutwad	48	✓ Takali
23	✓ Kanwad	49	✓ Rajapurwadi
24	✓ Hasur	50	✓ Rajapur
25	✓ Shirathi	51	✓ Khidrapur
26	✓ Narsobewadi	52	✓ Kurunowad

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has Sangli district to its North, Hatkanangale Taluka to its west, Belgaum district of Karnataka State to its south and East.

The Taluka consists of 52 villages including two towns Kurundwad and Jaysingpur. It may be called as semi-urban area. Major part of Shirol Taluka is covered by villages. Some of the villages are Dattawad, Akiwat, Danoli, Takali, Aourwad, Narsobawadi Nandani, Abdul lat, Shirol, Shiradwad, etc. (Fig.1.2). Nearly 84% people live in rural area in Shirol Taluka.

The total population of Shirol Taluka according to the census of 2001 is 3,59,175 out of which the rural population is 2,94,795 and Semi-urban population is 64,380. Thus, from the information above it may be clear that the major part of Shirol Taluka is covered by rural area (Documentary Record, census 2001 BDO (Block Development Office, Shirol) ).

The total population of the rural area includes 1,52,139 males and 1,42,656 females. Thus, the total population of rural area is 2,94,795. The semi urban population is 64380 which includes 32867 males and 31513 females. The total population of Shirol Taluka including semi-urban and rural areas is 3,59,175 which includes 1,85,006 males and 1,74,169 females. The

following table shows the statistical record of the population of Shirol Taluka.

**Table No.1**  
**Population of Shirol Taluka**  
**(2001 census)**

Sr.No.	Population	Rural	Semi-urban	Total
1.	Male	1,52,139	32,867	1,85,006
2.	Female	1,42,656	31513	1,74,169
	Total	2,94,795	64380	3,59,175

#### 4.2.1 Educational Scene:

The Taluka consists 128 Marathi Medium primary schools authorised by zillah parishad. There are 64 secondary schools (Marathi Medium) and 3 English Medium schools. The Taluka consists 12 Higher secondary schools and 3 senior colleges. Apart from that there is one medical college and one Engineering and also one D. Pharmacy College in Shirol Taluka. (Documentary Record, Department of Education, BDO, Shirol).

As mentioned above, there are in all 128 Marathi Medium Primary schools. In addition to it there are 7 private Marathi Medium schools, 3 Ashram schools, 26 vasti schools and 10 Hami

Schools. For the present research work only zillah parishad authorized Marathi Medium primary schools have been taken into consideration.

There are in all 862 primary teachers (zillah parishad) teaching at the std. I to IV in Marathi Medium primary schools. The total strength of the students from std. I to IV in zillah parishad Marathi Medium primary schools is 22015.

Ratio of student to Teacher :

Total students	- 22015
Total teacher	-- 862
Student Teacher Ratio	- 22015
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	862
	= 25.5
Ratio of student to teacher	25.5:1

#### 4.2.2 Socio-Economic Scene :

When we consider socio-economic scene of Shirol-Taluka, there are 54376 families (Record, Panchyat samitee, Shirol). Maximum families are middle class families. Agriculture is the major source of income of the families. Employed population



contains maximum IIInd class and III class workers. Nearly 60 % of peoples are literate.

#### **4.3 Sample of Data:-**

For the purpose of the present research three devices were used to collect data.

- i) A Questionnaire for teachers.
- ii) Classroom observation Schedule.
- iii) A Visit Schedule.

We wanted to also collect measures of teacher's proficiency in English, but in the brief span of time, it was not possible to do so.

##### **4.3.1 A Questionnaire for Teachers:**

For the present research so primary teachers from primary schools authorised by zillah parishad are selected as a sample teachers out of 862. (Appendix No.II). These schools were visited during the period of July to December 2002. At first we visited Head Master of the particular school to seek his co-operation. After giving the personal introduction, they were informed about

our research and explained the objectives of the research work. The questionnaire was analyzed in detail in the staff and requested the Head Master and teachers to seek their cooperation. At first we were welcomed by Majority of school teachers and HMs in the schools. Their initial reaction was rather skeptical but they cooperated us by filling up the questionnaire carefully. Some difficulties were raised by these teachers. They also expressed their opinion about the introduction of English at the primary level informally. However there were quite a few other experiences also. We were not allowed to explain our effort. We were asked to come next day. But in the second visits they seemed to be softened. We explained our attempt and requested them to fill up the questionnaire. They rose difficulty whether the information collected with the help of questionnaire will be kept confidential. We assured them that the information given in the questionnaire will be used only for the M.Phil. research work and it will be kept confidential. After that they changed their reaction and helped us by filling up the questionnaire. 50 teachers returned the questionnaire filling up properly. Thus all the sample teachers



responded positively. Out of 50 sample teachers 7 were from semi-urban area & remained are from rural area.

There are in all 24 questions. 'Section A' consists 16 closed answer type questions and 'Section B' consists 8 open answer questions. The questionnaire was evolved as an aid to record teachers' perception of their ability to teach English, their competence in the English language, effects of crash course on them etc. It also included personal data of teacher which includes name of the teacher, school name, their qualification, age, teaching experience, experience of teaching English etc.

#### **4.3.2. Classroom Observation Schedule :**

Fifteen primary schools of Marathi Medium were visited. It was an informal kind of visit where the researcher got an opportunity to record teaching aids available for ELT in the schools. During the visit the teachers discussed freely about their opinion about introduction of English at PL, the problems they come across during the English teaching, problems regarding parents and extra load on them. The primary teachers task is limited only with teaching and schools. But they have to do other

duties like collecting census data, food distribution to the students, and other many Government activities like functioning as a polling officer etc.

The classrooms are decorated with English charts and flashcards. E.g. "Names of days in the week", Names of fruits and vegetables," "Good Habits". Tape recorders were also made available in the schools.

The data collected through the questionnaire is classified and analyzed below.

#### **4.4. Classification and Analysis of Questionnaire :**

The present study aims at knowing more about the profile of teachers : that is, their educational background, their attitudes and perceptions of the English language, their perception of themselves as teachers and of their own their ability to teach English and their views on various issues related to facilitating the task of teaching English at the primary level. In order to collect this information, a questionnaire was prepared and teachers were requested to answer it.

The questionnaire has been divided into two sections. 'Section A consists <sup>of</sup> 16 closed answer type questions and 'Section B' Consists <sup>of</sup> 8 open answer questing. The questionnaire also tries to collect information regarding their school, educational qualifications, experience of teaching in general and experience of teaching English. [Appendix I]. The table below lists the question wise objectives:

**Table No.4.4.  
Purpose of Questions.**

Sr.No.	Question No.	Purpose of question
1	1 and 2	To know teacher's interest and their efforts to develop their knowledge in English.
2	3 and 4	To understand teachers competence and mastery in English.
3	5	To know about classroom activities and teaching learning process in teaching of English.
4	6 to 8	To know the place and use of mother tongue in TEL.
5	9 to 10	To collect information about student-teacher interaction.
6	11 and 12	To understand teachers' views about their own proficiency in English.
7	13	To see if and how training modules arranged for the primary teachers have affected them.
8	14	To understand usefulness of the prescribed textbooks at std. I toIII.
9	15 and 16	To know the attempts made by the teachers to develop their knowledge in English .

Sr.No	Question No.	Purpose of question
10	1 and 2	<p><b>Section B.</b></p> <p>To comprehend teachers' acquired basic knowledge about English at their school level and its application in TEL</p>
11	3 and 4	To know the effectiveness and usefulness of training modules.
12	5	To understand the use of different teaching aids
13	6	To know teachers opinion about introduction of English at the primary level.
14	7 and 8	To know about the efforts made by the teachers to overcome the short comings and difficulties while teaching English.

The statistical analysis of the questionnaire has been carried out with respect to:

- i) Qualifications of teachers.
- ii) Teaching Experience of the teachers.
- iii) Teaching experience of TEL.
- iv) Classification of the teachers' watching English T.V. programs.

- v) Teachers' ability to teach English.
- vi) Frequency of use of English during English class.
- vii) Use of mother tongue (Marathi ) in the English class.
- viii) Use of Translation Method.
- ix) Inevitability of Marathi in TEL.
- x) Percentage of students participation in English Language learning.
- xi) Students interest in learning English.
- xii) D.Ed. teachers' ability to teach English.
- xiii) Need of special English teacher.
- xiv) Necessity of Training Modules.
- xv) Usefulness of Textbooks.
- xvi) Teachers' improvement in English.
- xvii) Ways of improving English.

The data collected through the questionnaire was analyzed statistically into XVII tables. These are given below.

#### **4.4.1 Qualification of Teachers:**

The following table, table No. 4.4.1. shows teachers' educational qualifications.



**Table No. 4.4.1**  
**Educational Qualifications**

Sr. No.	Educational Qualifications	No. of Teachers	Percentage
1	S.S.C. D.Ed.	22	44
2	H.S.C. D.Ed.	03	06
3	B.A. D.Ed.	05	10
4	M.A. D.Ed.	07	14
5	B.SC. D.Ed.	-	-
6	B.A. B.Ed.	05	10
7	M.A. B.Ed.	04	08
8	B.SC. B.Ed.	01	02
9	B.A. D.Ed., B.Ed.	03	06

In is clear from the table above that 44 % of teachers possess minimum educational qualification S.S.C. D.Ed. which is required to be a primary teacher. 56 % of teachers possess additional educational qualifications. 6 % of teachers completed 12<sup>th</sup> std. and academic course D.Ed. 26 % of teachers have completed their graduation generally in subjects Marathi, Hindi, History. Only one sample teacher is graduate and 2 teachers have done MA in

English, as a special subject. 22% of teachers have completed their post graduation. 26 % of teachers have completed additional academic qualification B.Ed.

The D.Ed. degree course, does not have provision to impart them special instruction in teaching English as a second language at the primary level. there is no such compulsory English teaching methodology. It is optional. All the teachers are not trained specially in teaching English.

#### 4.4.2 Teaching Experience of Teachers:

**Table No. 4.4.2**  
**Teaching Experience of Teachers**

Sr.No.	Experience (Yrs.)	No. of Teachers	Percentage
1	1-10	13	26
2	11-20	20	40
3	21-30	16	32
4	31-40	01	02

According to the statistical analysis in Table No. 4.4.2 average teaching experience of the teachers is 12.5 years. Thus, the sample teachers have completed at least a decade of teaching at

the primary level. 26% of teachers have 11-20 years experience. 34% of teachers are between 21-30 years of experience and only 2% teachers have more than 30 years of experience. Thus, these teachers have considerable experience of teaching at the primary level.

#### 4.4.3 Teachers Experience of Teaching English:

**Table No 4.4.3**

**Teachers Experience of Teaching English**

Sr.No.	Experience (Yrs.)	No. of Teachers	Percentage
1	1-5	32	64
2	6-10	05	10
3	11-15	09	18
4	16-20	01	02
5	21-25	03	06

When we consider teachers experience of teaching English, we have a different kind of record which is shown in Table No. 4.4.3. 64% of teachers are teaching English only from 1 to 5 years. 26% of teachers are experienced in teaching of English. Majority of teachers are just engaged in TEL. It is because English has been introduced

just recently before 3 years at the PL. The rest of the teachers had taught English for the Std. V to VII where primary schools were joined to secondary schools, from std. I to VII. These teachers are little more aware about the methodology of teaching English at the elementary level.

#### 4.4.4 Teachers Interest in Reading Newspaper:

**Table No. 4.4.4**  
**Teachers Interest in Reading Newspapers**

Sr.No	Newspapers	No.of Teachers	Percent
1	Only Marathi	32	64
2	Marathi and English	16	32
3	Marathi , English & other	01	02
4	None	-	-
5	Marathi and Hindi	1	02

The Table given above shows teachers' interest in reading newspapers. There are five criteria for reading different newspapers. Most of the teachers answered that they read newspapers. Thus they keep themselves in touch with current affairs. There are 64% teachers who read only Marathi

Newspapers. Secondly 32% teachers read both Marathi as well as English Newspapers. Next 02% of teachers read Marathi, Hindi and other type of news papers and the same number of teachers read Marathi and Hindi Newspapers.

It is clear from the record above that majority of teachers read only Marathi Newspapers. There are so many reasons for it. The most important may be that they never show interest in reading English Newspapers. Lack of perception of English language is the other reason. Thirdly in villages especially it is more difficult to get English newspapers.

32% teachers are interested in reading Marathi as well as English newspapers.

**Table No. 4.4.5**  
**Classification of teachers watching English T.V. Programs**

Sr.No	Newspapers	No. of Teachers	Percent
1	Not at all	1	02
2	Rarely	12	24
3	Occasionally	19	38
4	Daily	18	36

Table No 4.4.5. indicates primary teachers interest and frequency in watching English T.V. Programs. Only 2% teachers do

not like to watch English T.V. Programs. This number is negligible.

24 % teachers enjoy T.V. Programs rarely 38 % teachers occasionally watch English T.V. Programs and 36 % teachers watch it daily.

Generally teachers are interested in informative English T.V. programs such as News Bulletin. Discovery channel etc.

**Table No. 4.4.6**  
**Teachers ability to teach English**

Sr. No.	Teachers ability	No of teachers (Year wise experience)				Total	%
		1-10	11-20	21-30	31-40		
1	None	-	-	-	-	-	-
2	To some extent	-	2	3	-	5	10
3	inadequate	3	5	7	1	16	32
4	Have expected level Have more than the minimum level	10	13	6	-	29	58

There are four criteria to check teachers' ability to teach English. It is interesting to note that not a single teacher thinks that he is unable to teach English. Only 10% teachers think that their ability to teach English is to some extent inadequate. Among it the teachers whose teaching experience is between 1-10 years think so 4% teachers between 11-20 years experience, 6 % teachers

between 21-30 years experience and 2 % teachers above 30 years experience think that to some extent they can teach English.

Nearly 32 % primary teachers think that they have sufficient ability to teach English. Among them 6% teachers who have between 1-10 years of experience 10% between 11-20 years of experience 14% between 21-30 years of experience and 2% above 30 years experience think that they have the ability to teach English.

Fourth criterion records that 58% teachers are confident about their knowledge and ability to teach English. The young teachers whose experience is between 1-10 years are quite confident about their ability in English Teaching. They are 20% , 26% teachers between the experience 11-20 years thinks that surely they possess English languages competence. Majority of teachers belong to this group 12% teachers between 21-30 years experience are also confident about their teaching ability in English.

Table NO. 4.4.7

## Frequency of Use of English during English class

Sr. No.	Frequency of English use	Experiencewise No. of Teachers				Total	%
		1-10	11-20	21-30	31-40		
1	Rarely	-	1	1	-	2	04
2	Frequently	3	11	3	1	18	36
3	Occasionally	5	7	7	-	19	38
4	Continuously	5	1	5	-	11	22

Table No. 4.4.7 records the frequency of use of English during English class by the primary teachers. Only 4% of teacher use English rarely during classroom teaching. 2% teaches from 11-20 and 21-30 years of experience use English rarely.

36% Primary teaching<sup>ers</sup> use English frequently during English period 6% from 1-10 years of experience 22 % from 11-20, 6% from 21-30 and 2% from 30-40 years of experience teaching use English frequently in the classroom.

38% teachers use English occasionally during lesson. Among it 10% teachers from 1-10 years experience, 14 from 11-20 and 21-30 years of experience use English occasionally.



Table No. 4.4.7 records the frequency of use of English during English class by the primary teachers., Only 4% of teachers use English rarely during class room teaching. 2% teachers from 11.20 and 21.30 year's of experience use English rarely.

There are 22% teachers who use only English during the period 10% from 1-10, 2% from 11-20 and again 10% from 21-30 years of experienced teachers use English continuously during the period.

When the frequency of use of English in the class is considered, its clear that only 22% teachers use English continuously during the English period. However the percentage is very low, only  $\frac{1}{4}$  of teachers use English into English explanation while English language teaching (TEL hereafter). Nearly 75% of teachers use English frequently.

Table No. 4.4.8

## Use of Mother tongue (Marathi).

Sr. No.	Frequency of Marathi use	No. of Teaches				Total	%
		1-10	11-20	21-30	31-40		
1	Always	-	-	1	-	01	02
2	Occasionally	3	4	3	-	10	20
3	At some critical time	2	3	3	-	08	16
4	When students can't Understand	8	13	9	1	31	62

Table No. 4.4.8 suggests primary teachers use of mother tongue i.e. Marathi during the TEL. Mother tongue here is considered as L1 Marathi as majority of people in Maharashtra speak Marathi is considered as medium of instruction for TEL.

Table No.4.4.8 is a statistical record of the teachers use of mother tongue. As a medium of Instruction Marathi is used with the help of translation method. ( TM here after). According to the data above only 2% of teachers from 21-30 years of experience have been always using mother tongue as a medium of instruction. Here the number of teachers using mother tongue appears to be negligible.

20% of teachers are using Marathi occasionally when such incident requires. In it 3 teachers from 1 to 10, 4 from 11-20 and 2 from 21 –30 years of experience are using mother tongue incidentally.

Marathi is used when students cannot comprehend the situation in English. When students come across difficulties in comprehension, Marathi is used. 16% of teachers use Marathi at critical times. Out of 50 pre-teachers, 1 from 1-10, 3 from 11-20 and 3 from 21-30 years of experience, use Marathi in a problem situation.

The most noteworthy thing in the statistical analysis is that 62% primary teachers are found to be using Marathi when students cannot understand the situation in English. The situation requires use of Marathi. They use Marathi when their teaching does not proceed in English.

Thus, the data reflects that 78% teachers use mother tongue Marathi only when the situation requires the use of Marathi. Otherwise, the teachers appear to claim that they use English fluently in the classroom.

Table No. 4.4.9.

## Use of Translation Method.

Sr. No.	Frequency of using TM	No. of Teaches				Total	Percentage
		1-10	11-20	21-30	31-40		
1	Rarely	7	6	4	-	17	34
2	Frequently	01	03	02	-	06	12
3	Occasionally	05	11	09	01	26	52
4	Continuously	-	-	01	-	01	02

Table No.4.4.9 denotes frequency of using TM by the primary teachers during the teaching of English. It is recorded that 34% teachers use Translation Method rarely. In it out of so teachers 1 from 1-10, 6 from 11-20 and 4 from 21-30 years of experience use TM only when situation needs such use.

12% PT (Primary teachers hereafter) use TM frequently throughout the TEL. Out of 50 sample teachers 1 from 1-10 , 3 from 10 to 20, and 2 from 21-30 years of experience teachers think it is appropriate to use TM frequently in the English class.

The frequency of PTs, using TM occasionally in the class room scores 52% 5, from 1-10, 11 from 11-40, 9 from 21-30

and 1 from 31-40 years of experience PTs use this method incidentally.

The number of teachers who use T. M. continuously in English teaching is only 2%.

Thus the frequencies given in the Table No. 4.4.9 indicate that maximum PTs (64%) use TM when incident requires.

**Table No. 4.4.10**

**Inevitability of Marathi in Teaching of English.**

Sr.No	Inevitability of Marathi	No.of Teachers	Percentage
1	Of course	08	16
2	Occasionally	07	14
3	At critical Time	33	66
4	Always	02	04

Table No.4.4.10 is about teachers' views regarding the inevitability of using Marathi in teaching of English. The previous Tables, No. 4.4.8 & 4.4.9 proved that use of mother tongue (Marathi) is inevitable in teaching / learning process of English language. In Table No.4.4.8and,4.4.9 claimed that they always use mother tongue in the English class room and again

02% of PTs admitted that they use TM continuously. Here in Table No.4.4.8 04% of PTs claim that use of Marathi is inevitable in TEL. These teachers always use Marathi in the class room. Again 16% of PTs think that use of Marathi is a must in teaching learning process of English.

14% PTs indicate that use of Marathi is incidental in English teaching.

The maximum score of PTs, 66% claimed that use of Marathi is inevitable only at critical time when students cannot comprehend in English and the situation requires so.

Thus, almost all the teachers think that use of Marathi is inevitable. However, their frequencies of using Marathi are different.

#### 4.4.11 Percentage of Students Participation In English Language

**Learning :**

**Table No.4.4.11**

**Percentage of Students' participation in English language learning.**

Sr. No.	Percentage	No of Teachers		Total	Percentage
		Semi-Urban	Rural		
1	Less than 50	-	-	-	-
2	About 50	-	10	10	20
3	More than 50	04	19	23	46
4	More than 90	03	14	17	34
	<b>Total</b>	<b>07</b>	<b>43</b>	<b>50</b>	<b>100</b>

Table No.4.4.11 is about the percentage of students participation in language learning. There are four criteria and the sample teachers are divided into two groups- semi urban and rural. 7 from urban and 43 from semi urban area are selected as a sample.

Not a single teacher from the both group thinks that less than 50% students participate actively in English language learning.

20% of teachers think that about 50% students participate in language learning process. This data is measured only in rural area.

Nearly 46% teachers indicate that more than 50% students participate in language learning, 4 teachers from semi urban area and 19 from rural area think so.

34% primary teachers believe that more than 90% students participate in language learning. 3 from semi urban and 14 from rural area think so.

If we glance at the percentage of students participation in English language learning (ELL), generally more than 50% students participate in the process., Students from the semi-urban area responded better than rural area. The reason may be that the semi-urban students are already familiar with some vocabulary in English e.g. Bus, traffic, bus stop, college etc.



#### 4.4.12 . Students Interest in Learning English:

**Table No.4.4.12**  
**Students interest in learning English**

Sr. No.	Kind of Interest	No of Teachers		Total	Percentage
		Semi-Urban	Rural		
1	Very Little	-	2	2	04
2	Nearly 50 %	2	12	14	28
3	Boring	-	-	-	-
4	Enjoying	5	29	34	68

Students interest in learning English has been recorded in the Table No.4.4.12., There are four criteria to check their interest.

Only 4% student, show very little interest in ELL. Only 2 teachers out of 50 sample PTs have mentioned that very few students are interested in ELL.

28% PTs are confident that nearly 50% students like to learn English language, 2 teachers from semi-urban area, and 12 from rural believe in it.

Not a single teacher has mentioned that students feel bored in ELL.

Majority of students enjoy learning English as a new language.

The percentage is 68% 10% teachers from Semi-Urban and 58%

from rural area recorded student active interest in ELL. The students from semi-urban and rural area are more interested.

The statistical analysis records clearly that students response to English is good.

**Table No.4.4.13**

**D.Ed. Teachers Ability to teach English**

Sr. No.	D.Ed. Teachers Ability	No. of Teachers				Total	%
		1-10	11-20	21-30	31-40		
1	Yes	10	7	8	1	26	52
2	No	--	1	--	--	1	2
3	Tries	3	9	8	--	20	40
4	Can't Guess	--	3	--	--	3	6

Table No. 4.4.13 denotes PTs view about D.Ed. teachers ability to teach English. D.Ed. (Diploma in Education) is the minimum Educational qualification required for P.T. It is intended from the table above to find out whether D.Ed. teachers teach English just like other subjects. We have the data here about teachers' opinion

regarding whether their training in D.Ed. course has enabled them to be good teachers of English.

52% PT's believe that any D.Ed. teacher can teach English. 20% from 1-10 years of experience, 14% from 11-20, 16% from 21-30 and 2% from 31-40 years experience believe D.Ed. teachers ability in teaching English.

Only 2% teachers do not believe that any D.Ed. teacher can teach English. Only 1 teacher out of 20 teachers from 11-20 years of experience believe it to be so.

40% teachers are of the view that D.Ed. teachers try to teach English. 3 From 1-10, 9 from 11-20 and 8 from 21-30 years experienced teacher think that D.Ed. teacher try to teach English.

Only 6% PTs explained their inability that they can't guess about such kind of ability. 3 PTs from 11-20 years of experience expressed their inability to guess.

The statistical data in the Table No.4.4.13 shows that 1-10 and 11-20 years experienced teachers are more confident about D.Ed. teachers ability to teach English. It may be because these teachers have studied English from the 5<sup>th</sup> Std.



at their School level. That is why they probably know the basics of English language.

**Table No. 4.4.14**

**Need of Special English Teacher**

<b>Sr.No.</b>	<b>Need of Special English teacher</b>	<b>No.of Teachers</b>	<b>Percentage</b>
1	Yes	32	64
2	No	01	02
3	Badly Needed	10	20
4	Not so	07	14

The frequencies given in the Table No 4.4.14 indicate teachers' opinion about the need of special English teacher. 'Special English teacher' is taken here as a D.Ed. teacher with a graduation or post-graduation with English as a special subject.

64% of the PT's are of the opinion that special teacher should be appointed for TEL. It is contradictory to the data recorded in the table No.4.4.13 that 52% of teachers believe that any D.Ed. teacher can teach English. After analyzing both these contradictions, it seems that for better kind of

teaching these teachers expressed need of special English teacher.

Only 2% of teachers think that there is no need to appoint special English teacher.

20% of teacher mentioned the necessity of special English teacher According to them special teacher of English must be appointed.

Again 14% of teacher could not express their opinion definitely. They do not think that there is any need for the appointment of a special English teacher. .

Thus, maximum number of primary teachers are of the opinion that special teacher for English should be appointed. While engaging in an informal discussion they expressed a wish that at least a graduate teacher should be appointed for TEL.

**Table No. 4.4.15**  
**Necessity of Training Modules[areawise]**

Sr. No.	Necessity	No of Teachers		Total	Percentage
		Semi-Urban	Rural		
1	Very essential	05	30	35	70
2	To some extent	01	07	08	16
3	Not at all	-	06	06	12
4	Rarely	01	-	01	02

70% PTs are of the opinion that the training modules and crash courses arranged for the PT's are very essential. 35 out of 43 from rural are, and 5 out of 7 teachers from semi urban area think that such training should be arranged.

16% of teachers are of the view that such training modules are not effective at all but only to some extent. 7 from 43 from rural area, and 1 out of 7 from semi-urban area mentioned minimum use of training modules.

Some teachers are recorded who do not admit necessity of training modules. 12% of PT's think so. According to them such training are not essential.

Only 2% PT's and 1 teacher out of 7 from semi - urban area thinks that such training modules are needed rarely.

**Table No.4.4.16**

**Necessity of Training Modules[yearwise]**

Sr. No.	Necessity of Training Modules	No. of Teachers (Yearwise experience)				Total	%
		1-10	11-20	21-30	31-40		
1	Very essential	9	12	14	-	35	70
2	To some extent	2	5	1	-	8	16
3	Not at all	2	3	1	-	6	12
4	Rarely	-	-	-	1	1	02

The statistical analysis of teacher's opinion according to their teaching experience is recorded in the Table No. 4.4.16.

There are 70% Pt's who mentioned the necessity of training modules. 9 from 1-10, 12 from 11-20 and 14 from 21-30 years experienced teachers think that the training modules and crash courses are very essential.

16% teachers think training modules are partly needed. Two teachers from 1-10, 5 from 11-20 and 1 from 21-30 years of teaching experience think so.

12% teachers do not admit the necessity of training modules.

2 teachers from 1-10, 3 from 11-20, 1 from 21-30 years of experience now think about the need of such courses. 02% of teachers are of the opinion that the training modules arranged for English teaching are rarely essential.

Taking into consideration the statistical data analyzed in the Table No.4.4.15 and 4.4.16  $\frac{3}{4}$  of the teachers are of the opinion that these training modules are very essential.



Table No. 4.4.17

## Usefulness of Text books

Sr N o.	Usefulness of Textbooks	No. of Teachers						Tot al	%
		Semi- Urban	Rur al	1- 10	11- 20	21- 30	31- 40		
1	Very Good	01	16	07	05	05	-	17	34
2	Not Sufficient	-	05	01	03	01	-	05	10
3	Fulfills basic needs	04	15	02	08	09	-	19	38
4	More is needed	02	07	03	04	01	01	09	18
	Total	07	43	13	20	16	01	50	100

Variety of opinions are recorded about the usefulness of textbooks by the PTs. All the criteria have received responses.

34% of teachers are of the view that the textbooks are very good. One teacher out of 7 from semi urban area and 16 out of 43 from rural area are of the <sup>same</sup> opinion. When we consider experience wise opinions, 7 out of 13, 5 out of 20 and 16 teachers from 1-10, 11-20, 21-30 years of experience respectively are certain about the usefulness of the textbooks.

10% of teachers are of the opinion that the textbooks prescribed at the primary level are not sufficient. 5 sample teachers

out of 43 are of the opinion. The response is not recorded from the teachers of semi-urban area when we consider experienced teachers 1 out of 13 sample teacher from 1-10 yrs. Of experience, 3 out of 20 from 11-20 and again 1 out of 16 from 21-30 years of experience are not satisfied with the textbooks.

The percentage of teachers who think that these textbooks fulfil basic needs is 38. 4 out of 7 from semi urban and 15 out of 43 sample teachers from rural area believe that textbooks fulfil basic needs. Basic needs indicate here minimum requirement of the unit. For instance the textbook 'My English Book II' Prescribed for std. II includes one sub-unit 'Colour Game'. The colours and their associate objects are given in the textbook. More examples of objects of the same colour might have been given.

e.g. green-Parrot (example)

→ green – parrot, leaf, mange (might be given).

18 % of teachers expect other support materials with textbooks 2 from semi-urban and 7 teachers from rural area explained the need of other support materials.

Thus, the table 4.4.17 suggests 66% of teachers are not satisfied with the textbooks. They want to use other support Materials

like handbooks, dictionaries and other teaching aids. Thus, these teachers are innovative in teaching English as they are not satisfied only with the textbooks.

#### 4.4.18 TEACHERS' IMPROVEMENT OF ENGLISH

Teachers' opinion about their improvement of English has been statistically measured in table No. 4.4.18. There are four <sup>options</sup> ~~criteria~~ to check their wish of improvement. Only two <sup>options</sup> ~~criteria~~ have received positive answers. Two <sup>options</sup> ~~criteria~~ are not responded to. All the teachers think that there is a great need to improve their knowledge of English. Only 4% of teachers are of the opinion that they are satisfied with their knowledge of English. Only two teachers from rural area are satisfied with their knowledge of English. When we consider experience wise teachers only one sample teacher from 1-10 and 31-40 years of experience is satisfied with their knowledge of English. Only two teachers from rural area are satisfied with their achievement in English. When we consider experience wise teachers only one sample teacher from 1-10 and 31-40 years of experience is satisfied with their knowledge of English.

Table No. 4.4.18

**Teachers Improvement of English**

Sr No.	Improvement	No. of Teachers						Total	%
		Semi- Urban	Rur al	1- 10	11- 20	21- 30	31- 40		
1	Yes	07	41	12	20	16	-	48	96
2	No	-	-	-	-	-	-	-	-
3	Sufficient	-	-	-	-	-	-	-	-
4	Satisfied	02	-	1	-	-	01	02	04

Majority of PT's wish to improve their knowledge in English. 96 % of teachers wish to develop their English knowledge 41% of teachers from semi-urban and from rural area are eager to improve their competence in English. 12 out of 13 from 1-20 years of experience, all the 20 from 11-00 and 16 from 21-30 and again one from 31-40 years of experience teachers <sup>want</sup> ~~are of the opinion~~ to improve their knowledge of English.

#### 4.4.19 WAYS OF IMPROVING ENGLISH.

Table No. 4.4.19

#### Ways of Improving English

Sr No.	Ways of Improvement	No. of Teachers						Total	%
		Semi-Urban	Rural	1-10	11-20	21-30	31-40		
1	Self study	06	30	12	13	11	-	36	72
2	Peer Group Interaction	01	10	01	05	4	1	11	22
3	Tutions	-	-	-	-	-	-	-	-
4	Using Guides	-	03	-	2	1	-	03	06

72% PT's want to improve their knowledge and proficiency through self-study. Majority of PT's improve their competence in English through self-study.

22% of PT's take help of peer group interaction for improving their proficiency in English. One out of 7 from Semi urban and 10 out of 43 from rural area respectively use peer group interaction as a medium of improving their English.

Only 6% of teachers use guides to improve their English. 3 out of 43 teachers from rural respectively use guides.

Not a single teacher uses tuitions to improve their English. This, the statistical analysis indicates that nearly 75% teachers <sup>claim</sup> improve their English through self study.

#### 4.5 (Section -B)

### CLASSIFICATION AND ANALYSIS OF Answers received in the QUESTIONNAIRE

In the previous part statistical measures of the data from section A of the questionnaire has been interpreted and analyzed, section 'B' consists open answer type questions. There are 8 open answer type questions and the teachers are requested to answer these questions in brief. These questions are asked with an intention to give a chance to the teachers to express their views freely.

This part of the chapter attempts to interpret and analyze the answers given by primary teachers.

#### **4.5.1. PT's STUDY OF ENGLISH AT THEIR SCHOOL LEVEL**

The first question is about the study of English by the primary-teachers at their school level. The question is asked with an intention to check whether these teachers possess basics of English.

All the 50 teachers have responded positively that they have studied English from Std.. V. Only some teachers between 21-30 years of experience had started studying English from std. VII. The teachers have studied English as a compulsory subject upto std. X..

Out of 50 sample teachers 2 teachers have offered English as a special subject for their post graduation and 2 teachers offered English as a special subject for graduation.

The answers given by the teachers indicate that generally the teachers had studied English for years from std. V to X at their school level.

One of the teacher has mentioned clearly that though English was a compulsory subject at the school, because of the indifferent teaching of English, she could not study it in a proper way.

#### **4.5.2: The effectiveness of learning English for the teachers:**

This question is supplementary to the previous question. The question intends to check the effectiveness of PT's study of English at their school level. 49 teachers mentioned it clearly that its effect is positive. Some of the answers are English did not remain as foreign Language they could know the basics of English, they are familiar with basic skills in English etc.

#### **4.5.6. Training programs :**

The third question is about PT's training program. All the 50 sample teachers have completed a special training program launched recently, SMART-PT minimum for single time. The SMART-PT is a program that reaches to the large number of teachers who are actually working in the field. It is a training which is arranged at MSCERT level (Maharashtra State Council of Educational Research and Training)

This training module claims to provide essential theoretical inputs to help the primary teachers to handle the various topic they have to teach success fully and effectively.

#### **4.4.5 : NEED FOR SPECIAL TRAINING :**



The question was asked specifically to check the requirement of special training in ELT. All the teachers have expressed a need for special training on state, district and Taluka level which will solve their difficulties, shortcomings etc. Some teachers expressed need of individual training. Others hope such training will create a sound base and development in TEL.

#### **4.4.6 USE OF SUPPORT MATERIALS AND TEACHING AIDS**

All the teachers use support materials and teaching aids. It includes teachers handbooks, dictionaries, Tape Recorder, charts, flash cards and black board. Two PTs have answered that they use OHP for ELT.

#### **4.4.7 VIEWS ON ELT. :-**

All the 50 sample teachers have answered positively and welcomed happily the introduction of English at the primary level. Many teachers expressed different reasons for the need of teaching English at this stage. One of the teachers from Semi-Urban area answered that students show very poor response in English at SSC and HSC standards. The percentage of failure in English is very large at Board Examination. Many students have to give up their education only because of English. So English should be introduced from std. I.

Other teachers have expressed the necessity of English form std. I because 21 century is an age of computer & E- Mail and Internet.

Some of the teachers have defined that as English is a world language of knowledge, we must study English early, right from the beginning.

#### 4.4.8 PEER GROUP INTERACTION –

All the teachers like to discuss the problems, difficulties, Methods of teaching English with their peers. Some of the teachers have explained that through discussion It becomes possible to take appropriate decisions .

#### 4.4.9 PARENTS' PARTICIPATION :-

All the 50 sample teachers admitted that they <sup>discuss</sup> students' problems ~~about~~ <sup>in</sup> English with their parents.

During the parents' meeting, the teachers claim to discuss students' improvement, difficulties <sup>in</sup> English. They encourage parents to spare special time for improving their child's English.

However it is contradictory that some teachers mentioned <sup>that</sup> clearly <sup>^</sup> only educated parents are interested in such discussions.

Parents' educational standard, their knowledge of English and interest in it may be a subject of research. If we had provided a questionnaire to the parents, we would have probably received answers to their perceptions. The percentage of educated guardians is very low and most of the parents are from working class or lower middle class. Hence it might be doubtful to really say that the parents are very conscious of the difficulties of their children learning English in their schools.

#### **4.6. Conclusion –**

In the light of the discussion so far, it may be inferred that.

- 1) The ratio of student to teacher is 25.5:1. This means that one teacher has to handle 25 students. Such ~~kind of~~ ratio is satisfactory. The problems such as lack of attention, over crowded classes do not seem to exist.
- 2) Maximum number of teachers (44%) are satisfied with minimum qualification which is required of their profession. Only <sup>a</sup>very few (2%) teachers have done their graduation and post graduation with English as the special subject.

- 3) The average experience of the teachers is 12.5. This indicates that they are well experienced and have completed at least a decade of teaching.

When we glance at their experience of teaching of English, however, a majority of teachers (64% ) have just started teaching English for the first time, since the introduction of English at the primary level.

- 4) Generally teachers are not interested in reading English newspapers/ magazines etc. Lack of comprehension, lack of interest and material difficulties in actually getting the English newspapers delivered in villages may probably be the reasons for this apathy. But there are some teachers(32%) who do read English as well as Marathi newspapers.

- 5) Nearly 60% teachers do not like to watch English T.V. Programs. They enjoy it only occasionally. But some teachers (36%) watch such programs daily.

- 6) A little more than 50% PT's are confident about their ability to teach English. The other half, that is almost 50% of the teachers, recorded that they do not have the ability which is sufficient for TEL.



- 7) The percentage of teachers who use English continuously during the English period is very poor(22%). Majority of teachers use Marathi for the so called better understanding of their students. But there might be another reason for this, that probably they do not have the required proficiency in English and therefore use Marathi.
- 8) Almost all the teachers use <sup>the</sup> mother tongue, Marathi, in TEL. However the frequency of use differs.
- 9) Translation seems to be the most used method of teaching English. So teachers probably translate the materials, stories etc, in the classroom and explain them in Marathi.
- 10) In the actual process of language learning more than 50% students <sup>actively.</sup> participate, Nearly 30% PTs recorded that the percentage of <sup>act</sup> participation of students in language learning is maximum in their English class. .
- 11) Students enjoy <sup>v</sup> learning English. Nearly 70% students learn English with interest.
- 12) The statistical analysis makes it clear that the D.Ed. teachers try to teach English though how they actually do it in the classrooms needs to be studied through studies of classrooms interaction. However, they felt the need of special English teacher. This may

indicate that they believe that is not their task and that the task of teaching English requires a specially trained teacher. Yet they do it obviously because they are obligatorily required to teach English.

- 13) Almost all the teachers require training modules and crash courses for improvement in TEL. According to them they would prove helpful.
- 14) Majority of teachers are not satisfied with textbooks. They fulfill the basic needs only.
- 15) Maximum number of teachers wish to improve their knowledge of English through self study, peer group interaction, guide books and tuition classes. We have not come across any guide books or tuition classes which help them with English proficiency or techniques of teaching at the primary level. One may only guess at the kind of guides and tuition classes that must be available as that is a very lucrative market.

The next chapter, chapter No. V attempts analysis of classroom observations.