

## **CHAPTER-I**

### **INTRODUCTION**

- L1 APPROACH TO THE PROBLEM**
  - L2 STATEMENT OF THE PROBLEM**
  - L3 SIGNIFICANCE AND NEED OF THE STUDY**
  - L4 OBJECTIVES OF THE RESEARCH STUDY**
  - L5 SCOPE AND LIMITATIONS OF THE STUDY**
  - L6 RESEARCH METHODOLOGY**
  - L7 THE POPULATION AND SAMPLE FOR THE STUDY**
  - L8 CHAPTERISATION**
- REFERENCES**

## 1.1 APPROACH-TO-THE-PROBLEM :

English has come to be recognised as a world phenomenon today. It is the first language in U.K., U.S.A., Canada and Australia. It is a second language or a foreign language in India, Pakistan, Africa, France, the Soviet Union, Japan and China. At the British Council's 50th Anniversary Conference on progress in English studies, held in London 1984, Professor Randolph Quirk estimated,

"There were 300 million mother-tongue speakers of English, 300 million speakers of English as a second language and 100 million foreign language speakers. 700 million in all."<sup>1</sup>

According to Gunneberg and Kenrick, English is approximately spoken by 1400 millions. Thus, it is now used by nearly a third of the world's largest population.

In India, <sup>the</sup> teaching of English was started with the advent of British Empire. But it has become controversial problem. Some thought that it should be removed from our school curriculum. Others disagreed with them and they supported to the study of English by giving reasons. As F.G. French said,

"A person who can speak English will find somebody who can understand him wherever he may go; any one who can read English can keep in touch with all the world without leaving his own home."<sup>2</sup>

English is an international language of politics, commerce, trade and industry. Most of the current knowledge is published in English language. So it is the key to the store house of knowledge which is not available in Indian languages. English is a beautiful language. It is a flexible vehicle of thought. It is a link language. It is a library language. In this context, Menon and Patel said,

"A knowledge of English has become essential today for establishing intellectual, economical, commercial and political relations with the rest of world. It is also necessary for higher legal, technical and scientific education and research."<sup>3</sup>

Airport of space travel communication, international conferences and dissemination of information over Radio and Television need English language. It is a language of wider communication for day to day life. Thus, it is needed if India wants to keep in pace with the rapid progress of science and technology of the west. As Pandit Nehru rightly said,

"English is our major window on the modern world."<sup>4</sup>

Hence, English has more importance in the school curriculum. Indian Education Commission (1964-66) assigned a compulsory place to the study of English in the pattern 10+2+3. It is one of the languages in the three-language formula. A school-going child has to study it as a second or third language for six years i.e. from Standard V to X. Hence, he has to master the four basic skills such as listening, speaking, reading and writing. He is expected to master 275 structures and nearly 2500 vocabulary. But even after six years

course, he hardly knows 100 structures and 1000 vocabulary. If one scrutinizes the percentage of passing students in English at S.S.C. level, it is also meagre. And the performance of the students in English is not satisfactory. Even he does not know how to use the commonest structures of English. In this context Prof. Gokak said,

"The teaching of English in our schools, is in a chaotic state today."<sup>5</sup>

For this, teaching of English is bitterly criticised because the standard of teaching is very low. It is not related to day to day life and is dominated by examinations. Taking this into consideration, this subject was chosen for research. The researcher is a post-graduate in English. Besides, he has been teaching English subject for several years. So it is a vital theme for him. This is one of the prominent reasons for the selection of this topic for research.

## 1.2 STATEMENT OF THE PROBLEM :

The problem for research is as follows :

"A CRITICAL STUDY OF TEACHING ENGLISH AT THE SECONDARY STAGE (MARATHI-MEDIUM) IN TASGAON TEHSIL."

Various terms are used in the statement of the problem. It is necessary to define them both for the clarity and limiting the scope of the study.

i) 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 difficulties to improve the situation. This research study is undertaken with a view to find out the difficulties in teaching of English at the secondary stage (Marathi-Medium) in Tasgoan Tehsil, with a view to make some suggestions and recommendations for improving upon them.

ii) Teaching -

The term 'teaching' means 'giving instructions to know' or to be able to do something or 'to give a person knowledge of skills.'

iii) English -

The term 'English' in the statement of the problem refers to the subject of English taught to Standard VIII to X as a third language.

iv) Secondary 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 three standards i.e. V to VII are considered as the 'Upper Primary Stage'.

The secondary stage comes after the 'Upper Primary Stage'. Hence, the secondary stage means the standards VIII to X.

v) Marathi-Medium -

It means that the various subjects are taught through Marathi.

The students who have Marathi as their mother tongue, learn through Marathi language. This is called 'Marathi Medium'.

vi) Tasgaon-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 'Tasgaon Tehsil' which comes under the Sangli district. The Sangli district comprises the following tehsils

- 1) Tasgaon
- 2) Miraj
- 3) Kavathe-Mahankal
- 4) Jat
- 5) Khanapur
- 6) Atpadi
- 7) Shirala and
- 8) Walwa.

Tasgaon Tehsil is one of them.

**1.3 SIGNIFICANCE-AND-NEED-OF-THE-STUDY :**

The study undertaken for research is important because it will help the teachers of English to improve their teaching of English.

The study of teaching English in the Marathi medium secondary schools of Tasgaon Tahsil has not been undertaken by any one.

The research on the above said study is very essential for the following reasons :

i) It will enable the teachers to find out the difficulties in the teaching of English as a third language.

ii) It will help them to improve upon the teaching of English and leading to the improvement in the standard of English at the secondary stage.

iii) It will make them familiar with the methods and techniques of teaching English as a third language.

iv) It will enable them to study English as a skill course rather than a content course.

v) It will help them to strengthen the language acquisition skills of the learners.

#### 1.4 OBJECTIVES OF THE RESEARCH STUDY :

The main objective of the research study is to study critically the teaching of English at the secondary stage and to find out the difficulties if any, in <sup>the</sup> 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 :

- i) To study the various ways of teaching English as a third language.
- ii) To find out the difficulties in the teaching of English.
- iii) To suggest remedies to overcome these difficulties.
- iv) To make recommendations for making teaching of English more effective at the secondary stage.

#### 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 the research to the following aspects :

- 1) The study is primarily concerned with the secondary stage i.e. from VIII to X standards.
- 2) For the purpose of the study, the researcher has taken only the secondary stage which is the backbone and crucial stage of education.
- 3) The research is restricted to Tasgaon Tehsil only.
- 4) The study is restricted to Marathi Medium Schools.
- 5) The research is confined only to aided schools. The unaided schools are mostly unrecognised or recently recognised as they do not stand in comparison with the other schools.
- 6) The research study deals with the teaching aspects of English as a third language. It does not take into consideration other aspects of teaching <sup>of the</sup> English such as text-book etc.



## 1.6 RESEARCH METHODOLOGY :

The present study is of the survey type. It is descriptive in nature. As John W. Best (1983) said,

"A descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions."<sup>6</sup>

This methodology is divided in two parts for the sake of giving clear picture of the research work, i.e. Section-A - subjects and Section-B - procedure.

Section-A gives information about the nature of problem and the nature of the data. It also gives information about the tools and techniques used for collection of data, are given below in brief.

- i) A Teacher Questionnaire
- ii) An Interview Schedule
- iii) A classroom observation schedule
- iv) A visit schedule

### i) A-Teacher-Questionnaire -

The questionnaire was prepared to collect information from the teachers of English, such as teachers' preparation, ways, difficulties and remedies regarding teaching of English, use of audio-visual aids, pupils' Achievement in English, ways and means of evaluation, curricular and co-curricular activities conducted.



ii) An Interview Schedule -

This schedule was prepared to interview the English teachers with a view to find out the difficulties and suggest remedies for the improvement of teaching English at the secondary stage.

iii) A Classroom Observation Schedule -

This schedule was prepared to observe lessons of English teachers at the secondary stage. It is a kind of spot observation. The observation schedule lays stress on the teaching of English.

Data, thus collected were analysed and interpreted with the help of tables, figures and the measures of descriptive statistics, conclusions based there upon, as also recommendations were presented in the end.

in th

iv) A Visit Schedule -

This schedule was 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 secondary stage.

Section-B gives information about the methods and statistical techniques used for analysis and interpretation of data.

1.7 THE POPULATION AND SAMPLE FOR THE STUDY :

There are 50 secondary schools in Tasgaon Tehsil. Out of 50, 6 are unaided and one is English Medium School. The seven schools were deleted from the study. The remaining 43 secondary schools constituted the population of the study. As it was research study, the researcher has to concentrate more on schools. Due to time factor and lack of resources, he could not survey all the 43

schools. Out of 43, 32 schools were selected as samples for the study. It is 74.42% of the population. The study of the sample is given below.

1) Out of 32, 7 schools are 'A' graded, 13 are 'B' graded schools. The same number of schools are of 'C' grade and only one is 'D' grade school.

2) Eighty two teachers were found in the sample schools and they were given questionnaires. Only 71 teachers responded.

3) Out of 71 teachers, 18 teachers were interviewed with the help of interview schedule.

4) Out of 71 teachers, lessons of 18 teachers were observed with the help of observation schedule.

4) Out of 32 schools, 18 schools were visited with the help of visit schedule.

#### 1.8 CHAPTERISATION :

The entire research work was presented in the following six chapters with the help of statistical tables and figures.

##### 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 has explained the significance of the problem in Indian situation. The important terms in the statement of the problem are defined along with the objectives of the study.

**Chapter-II :- Place of Teaching English**  
**at the Secondary Stage**

This chapter is devoted to the place of teaching English at the secondary stage. It also discusses the historical view with special reference to English before and after independence. This chapter also discusses the purpose of language study, the position of English in schools and teaching of English as a third language in detail.

**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 researchers in the field of the present study.

**Chapter-IV :- Research Methodology**

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

**Chapter-IV :- 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 the further study.

REFERENCES

- Gautam Kripa K., English Language Teaching; A Critical Study of Methods and Techniques. (New Delhi : Harman Publishing House), 1988, p. 1.
- French F.G., The Teaching of English Abroad Part-I - Aims and Methods. (London : Oxford University Press), 1961, p. 5.
- Menon T.K.N., Patel M.S., The Teaching of English as a foreign Language. (Baroda : Acharya Book Depot), 1957, p.2.
- Kohli B.L., Sharma R.K., Shastri T.R.P., Sengupta P.V., Teaching of English (Made Easy). (Delhi : Doaba House, Second Edition), 1985, p.2.
- Gokak V.K., English in India : Its present and future, (Bombay : Asia Publishing House), 1964, p. 65.
- Best John W., Research in Education, Fourth Edition, (New Delhi : Prentice Hall of India (Pvt.) Ltd.), 1983, p. 93.