

## **CHAPTER-I**

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## CHAPTER-I

### INTRODUCTION

#### L.1 APPROACH-TO-THE-PROBLEM:

"One out of 10 persons in the world knows English, 75% of the world's mail, 50% of the world's news papers, over 60% of the world's radio stations and more than 50% of the world's scientific and technical periodicals use English as a medium of expression."<sup>1</sup> English is mother-tongue of United Kingdom, the United States of America, Canada and Australia. Some other countries like India, Pakistan, Africa, France, the Soviet Union etc. use English as a second or foreign language. English, thus, is spoken by 350 million people in the world, which is next only to the Chinese language. But now there is a craze for the study of English even among the Chinese as it is the link language of the common-wealth countries. Any one, who can read English, can keep in touch with the world without leaving his house.

English exercises a great influence on the educated classes of our country. It continues to be the medium of instruction in technical, medical, law and other institutions. It is the language of communication between the Union Government and the State Governments. It is the language most used in Parliament and State Legislatures. It is the language of the High Courts and the Supreme Court. The English Press in the country is very powerful and enjoys not only more circulations but also better influence than the Vernacular Press.

"The number of Indian writers who use English for creative writing is increasing gradually. It looks as if it has become one of the languages

of India and its long and wide use by the Indian intelligentsia has given it a distinct identity."<sup>2</sup>

In the words of Howell, "Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing."<sup>3</sup> This 'present footing' was of very great importance. In fact, English occupied the most prominent place in the Education system of our country.

The Education Commission (1964-66) which examined thoroughly the whole field of Indian Education assigned a compulsory place to the study of English. It said, "As English will, for a long time to come, continue to be needed as a 'library language' in the field of higher education, a strong foundation in the language will have to be laid at the school stage. We have recommended that its teaching may begin in Class V, but we realise that for many pupils, particularly in the rural areas, the study will not commence before Class VIII."<sup>4</sup>

The school going student, in Maharashtra, is supposed to study English as a third language for six years i.e. from Standards V to X and master the four basic skills. He is expected to learn 275 structures and nearly 2500 words. It is observed that out of these 275 structures 184 structures are to be taught in the first three years according to a committee appointed by the All India Council for Secondary Education.<sup>5</sup>

From this viewpoint as also from the viewpoint of realising the objectives of teaching as a third language methods of teaching it occupies great significance. It is also felt that the way and means of evaluating

the students' achievements, the use of educational aids are of utmost importance.

The researcher had his education in rural area, in a village Aurnal, Tehsil Gadhinglaj where he was not taught English properly at the upper primary stage. He had to study <sup>letters of</sup> alphabets of English in the VIII class. Due to this, he had to face many difficulties caused by lack of English in his career. And this is the same case of almost all rural pupils.

The researcher with his efforts, achieved a sort of mastery over the language and when he was called for demonstration for Gadhinglaj Taluka Primary Teachers' Association for English in 1979, Ajara Taluka Primary Teachers' Association for English in 1980 and 1983 and Bhadawan-wadi Pot Taluka Primary Teachers' Association for English in 1981, he noted that most of the teachers of English at the upper primary stage i.e. Stds.V to VII were not aware of the basic principles of teaching of English. They did not bother to find out the objectives, on which the teaching of English at the upper primary stage i.e. Std. V to VII should be based. Moreover, they did not know the difference between knowing a language and knowing about the language.

The teachers were also in confusion in choosing the proper method of teaching English at the upper primary stage i.e. Stds. V to VII. They were not aware of whether the mothertongue helps or interferes in the learning of a foreign language.

According to the three language formula every student has to learn his mothertongue or regional language, Hindi and English. English is the compulsory subject alongwith the two other languages. It is the part of the National Policy of Education.

Students are introduced a foreign language in the Vth Std. as a third language. Hindi, as a second language, is also introduced in the same standard.

It is, therefore, felt that there is the need to conduct research on the topic as it is the first step to teach a foreign language.

## **1.2 STATEMENT-OF-THE-PROBLEM :**

The problem for research is, therefore, stated as follows :

"A CRITICAL STUDY OF TEACHING ENGLISH AT THE UPPER PRIMARY STAGE (STDS. V TO VII)"

Research is considered as a piece of scientific work. In Science, the terms are used in one and the same sense throughout the work. It is for this reason the various terms used in the statement of the problem are defined as follows. The second reason for defining these various terms is to obtain clarity and also delimiting the scope of the study.

### **1) Critical Study -**

Critical study means the study of forming and giving judgements especially about literature, art, music etc. It is the study of finding out faults and pointing out mistakes.

So far as this research is concerned, a critical study means to find out the shortcomings with a view to improving upon the situation. This research study is undertaken with a view to finding out shortcomings in teaching of English at the upper primary stage (Marathi Medium) in Gadhingiaj Tahsil with a view to making some suggestions and recommendations for improving upon them.

## 2) Teaching of English :

Language are taught on three levels in Maharashtra. 'Marathi' is taught on the first level 'Hindi' is taught on the second level and 'English' is taught on the third level. So, the phrase 'Teaching of English' refers to the teaching of English on the third level.

## 3) Upper-Primary Stage -

The first '10' years of the 10+2+3 pattern of education are further divided as 4+3+3. Of this division, first four standards i.e. I to IV are considered as the 'Primary Stage'. The next 3 standards i.e. V to VII are considered as the 'Upper Primary Stage'. Therefore, 'Upper Primary Stage' means Standards V to VII.

## 4) Medium -

The term 'Medium' refers to medium of instruction. Therefore, the phrase 'Marathi Medium' means where teaching is carried on through Marathi language.

## 5) Gadhinglaj-Tehsil -

Tehsil means territory marked off for administration and for other purposes. A district is comprised of many Tehsils. And a Tehsil is comprised of many villages.

The present study is of 'Gadhinglaj Tehsil' which comes under the Kolhapur district. Kolhapur district is comprised of following Tehsils :

1. Gadhinglaj
2. Ajara
3. Chandgad
4. Radhanagari
5. Bhudargad
6. Shahuwadi

7. Panhala
8. Gaganbawada
9. Karveer
10. Kagal
11. Shirol
12. Hatkanangale

Gadhinglaj Tehsil is one of them.

### **1.3 SIGNIFICANCE-OF-THE-PROBLEM :**

The conclusions of this study will be useful in the field of education in the following ways. They will enable the teacher of English to -

- 1) study and understand the objectives of teaching English as a third language at the upper primary stage.
- 2) get acquainted with the methods of teaching English as a third language at the upper primary stage.
- 3) Follow objective-based teaching of English.
- 4) improve their methods of teaching English to strengthen the language acquisition skills of the learners.
- 5) study and follow the ways and means of evaluating the students' achievements in English.
- 6) Improve the standard of English, in particular, at the upper primary stage.

### **1.4 OBJECTIVES-OF-THE-STUDY :**

The main objective of the study is to study critically different methods of teaching English at the upper primary stage and to find out the shortcomings, if any, in teaching of English so as to improve upon them to realise the objectives of teaching English.

The specific objectives of the study are as follows :

- 1) To study the methods used for teaching English at the upper primary stage.
- 2) To study the preparation of teachers who teaches English at the stage.
- 3) To study the use of educational aids while teaching English at the stage.
- 4) To study the ways and means of evaluating the students' achievements in English at the stage.
- 5) To find out the shortcomings, if any, in teaching of English.
- 6) To make suggestions regarding the ways and means and measures to be adopted to improve the present position of teaching English.

#### **1.5 SCOPE-AND-LIMITATIONS-OF-THE STUDY :**

As the scope of the subject under research is very vast, the researcher decided to limit the scope of research to the following aspects:

- 1) The research study is restricted to the upper primary stage i.e. Standards V to VII.
- 2) The study is restricted to Marathi Medium Schools.
- 3) The research is restricted to Gadhinglaj Tehsil only.
- 4) Delimits :
  - a) The research study deals with teaching aspects of the subject English as a third language.
  - b) The text-books of English prescribed are not concerned
  - c) When to begin to teach a foreign language is also not considered as it is already set as the policy.

## **I.6 RESEARCH-PROCEDURE :**

### **A) Research-Method -**

Since the main objective of the present study is to collect, analyse and to interpret the facts about the existing conditions, prevailing practices, beliefs and attitudes that are affecting the teaching of English as a third language, the researcher has decided to make the use of the survey method of research. The present study is, mainly a descriptive survey.

### **B) Research-Tools-and-Techniques -**

In order to collect the data for this work the researcher prepared the following tools :

- i) A teacher questionnaire
- ii) An interview-schedule
- iii) A classroom observation-schedule
- iv) A visit schedule.

#### **i) A-Teacher-Questionnaire -**

The questionnaire will be prepared to collect information from the teachers of English on various aspects of teaching English such as teachers' preparations, methods of teaching English, use of A.V. aids, ways and means of evaluation, pupils' achievement in English, curricular and co-curricular activities conducted.

#### **ii) An-Interview-Schedule -**

The researcher will interview the English teachers with a view to finding out the shortcomings and the ways and means of improving upon the present situation of English at the upper primary stage.

### iii) A-Class-room-Observation-Schedule :

A class-room observation-schedule will be prepared to observe lessons in English at the upper primary stage. It is a kind of spot observation. The observation schedule lays stress on the teaching of English and the steps involved in the methods of teaching English. The data collected through the questionnaire and interviews will be verified and validated with the help of on-the-spot observation.

### iv) A-Visit -Schedule -

This schedule will be prepared and used in order to know the availability of books, teaching aids and equipments for the teaching of English in the schools at the upper primary stage.

Data, thus, collected will be analysed and interpreted with the help of tables, charts and the measures of descriptive statistics, conclusions based thereupon as also recommendations will be presented in the end.

### C) The-Population-and-Sample-for-the-Study :

The researcher has selected the area of Gadhinglaj Tehsil as the field for the present study. There are sixty-eight upper primary schools in Gadhinglaj Tehsil.

1) All the teachers of English at the upper primary stage in Gadhinglaj Tehsil comprises the population for the present study. A questionnaire specially designed for the teachers of English will be sent to all of them.

2) The researcher will interview seventeen teachers (25%) with the help of interview-schedule. He will also interview five experts; out

of which two from Junior Colleges of Education and three from Senior Colleges of Education.

3) The researcher will also observe lessons of about 25% of teachers, i.e. seventeen lessons will be observed in all covering, seven lessons of Standard V, six lessons of Standard VI and four lessons of Standard VII.

4) The researcher will also visit twenty-five percent of schools i.e. seventeen out of sixty-eight schools of upper primary stage in Gadhinglaj Tehsil.

#### **1.7 ORGANISATION-OF-THE STUDY :**

The entire research work will be presented in the following six chapters with the help of statistical tables, figures and charts.

##### **Chapter-I : INTRODUCTION :**

This chapter elucidates the background and scope of the problem under study. It relates to the situation of teaching English after the dawn of Indian freedom. The researcher will explain the significance of the problem in Indian situation. The important terms in the statements of the problem will be defined alongwith the objectives of the study.

##### **Chapter-II : THE-PLACE-OF-ENGLISH-IN-INDIA :**

This chapter overviews the need for teaching and learning English at the upper primary stage. It deals with the study of teaching English as a foreign language. Essential means for teaching English as a third language will also be discussed.

### **Chapter-III :- REVIEW-OF-RELATED-LITERATURE :**

This chapter is devoted to the review of related literature. It summarizes the findings and suggestions from the earlier researches in the field of the present study.

### **Chapter-IV :- RESEARCH-PROCEDURE :**

This chapter is devoted to the 'Research Procedure'. It describes and justifies the research method adopted for the study. It also describes the sources and nature of the data required. It also describes the various tools used for data collection. It also elucidates the procedure for the collection, analysis and interpretation of the data.

### **Chapter-V :- ANALYSIS-AND-INTERPRETATION-OF THE-DATA-COLLECTED :**

This chapter deals with the analysis and interpretation of the data collected for the present study.

### **Chapter-VI :- CONCLUSIONS-AND-RECOMMENDATIONS :**

The sixth and the final chapter is devoted to the summary of the entire study, conclusions and recommendations. It also gives some problems for further research.

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