CHAPTER – IV

ANALYSIS AND INTERPRETATION OF DATA

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ANALYSIS AND INTERPRETATION OF DATA

The present chapter is divided into two sections. These two sections are classified according to the need of the study. The analysis and interpretation of the two sections are given as follows :

* Problems of Teaching English

  Section I - Information about the teacher

  Section II - Methods and problems for developing English language skills

  1. Listening skill
  2. Speaking skill
  3. Reading skill
  4. Writing skill

* Availability of Teaching aids and Teachers use of teaching aids to develop English skills.

* Problems of Headmasters for introducing English as a III language in schools.

* Problems of I and V standard pupils while teachers teaching of English as a III language in class.

Section – I

INFORMATION ABOUT TEACHERS OF I AND V STANDARD

TABLE No. 1

NUMBER AND PERCENTAGE OF I STANDARD TEACHERS HAVING EDUCATIONAL AND PROFESSIONAL QUALIFICATION

Sr. No.	Educational And Professional Qualifications	Number of Teachers	Percentage
1.	10 + D.Ed.	12	44.4
2.	12 + D.Ed.	5	18.5
3.	B.A. D.Ed.	7	26.0
4.	B.A.B.Ed.	1	3.7
5.	M.A.D.Ed.	2	7.4
6.	M.A. B.Ed.	-	-
7.	Untrained	-	-
	Total	27	100

Table No. 1 shows number and percentage of I standard teachers educational and professional qualification.

Observation and Interpretation

From Table No. 1, it is seen that there are 27 teachers who teaches English as a language in I standard. Out of these the maximum number of teachers i.e. 44.4% have a 10+ D.Ed. qualification, followed by B.A.D.Ed. degree (26.0%).

The other teachers qualification are such as '12 + D.Ed.' (18.5%), 'M.A.D.Ed.' (7.4) and B.A.B.Ed. (3.7%). There are not untrained teacher who teach I standard English.

It means that teachers of I standard have educational and professional qualification to teach pupils.

TABLE No. 2

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS HAVING EDUCATIONAL AND PROFESSIONAL QUALIFICATION

Sr. No.	Educational And Professional Qualifications	Number of Teachers	Percentage
1.	10 + D.Ed.	-	-
2.	12 + D.Ed.	-	-
3.	B.A.D.Ed.	3	11.1
4.	B.A.B.Ed.	14	51.9
5.	M.A.D.Ed.	3	11.1
6.	M.A.B.Ed.	5	18.5
7.	M.A.M.Ed.	2	7.4
8.	Untrained	-	-
	Total	27	100

Table No. 2 shows number and percentage having educational and professional qualification of V standard English teachers.

Observation and Interpretation

From Table No. 2, it is seen that there are 27 teachers teaching English as a III language to V standard students who have educational and professional qualification. Out of these, the maximum number of teachers i.e. 51.9% have B.A.B.Ed. qualification, followed by M.A.B.Ed. (18.5%).

The other teachers educational and professional qualification are as B.A.D.Ed. teachers (11.1%), M.A.B.Ed. teachers (11.1%) and M.A.M.Ed. teachers (7.4%). There are not untrained teacher who teach English to V standard.

It means that the maximum number of teachers have educational and professional qualification to teach English to V standard.

TABLE No. 3

NUMBER AND PERCENTAGE OF A SUBJECT WISE TEACHER OF I STANDARD HAVING SPECIAL SUBJECT AT GRADUATE LEVEL

Sr. No.	Subject at Graduate Level	Number of Teachers	Percentage
1.	English	2	7.4
2.	Marathi	4	14.8
3.	Hindi	1	2.7
4.	History	3	11.1
5.	Sociology	-	-
6.	Economics	-	-
7.	Politics	-	-
8.	Not graduate	17	63.0
	Total	27	100

Table No. 3 shows number and percentage of I standard teachers subject at graduate level.

Observation and Interpretation

From Table No. 3, it is seen that there are 27 teachers who are teaching English to I standard. Out of these, the maximum number of teacher i.e. 63% teachers have not learnt at the stage of graduate level. The other teachers of I standard have their subject at graduate level such as English (7.4%), Marathi (14.8%), Hindi (3.7%), and History (11.1%).

It means that there are 17 teachers out of 27 teachers are not graduate but they teach English to I standard. Out of these, 37% teacher are graduate but only 7.4% teachers have English subject at their graduate level.

TABLE No. 4

NUMBER AND PERCENTAGE OF A SUBJECT WISE TEACHERS OF V STANDARD HAVING A SPECIAL SUBJECT AT GRADUATE LEVEL

Sr. No.	Subject and Graduate Level	Number of Teachers	Percentage
1.	English	7	26.0
2.	Marathi	9	33.3
3.	Hindi	3	11.1
4.	History	4	14.8
5.	Sociology	2	7.4
6.	Economics	-	-
7.	Geography	2	7.4
8.	Politics	-	-
	Total	27	100

Table No. 4 shows number and percentage of subject wise teachers of V standard at graduate level.

Observation and Interpretation

From Table No. 4, it is seen that there are 27 teachers are teaching English to V standard. Out of these, the maximum number of teachers i.e. 33.3% teachers have Marathi subject at graduate level, followed by English subject at graduate level (26.0%).

The other teachers have subjects such as History (14.8%), Hindi (7.4%), Sociology and Geography (7.4%) each are at the graduate level.

It means that maximum numbers of the teachers (74%) have not English subject at graduate level who teaches English to V standard. Only 26% teachers have English subject at graduate level.

TABLE No. 5

NUMBER AND PERCENTAGE OF ENGLISH TEACHERS OF V STANDARD HAVING SPECIAL METHODS OFFERED IN THE TRAINING PROGRAMME

Sr. No.	Special Methods Offered In Training Programme	Number of Teachers	Percentage
1.	English-Geography	2	7.4
2.	English-History	5	18.5
3.	Marathi-History	9	33.3
4.	Marathi-Geography	2	7.4
5.	Hindi-History	7	26.0
6.	Hindi-Geography	2	7.4
	Total	27	100

Table No. 5 shows number and percentage of English teachers of V standard having special methods offered in the training programme.

Observation and Interpretation

From Table No. 5, it is seen that there 6 methods are offered by V standard English teachers in the training programme. Out of these, the maximum number of teachers i.e. 33.3% are offered in the training programme but they teach English to V standard, followed by Hindi-History methods (26.0%).

The other methods such as English-History method (18.5%), English-Geography method, Marathi-Geography method and Hindi-

Geography (7.4%) each are offered by V standard English teachers in the training programme.

It means that teachers teach English to V standard who have not offered English method in the training programme. Teachers of other methods teach English to V standard. This is not good at the educational stage.

Section – II

METHODS AND PROBLEMS FOR DEVELOPING ENGLISH LANGUAGE SKILLS

TABLE No. 6

NUMBER AND PERCENTAGE OF TEACHERS OF I STANDARD USING METHODS FOR DEVELOPING ENGLISH LISTENING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Conducting the entire lesson in English only	12	44.4
2.	Making use of the mother tongue	24	88.8
3.	Making use of Audio-aids	20	74
4.	Making them to listen radio	15	55.5
5.	Aural oral approach	11	40.7
6.	Reading the text book and explaining new words	25	92.5
7.	Using question-answer method	23	85.1
8.	Using graded exercise for listening	13	48.1
9.	Group drilling of new words and sentences	18	66.6
10.	Reading the new words loudly and practice of listening new English words	14	51.8

* Out of 27 for each method.

Table No. 6 shows number and percentage of teacher of I standard using methods for developing English listening skill among pupils.

Observation and Interpretation

From Table No. 6, it is seen that there are 10 methods used by teachers while teaching to develop English listening skill among its. Out

of these the maximum number of teachers i.e. 92.5% of the teacher used the method 'Reading the text book and explaining new words', followed by 'Making use of the mother tongue' (88.8%).

The other methods such as, 'Using question answer method', 'Making use of Audio-aids,' 'Group drilling of new words', 'Making them to listen radio', 'Reading the new words loudly and practice of listening new words', 'Conducting the entire lesson in English only' and 'Using graded exercise for listening', are used by teachers in the range of 40.7% to 85.1% where a 'Aural oral approach', is used by 11 teachers.

It means that the maximum numbers of the teacher used the method 'Reading the text book and explaining new words' to develop English listening skill among pupils. Teachers also used the method 'Use of mother tongue' to developing English listening skill in the class.

TABLE No. 7

NUMBER AND PERCENTAGE OF I STANDARD TEACHERS FACING PROBLEMS FOR DEVELOPING LISTENING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Lack of knowledge of proper speed	13	48.1
2.	Lack of knowledge of various types of exercise	20	74
3.	Lack of Audio-aids	10	37
4.	Lack of own competence confidence in speaking English	23	85.1
5.	Lack of English atmosphere in school and outside the school	17	62.9
6.	Lack of students interest in listening	9	33.3
7.	Lack of parents' co-operation	12	44.4
8.	Less stress on drill work	18	66.6
9.	Ignorance of sound-system	22	81.4
10.	Lack of ambition to proceed to education	13	48.1

* Out of 27 for each problem.

Table No. 7 shows that number and percentage of I standard teachers facing problems for developing English listening skill among pupils.

Observation and Interpretation

From Table No. 7, it is seen that there are 10 problems faced by teachers of I standard while teaching to develop English listening skill

among pupils. Out of these, the maximum number of teachers i.e. 85.1% teachers experienced the problem of 'Lack of own competence confidence in speaking English', followed by 'Ignorance of sound system (81.4%).

The other problems such as, 'Lack of knowledge of various types of exercise', 'Less stress of drill work,' 'Lack of English atmosphere in school and outside school,' 'Lack of knowledge of proper speed,' 'Lack of ambition of proceed to education', 'Lack of parents co-operation,' and 'Lack of Audio aids' are experienced by teachers in the range of 37% to 74%.

It means that the main common problem of teachers is 'Lack of own competence confidence in speaking English', to develop English listening skill among pupils and also 'Ignorance of sound system' is problem for developing listening skill in the class.

TABLE No. 8

NUMBER AND PERCENTAGE OF TEACHERS OF I STANDARD USING METHODS FOR DEVELOPING SPEAKING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Giving proper opportunities for speaking and conversation	15	55.5
2.	Arranging oral and picture composition	17	62.9
3.	Using teachers speaking as model	12	44.4
4.	Using questions to invite answers	19	70.3
5.	Telling a story	14	51.8
6.	Giving different types of drills	22	81.4
7.	Using direct method	20	74
8.	Arranging speech competitions and prizes for winners	10	37
9.	By dramatisation	8	29.6
10.	Using story books for loud reading	11	40.7

* Out of 27 for each method.

Table No. 8 shows that number and percentage of teacher of I standard using methods for developing English speaking skill among pupils.

Observation and Interpretation

From Table No. 8, it is seen that there are 10 methods used by teachers while teaching to developing English speaking skill among pupils. Out of these, the maximum number of teachers i.e. 81.4%

teachers used the methods, 'Giving different types of drills' and followed by 'Using direct method' (74%).

The other methods such as 'Using questions to invite answers', 'Arranging oral and picture composition', 'Giving proper opportunities for speaking and conversation', Telling a story', 'Using teachers speaking as a model' and 'Using story books for loud reading' are used by teachers in the range of 40.7% to 70.3% where as 'Dramatization' is used by 8 teachers (29.6%).

It means that the maximum numbers of the teachers used the method giving different types of drills to develop speaking skill in pupils. Teachers should make them to speak in the class.

TABLE No. 9

NUMBER AND PERCENTAGE OF TEACHERS OF I STANDARD FACING PROBLEMS FOR DEVELOPING SPEAKING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Ignorance of various methods	18	66.6
2.	Ignorance of various ways of oral work	23	85.1
3.	Lack of audio-visual aids	10	37
4.	Lack of time	12	44.4
5.	Ignorance of language games	21	77.7
6.	Lack of co-curricular activities	13	48.1
7.	Lack of good model of class room speech	15	55.5
8.	Lack of opportunities	19	70.3
9.	Interference of mother tongue	20	74
10.	Inadequacy of exercises or devices for developing speech	14	51.8
11.	Lack of parents co-operation	11	40.7
12.	Lack of library facilities	17	62.9

* Out of 27 for each problem.

Table No. 9 shows that number and percentage of teacher of I standard having problems for developing English speaking skill among pupils.

Observation and Interpretation

From Table No. 9, it is seen that there are 12 problems faced by teachers while teaching to develop English speaking skill among pupils. Out of these, the maximum number of teachers i.e. 85.1% of the teacher

experienced the problem of 'Ignorance of various ways of oral work', followed by 'Ignorance of language games (77.7%)'. The other problems such as 'Interference of mother tongue', 'Ignorance of various methods', 'Lack of library facilities', 'Lack of good model of class room speech', 'Lack of opportunities', 'Inadequacy of exercises or devices for developing speech', 'Lack of co-curricular activities' and 'Lack of time' are experienced by the teachers in the range of 40.7% to 74%.

It means that the main common problem is Ignorance of various ways of oral work for to motivate students to speak fluently in English and Ignorance of language games is also main problem in developing speaking skill among pupils.

TABLE No. 10

NUMBER AND PERCENTAGE OF TEACHERS OF I STANDARD USING METHODS FOR DEVELOPING READING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Using alphabet method	15	55.5
2.	Using the word method	26	96.2
3.	Applying the sentence method	25	92.5
4.	Giving the exercise of reading aloud in the class	17	62.9
5.	Encouraging students to read books and news papers	19	70.3
6.	Forming a library association of the pupils	10	37
7.	Training them to interpret the printed symbols	21	77.7
8.	Individual reading in class	22	81.4
9.	Reading simple words	20	74
10.	Creating proper situation for reading	9	33.3

* Out of 27 for each method.

Table No. 10 shows that number and percentage of teachers using methods for developing English reading skill.

Observation and Interpretation

From Table No. 10, it is seen that there are 10 methods used by teachers while teaching to develop English reading skill among pupils. Out of these, the maximum number of teachers i.e. 96.2% of the teacher

used the method 'Using the work method' and followed by 'Applying the sentence method' (92.5%). The other methods such as 'Individual reading in class', 'Reading simple words', 'Training them to interprete the printed symbols', 'Encouraging students to read books and newspapers', 'Giving the exercise of reading aloud in the class', 'Using the alphabet method' and 'Forming a library association of the pupils' are used by teachers in the range of 37% to 81.4% where as, 'Creating proper situation for reading is used by 9 teachers (33.3%).

It means that the maximum numbers of the teachers used the method 'Using the word method' and 'Applying the sentence method' to develop reading skill among pupils in the class. Teachers also used methods, reading of exercise, reading of newspapers and books and train them to interprete the printed symbols to develop reading skill in pupils.

TABLE No. 11

NUMBER AND PERCENTAGE OF TEACHERS OF I STANDARD FACING PROBLEMS FOR DEVELOPING READING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Ignorance of the mechanics of reading	22	81.4
2.	Ignorance of different methods for use	18	66.6
3.	Lack of library facilities	15	55.5
4.	Non availability of English newspapers and magazines	19	70.3
5.	Lack of time	16	59.2
6.	Ignorance of proper pause stress and intonation	24	88.8
7.	Ignorance of proper speed	23	85.1
8.	Lack of interest in reading material	17	62.9
9.	Lack of comprehension of content reading	14	51.8
10.	Lack of parents co-operation	10	37
11.	Ignorance of pronunciation	23	85.1

* Out of 27 for each problem.

Table No. 11 shows that number and percentage of teachers having problems for developing English reading skill among pupils.

Observation and Interpretation

From Table No. 11, it is seen that there are 11 problems faced by teachers while teaching to develop English reading skill among the

pupils. Out of these, the maximum number of teachers i.e. 88.8% of the teacher experienced the problem of 'Ignorance of proper pause, stress and Intonation', followed by 'Ignorance of proper speed' and 'Ignorance of pronunciation' (85.1%).

The other problems such as 'Ignorance of mechanics of reading', 'Non-availability of English newspapers and magazines', 'Ignorance of different methods for use', 'Lack of interest in reading material', 'Lack of time', 'Lack of library facilities' and 'Lack of comprehension of content reading' are experienced by the teachers in the range of 51.8% to 81.4% where as, 'Lack of parents co-operation' is faced by 10 teachers (37%).

It means that the main common problem is Ignorance of proper pause, stress and intonation to develop English reading skill among pupils. Teachers are also ignorant about proper speed and pronunciation.

TABLE No. 12

NUMBER AND PERCENTAGE OF I STANDARD TEACHERS USING METHODS FOR DEVELOPING WRITING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Presenting the teachers writing as model	20	74
2.	Using square line books	23	85.1
3.	Using substitution tables	18	66.6
4.	Encouraging the pupils to copy the matter written on the black board	24	88.8
5.	Holding frequent competitions of hand writing	16	59.2
6.	Displaying good hand writing in display cases	13	48.1
7.	Remedying the mistakes of the pupils	18	66.6
8.	Giving proper practice of curves and circles of letters	25	92.5
9.	Using four lines copy note books	21	77.7
10.	Dictation writing	8	29.6

* Out of 27 for each method.

Table No. 12 shows that number and percentage of teachers using methods for developing English writing skill among pupils.

Observation and Interpretation

From Table No. 12, it is seen that there are 10 methods used by the teachers while teaching to develop English writing skill among its.

Out of these, the maximum number of teachers i.e. 92.5% of the teacher used the method of 'Giving proper practice of curves and circles of letters', followed by 'Encouraging the pupils to copy down the matter written on the blackboard' (88.8%).

The other methods such as 'Using square line books', 'Using four lines copy note books', 'Presenting the teachers writing as model', 'Using substitution tables', 'Remedying the mistakes of the pupils', 'Holding frequent competitions of hand writing' and 'Displaying good hand writing in display cases' are used by teachers in the range of 48.1% to 85.1%.

It means that maximum numbers of teachers used the method of encouraging the pupils to copy the matter written on the black board and giving proper practice of curves and circles of letters to develop writing skill among pupils.

TABLE No. 13

NUMBER AND PERCENTAGE OF I STANDARD TEACHERS FACING PROBLEMS FOR DEVELOPING WRITING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Ignorance of the mechanics of writing	23	85.1
2.	Imitation of wrong things	20	74
3.	Use of hand writing material	19	70.3
4.	Over crowdedness and bad furniture	22	81.4
5.	Lack of giving exercise for writing	21	77.7
6.	Lack of good specimen of good hand writing	21	77.7
7.	Lack of proper exposure due to unhealthy surroundings	16	59.2
8.	Rough note books	13	48.1
9.	Lack of guidance in the correction of mistakes	15	55.5
10.	Careless while writing	17	62.9
11.	Lack of practice	18	66.6
12.	Lack of parents co-operation	9	33.3

* Out of 27 for each problem.

Table No. 13 shows that number and percentage of teachers facing problems for developing English writing skill among pupils.

Observation and Interpretation

From Table No. 13, it is seen that there are 13 problems faced by teachers while teaching to develop writing skill among pupils. Out of

these, the maximum number of teachers i.e. 85.1% of the teachers experienced the problem of 'Ignorance of mechanics of writing', followed by 'Over crowdedness and bad furniture' (81.4%).

The other problems such as 'Lack of giving exercise for writing', 'Lack of good specimen of good hand writing', 'Imitation of wrong things', 'Use of hand writing material', 'Lack of practice', 'Lack of proper exposure due to unhealthy surroundings', 'Lack of guidance in the correction', 'Careless while writing' and 'Rough note books' are experienced by the teachers in the range of 48.1% to 77.7%.

It means that the main common problem is Ignorance of the mechanics of writing for developing English writing skill among pupils. The teacher also experienced the problems of lack of good exercise for writing and lack of good specimen of good hand writing.

TABLE No. 14

NUMBER AND PERCENTAGE OF ENGLISH TEACHERS OF V STANDARD USING METHODS FOR DEVELOPING LISTENING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Conducting the entire lesson in English only	14	51.8
2.	Making use of the mother tongue	24	88.8
3.	Making use of Audio-aids	11	40.7
4.	Making them to listen Radio-lesson	13	48.1
5.	Aural oral approach	17	62.9
6.	Reading the text book and explaining new words	22	81.4
7.	Using questioning answer method	21	77.7
8.	Using graded exercise for listening	19	70.3
9.	Group drilling of new words and sentences	23	85.1
10.	Reading the new words loudly and practice of listening English words	18	66.6

* Out of 27 for each method.

Table No. 13 shows that number and percentage of teachers using methods for developing English listening skill.

Observation and Interpretation

From Table No. 14, it is seen that there are 10 methods used by teacher of V standard while teaching to develop English listening skill among V standard student. Out of these, the maximum number of

teachers i.e. 88.8% of the teachers used the method of 'Making the use of mother tongue', followed by 'Group drilling of new words and sentences' (85.1%).

The other methods such as 'Reading the text book and explaining new words', 'Using questioning answer method', 'Using graded exercise', 'Reading the new words loudly and practice of listening English words', 'Aural-oral approach', conducting the entire lesson in English only and 'Making of Audio-aids' are used by teachers in the range of 48.1% to 81.4%.

It means that the maximum numbers of teachers of V standard used the method 'Making use of the mother tongue' to develop English listening skill among pupils. They also used 'Group drilling of new words and sentences' and 'reading the text book and explaining new words' for developing English listening skill in the class.

TABLE No. 15

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS FACING PROBLEMS FOR DEVELOPING LISTENING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Lack of knowledge of proper speed	16	59.2
2.	Lack of knowledge of various types of exercise	20	74
3.	Lack of Audio-aids	13	48.1
4.	Lack of own competence confidence in speaking English	22	81.4
5.	Lack of students interest in listening	11	40.7
6.	Lack of English atmosphere in school and outside the school	14	51.8
7.	Lack of parents co-operation	12	44.4
8.	Less stress on drill work	15	55.5
9.	Ignorance of sound system	19	70.3
10.	Lack of ambition to proceed to education	10	37

* Out of 27 for each problem.

Table No. 15 shows that number and percentage of teachers having problems for developing English listening skill among pupils.

Observation and Interpretation

From Table No. 15, it is seen that there are 10 problems identified by teachers while teaching to develop English listening skill among V standard pupils. Out of these, the maximum number of teachers i.e.

81.4% of the teachers experienced the problem of 'Lack of own competence confidence in speaking English', followed by 'Lack of knowledge of various types of exercise' (74%).

The other problems such as 'Ignorance of sound system', 'Lack of knowledge of proper speed', 'Less stress on drill work', 'Lack of English atmosphere in school and outside the school', 'Lack of Audio-aids', 'Lack of parents co-operation' and 'Lack of students interest in listening' are experienced by teachers in the range of 40.7% to 70.3%.

It means that the maximum numbers of English teachers of V standard faced the problem of 'Lack of own competence confidence in speaking English'. They must speak English with confidence in class. They also faced 'Lack of knowledge of various types of exercise' and 'Ignorance of sound system'. They must know types of exercise and sound system.

TABLE No. 16

NUMBER AND PERCENTAGE OF TEACHER'S OF V STANDARD USING METHODS FOR DEVELOPING SPEAKING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Giving proper opportunities for speaking and conversation	11	40.7
2.	Arranging oral and picture composition	23	85.1
3.	Using teacher's speaking as model	19	70.3
4.	Using questions to invite answers	17	62.9
5.	Telling a story	13	48.1
6.	Giving different types of drills	22	81.4
7.	Using direct method	20	74
8.	Arranging speech competitions and prizes for winners	12	44.4
9.	By dramatisation	10	37
10.	Using story books for loud reading	14	51.8

* Out of 27 for each method.

Table No. 16 shows that number and percentage of teachers of V standard using methods for developing English speaking skill among pupils.

Observation and Interpretation

From Table No. 16, it is seen that there are 10 methods used by teacher while teaching to develop English speaking skill among pupils. Out of these, the maximum number of teachers i.e. 85.1% of the teacher

used the method of 'Arranging oral and picture composition', followed by 'Giving different types of drills' (81.4%).

The other methods such as, 'Using direct methods', 'Using teachers speaking as model', 'Using questioning answer method', 'Using story books for loud reading', 'Telling a story', 'Arranging speech competitions and prizes for winners' and 'Giving proper opportunities for speaking and conversation' are used by teachers in the range of 40.7% to 74%. Where as, 'Dramatisation' is used by 10 teachers (37%).

It means that the maximum numbers of the teacher used the method 'Arranging oral and picture composition' to develop English speaking skill among pupils. They also used the methods 'Giving different types of drill' and 'Teacher's speaking as a model' to develop English speaking skill. Teacher should try to speak to pupils in the class.

TABLE No. 17

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS FACING PROBLEMS FOR DEVELOPING SPEAKING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Ignorance of various methods	20	74
2.	Ignorance of various ways of oral work	21	77.7
3.	Lack of Audio-visual aids	12	44.4
4.	Lack of time	11	40.7
5.	Ignorance of language games	19	70.3
6.	Lack of co-curricular activities	14	51.8
7.	Lack of good model of class room speech	13	48.1
8.	Lack of opportunities	13	48.1
9.	Interference of mother tongue	19	70.3
10.	Inadequacy of exercise or devices of developing speech	17	62.9
11.	Lack of parent's co-operation	12	44.4
12.	Lack of library facilities	16	59.2

* Out of 27 for each problem.

Table No. 17 shows that number and percentage of teachers having problems for developing English speaking skill among pupils.

Observation and Interpretation

From Table No. 17, it is seen that there are 12 problems identified by teachers while teaching to develop English speaking skill among

pupils. Out of these, the maximum number of teachers i.e. 77.7% of the teacher experienced the problem of 'Ignorance of various way of oral work', followed by 'Ignorance of various methods' (74%).

The other problems such as, 'Ignorance of language games', 'Interference of mother tongue', 'Inadequacy of exercise or devices of developing speech', 'Lack of library facilities', 'Lack of co-curricular activities', 'Lack of good model of class room speech', 'Lack of opportunities', and 'Lack of Audio-visual aids', are experienced by teachers in the range 44.4% to 70.3% where as, 'Lack of time', is faced by 11 teachers.

It means that the main common problem of teachers is 'Ignorance of various way of oral work' to develop English speaking skill in pupils. Teacher should know various way of oral work to develop English speaking skill among pupils.

TABLE No. 18

NUMBER AND PERCENTAGE OF ENGLISH TEACHERS OF V STANDARD USING METHODS FOR DEVELOPING READING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Using alphabet method	27	100
2.	Using the word method	27	100
3.	Applying the sentence method	25	92.5
4.	Giving the exercise of reading aloud in the class	15	55.5
5.	Encouraging students to read books and newspapers	13	48.1
6.	Forming a library association of the pupils	12	44.4
7.	Training them to interprete the printed symbols	17	62.9
8.	Individual reading in class	14	51.8
9.	Reading simple words	22	81.4
10.	Creating proper situation for reading	8	29.6

* Out of 27 for each method.

Table No. 18 shows that number and percentage of teachers using methods for developing reading skill among pupils.

Observation and Interpretation

From Table No. 18, it is seen that there are 10 methods used by teachers while teaching to develop reading skill among pupils. Out of these, the maximum number of teachers i.e. 100% of teachers used the

methods of 'Using alphabet method' and 'Using the word method', followed by 'Applying the sentence method' (92.5%).

The other methods such as 'Reading simple words', 'Training them to interpret the printed symbols', 'Giving the exercise of reading aloud in the class', 'Individual reading in class', 'Forming a library association of the pupils' are used by teachers in the range of 44.4% to 81.4% where as 'Creating proper situation for reading' is used by teachers (29.1%).

It means that the maximum numbers of teachers used alphabet method, the word method and the sentence method in the class to develop reading skill among pupils. 'Reading simple words' method also used in the class.

TABLE No. 19

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS FACING PROBLEMS FOR DEVELOPING READING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Ignorance of mechanics of reading	20	74
2.	Ignorance of different methods for use	18	66.6
3.	Lack of library facilities	15	55.5
4.	Non-availability of English newspapers and magazines	19	70.3
5.	Lack of time	12	44.4
6.	Ignorance of proper pause, stress and intonation	22	81.4
7.	Ignorance of proper speed	20	74
8.	Lack of interest in reading materials	11	40.7
9.	Lack of comprehension of content reading	10	37
10.	Lack of parents co-operation	9	33.3
11.	Ignorance of pronunciation	21	77.7

* Out of 27 for each problem.

Table No. 19 shows that number and percentage of teachers having problems for developing English reading skill among pupils.

Observation and Interpretation

From Table No. 19, it is seen that there are 11 problems faced by teachers while teaching to develop reading skill among pupils. Out of

these, the maximum number of teachers i.e. 81.4% of the teachers experienced the problem of 'Ignorance of proper pause, stress and intonation' and followed by 'Ignorance of pronunciation' (77.7%).

The other problems such as 'Ignorance of proper speed', 'Ignorance of mechanics of reading', 'Non availability of English newspapers and magazines', 'Ignorance of different methods for use', 'Lack of library facilities', 'Lack of time' and 'Lack of interest in reading material' are experienced by teachers in the range 37% to 74% where as, 'Lack of parents co-operation' is faced by 9 teachers (33.3%).

It means that the main common problem is 'Ignorance of proper pause, stress and intonation' to develop English reading skill among pupils and 'Ignorance of pronunciation' is also the problem for developing English reading skill in students. Teacher should know the proper speed, stress, intonation and pronunciation of words.

TABLE No. 20

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS USING METHODS FOR DEVELOPING WRITING SKILL AMONG PUPILS

Sr. No.	Methods	Number of Teachers *	Percentage
1.	Presenting the teachers writing as model	24	88.8
2.	Using square line books	21	77.7
3.	Using substitution tables	16	59.2
4.	Encouraging the pupils to copy the matter on the blackboard	18	66.6
5.	Holding frequent competitions of hand writing	13	48.1
6.	Displaying good hand writing in display cases	11	40.7
7.	Remedying the mistakes of the pupils	21	77.7
8.	Giving proper practice of curves and circles of letters	22	81.4
9.	Using four lines copy books	21	77.7
10.	Dictation writing	8	29.6

* Out of 27 for each method.

Table No. 20 shows that number and percentage of teachers using methods to develop English writing skill among pupils.

Observation and Interpretation

From Table No. 20, it is seen that there are 10 methods used by teachers while teaching to develop English writing skill among pupils.

Out of these, the maximum number of teachers i.e. 88.8% of the teacher use the method of 'Presenting the teachers writing as model' , followed by 'Giving proper practice of curves and circles of letters' (81.4%).

The other methods such as 'Using square line books', 'Using four line note books', 'Remedying the mistakes of pupils', 'Encouraging the pupils to copy the matter on the black board', 'Using substitution tables', 'Holding frequent competitions of hand writing' and 'Displaying good hand writing in display cases' are used by teacher in the range of 40.7% to 77.7% where as 'Dictation of writing' is used by 8 teachers (29.6%).

It means that the maximum numbers of teachers used 'Presenting the teachers writing as model' and 'Giving proper practice of curves and circles of letters' to develop English writing skill among students in the class.

TABLE No. 21

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS FACING PROBLEMS FOR DEVELOPING ENGLISH WRITING SKILL AMONG PUPILS

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Ignorance of mechanics of writing	20	74
2.	Imitation of wrong things	14	51.8
3.	Use of hand writing material	13	48.1
4.	Over crowdedness and bad furniture	19	70.3
5.	Lack of giving exercise for writing	11	40.7
6.	Lack of good specimen of good hand writing	10	37.1
7.	Lack of proper exposure due to unhealthy surroundings	12	44.4
8.	Rough notebooks	9	33.3
9.	Lack of guidance in the correction of mistakes	12	44.4
10.	Careless while writing	10	37
11.	Lack of practice	14	51.8
12.	Lack of parents' co-operation	8	29.6

* Out of 27 for each problem.

Table No. 21 shows that number and percentage of V standard English teachers having problems for developing English writing skill among pupils.

Observation and Interpretation

From Table No. 21, it is seen that there are 12 problems faced by teachers while teaching to develop English writing skill among its. Out

of these, the maximum number of teachers i.e. 74% of the teacher experienced the problem of 'Ignorance of mechanics of writing', followed by 'Over crowdedness and bad furniture' (70.3%).

The other problems such as, 'Imitation of wrong things', 'Lack of practice', 'Use of hand writing material', 'Lack of good exposure due to unhealthy surroundings', 'Lack of guidance in the correction of mistakes', 'Lack of giving exercise for writing', 'Lack of good specimen of good hand writing', and 'Rough notebooks' are experienced by teachers in the range of 33.3% to 51.8% where as, 'Lack of parents' co-operation' is faced by 8 teacher (29.6%).

It means that the main common problem is 'Ignorance of mechanics of writing' to develop writing skill in students in the class and 'over crowdedness and bad furniture' is also other main problem for developing English speaking skill among pupils.

TABLE No. 22

NUMBER AND PERCENTAGE OF I STANDARD TEACHERS USING TEACHING AIDS FOR DEVELOPING ENGLISH SKILLS AMONG PUPILS

Sr. No.	Teaching Aids	Number of Teachers *	Percentage
1.	Pictures	27	100
2.	Charts	23	85.1
3.	Flash cards	22	81.4
4.	Slides	12	44.4
5.	Transparency	7	25.9
6.	Posters	13	48.1
7.	Film-strips	5	18.5
8.	Library (Books)	8	29.6
9.	Language laboratory	-	-
10.	Language games	15	55.5
11.	Models	7	25.9
12.	Radio	20	74
13.	Tape recorder	22	81.4
14.	Television	11	40.7
15.	V.C.R.	5	18.5

* Out of 27 for each teaching aids.

Table No. 22 shows number anu percentage of I standard teachers using teaching aids for developing English skill among pupils.

Observation and Interpretation

From Table No. 22, it is seen that there are 14 teaching aids used by I standard teachers while to teach English skills among its. Out of

these, the maximum number of teachers i.e. 100% of the teacher used the teaching aids 'Pictures', followed by Charts (85.1%).

The other teaching aids such as 'Flash cards' and 'Taperecorder (81.4%)', Radio (74%), 'Language Games (55.5%)', 'Postures (48.1%)', 'Slides (44.4%)', 'Television (40.7%)', 'Library (29.6%)', and 'Transparency (25.9%) are used by the teachers where as 'Film strips' and 'VCR' is used by only 5 teachers (18.5%).

It means that the maximum numbers of the teachers used 'Pictures' 'Charts', 'Flashcards' for developing English skills to pupils in the class. Language laboratory is not available in any school so teachers are not used it to teach English skills among pupils.

TABLE No. 23

NUMBER AND PERCENTAGE OF V STANDARD ENGLISH TEACHERS USING TEACHING AIDS FOR DEVELOPING ENGLISH SKILLS AMONG PUPILS

Sr. No.	Teaching Aids	Number of Teachers *	Percentage
1.	Pictures	24	88.8
2.	Charts	21	77.7
3.	Flash cards	19	70.3
4.	Slides	15	55.5
5.	Transparency	10	37
6.	Posters	17	62.9
7.	Film-strips	16	59.2
8.	Library (Books)	21	77.7
9.	Language laboratory	-	-
10.	Language games	18	66.6
11.	Models	16	59.2
12.	Radio	22	81.4
13.	Tape recorder	23	85.1
14.	Television	20	74
15.	V.C.R.	6	22.2

* Out of 27 for each teaching aids.

Table No. 23 shows number and percentage of V standard teachers using teaching aids for developing English skills among pupils.

Observation and Interpretation

From Table No. 23, it is seen that there are 14 teaching aids used by teachers while teaching to develop English skills among its. Out of

these, the maximum number of teachers used i.e. 88.8% of the teacher used the teaching aids like 'Pictures', followed 'Tape-recorder (85.1%)'.

The other teaching aids such as Radio (81.4%), Charts and Library (books) (77.7%), Television (74%), Flash cards (70.3%), Language games (66.6%), Postures (62.9%), Film strips and models (59.2%), Slides (55.5%) and Transparency (37%) are used by teachers where as 'VCR' is used by only 6 teachers (22.2%).

It means that the maximum numbers of the teachers of V standard used Pictures, Radio, Tape recorder and Charts to develop English skills among pupils in the class. Language laboratory is not available in any school so teachers are not used it.

TABLE No. 24

NUMBER AND PERCENTAGE OF HEAD MASTERS OF PRIMARY SCHOOLS HAVING PROBLEMS FOR TEACHING ENGLISH AS III LANGUAGE IN THEIR SCHOOL

Sr. No.	Problems	Number of Teachers *	Percentage
1.	Lack of knowledge of curriculum	12	44.4
2.	Teachers educational and professional qualification	20	74
3.	Ignorance of knowledge of subject in teachers	21	77.7
4.	Lack of Co-curricular activities	9	33.3
5.	Teachers training	7	25.9
6.	Lack of extra-work	16	59.2
7.	Lack of teaching aids	17	62.9
8.	Ignorance of knowledge of using teaching aids	13	48.1
9.	Ignorance of advanced knowledge	14	51.8
10.	Interference of mother tongue	18	66.6
11.	Lack of time	7	25.9
12.	Unhealthy surrounding of school	10	37
13.	Teachers response	15	55.5
14.	Quality of teachers teaching	19	70.3
15.	Over crowdedness of students	11	40.7
16.	Lack of various competitions	9	33.3
17.	Lack of fundamental things	17	62.9
18.	Lack of teachers co-operation	9	33.3
19.	Lack of Administrator's co-operation	6	22.2
20.	Lack of good evaluation	10	37

* Out of 27 for each problem.

Table No. 24 shows number and percentage of Head masters of primary schools having problems for teaching English as III language in their school.

Observation and Interpretation

From Table No. 24, it is seen that there are 20 problems faced by Head masters of school while teaching English as a III language in

school. Out of these the maximum number of Head masters i.e. 77.7% of the Head-masters faced the problem of 'Ignorance of knowledge of subject' followed by 'Teacher educational and professional qualification (74%).

The other problems such as 'Quality of teachers', 'Interference of mother tongue', 'Lack of teaching aids', 'Lack of Extra-work', 'Teachers response', 'Lack of fundamental things', 'Ignorance of advanced knowledge', 'Ignorance of knowledge of using of teaching aids', 'Over crowdedness of students', 'Unhealthy surrounding of school', 'Lack of various competitions', 'Lack of teachers co-operation', 'Lack of good evaluation' and 'Lack of Administrator's co-operation' are faced by Head-masters in the range of 33.3% to 74%.

It means that the main common problem is 'Ignorance of knowledge of subject' in teachers to teach English as a III language in school and 'Teachers educational and professional qualification' is also problem for teaching English as a III language in school.

TABLE No. 25

NUMBER AND PERCENTAGE OF I AND V STANDARD PUPILS HAVING PROBLEMS WHILE TEACHERS TEACHING OF ENGLISH AS A III LANGUAGE IN CLASS

Sr. No.	Problems of Pupils	Number of Pupils *	Percentage
1.	Lack of using of mother tongue by teachers in the class	80	84
2.	Teachers use of English language in the class	87	91
3.	Lack of Teachers good behaviour	67	70
4.	Lack of Teachers proper pronunciation	70	73
5.	Lack of Arrangement of various competitions	62	65
6.	Ignorance of use of various methods	45	47
7.	Comprehension of subject knowledge	32	33
8.	Interest in subject	13	14
9.	Lack of Opportunities	19	20
10.	Unhealthy atmosphere at school and home	28	21
11.	Lack of Time	17	17
12.	Lack of Good teacher	21	22
13.	Ignorance of use of teaching aids	67	70
14.	Evaluation of homework	23	24
15.	Group drilling	27	28
16.	Comprehension of content	33	34
17.	Lack of Language games	47	49
18.	Lack of Library books	37	38
19.	Lack of Parents co-operation	54	56
20.	Ignorance of teachers reading with proper pause, stress, intonation and speed	34	35

* Out of 95 for each problem.

Table No. 25 shows number and percentage of pupils of I and V standard having problems while teachers teaching of English according to introducing English as a III language in class.

Observation and Interpretation

From Table No. 25, it is seen that 91% pupils of I and V standard faced the problem of 'Lack of use of English language in the class',

followed by 'Lack of using of mother tongue by teachers in the class' (84%) while teacher teaching of English according to introducing English as a III language in class.

The other problems such as 'Lack of Teachers good behaviour', 'Lack of Teachers proper pronunciation', 'Lack of Arrangement of various competitions', 'Ignorance of Use of various methods', 'Comprehension of subject knowledge', 'Lack of good opportunities', 'Unhealthy atmosphere at school and home', 'Lack of time', 'Lack of Good teacher', 'Lack of use of teaching aids', 'Evaluation of home work', 'Group drilling', 'Comprehension of content', 'Lack of language games', 'Lack of library books', 'Lack of parents co-operation' and 'Ignorance of teachers reading with proper pause, stress, intonation and speed' faced by the students of I and V standard in the range of 17% to 80% while teachers teaching of English according to introducing English as a III language in school. Only 14% student faced the problem of 'Lack of interest in English subject' while learning English as a III language in the class.

It means the main problem of students is 'Lack of Teacher's using English language in class' while teachers teaching according to introducing English as a III language in school. Student should not understand properly teacher's teaching of English in English language.

Analysis and Interpretation

The interview of the Block Education Officer of Hatkanangale Taluka.

The researcher also interviewed the Block Education Officer of Hatkanangale Taluka. From the interview, it is seen that the Block Education Officer of Hatkanangale Taluka faced the problem of 'Teachers training of teaching English' while to introduce English as III language in the school. He also experienced the problems such as 'Teachers professional qualification', 'Teachers interest in subject', 'Teachers ability to teach English in only English language', 'Teachers use of mother tongue in the class', 'Teacher knowledge about subject', and 'Teachers advanced knowledge about the subject' while introducing English as a III language in the schools. He also agreed with problems of 'Surrounding of schools' and 'Lack of teachers using of teaching aids in school' by teachers while teaching English in the class'.

He also suggests that for the good output, teachers should work in extra time and try to develop English skill in the pupils. He also not satisfy about various educational policies of education.

RESULTS

1. Twenty nine percent teachers of I standard were graduates (Table No.1).

2. Seventy seven percent teachers of V standard were trained graduates with B.Ed. degree (Table No.2).

3. Sixty three percent teachers of I standard were not graduates. Only seven percent teachers were graduates with English subject (Table No.3).

4. Seventy four percent teachers of V standard were not graduates with English subject. Only twenty six percent teachers were graduates with English subject (Table No.4).

5. Twenty six percent teachers of V standard offered English method in training programme (Table No.5).

6. Teachers of I standard used the method 'Making use of mother tongue' for developing English listening skill among pupils (Table No.6).

7. Teachers of I standard faced the main common problems of 'Lack of own competence confidence in speaking English' and 'Ignorance of sound system', for developing listening skill among pupils (Table No.7).

8. Teachers of I standard used methods 'Giving different types of drills' and 'Using direct method' for developing speaking skill among pupils (Table No.8).

9. Teachers of I standard faced the common problems of 'Ignorance of various ways of oral work' and 'Ignorance of language games' for developing speaking skill among pupils (Table No.9).

10. Teachers of I standard used methods 'Using the word method' and 'Using the sentence method', for developing reading skill among pupils (Table No.10).

11. Teachers of I standard experienced problems of 'Ignorance of proper pause, stress and intonation' and 'Ignorance of proper speed' for developing reading skill among pupils (Table No.11).

12. Teachers of I standard used methods 'Encouraging the pupils to copy the matter written on the black board' and 'Giving proper practice of curves and circles of letters', for developing writing skill among pupils (Table No.12).

13. Teachers of I standard faced problems of 'Ignorance of mechanics of writing' and 'over crowdedness and bad furniture' for developing English writing skill among pupils (Table No.13).

14. English subject teachers of V standard used methods, 'Making use of mother tongue' and 'Group drilling of new words' for developing listening skill among V standard pupils (Table No.14).

15. English subject teachers of V standard faced the common problems of 'Lack of own competence, confidence in speaking English' and 'Lack of knowledge of various types of exercise' for developing English listening skill among V standard pupils (Table No.15).

16. English subject teachers of V standard used methods 'Arranging oral and picture composition' and 'Giving different types of drills' for developing speaking skill among V standard pupils (Table No.16).

17. English subject teachers of V standard faced the common problems of 'Ignorance of various ways of oral work' and 'Ignorance of various methods' for developing speaking skill among V standard pupils (Table No.17).

18. English subject teachers of V standard used methods, 'Using Alphabet method' and 'Using the word method' for developing English reading skill among V standard pupils (Table No.18).

19. English subject teachers of V standard faced the main problems of 'Ignorance of proper pause, stress and intonation' and 'Ignorance of pronunciation' for developing reading skill among V standard pupils (Table No.19).

20. English subject teachers of V standard used methods 'Presenting the teachers writing as model' and 'Giving proper practice of curves and circles of letters' for developing writing skill among V standard pupils (Table No.20).

21. English subject teachers of V standard faced the main common problems of 'Ignorance of mechanics of writing' and 'Over crowdedness and bad furniture', for developing writing skill among V standard pupils (Table No.21).

22. Teachers of I standard used teaching aids such as pictures, charts, tape recorder and flash cards for teaching English skills in the class (Table No.22).

23. English subject teachers of V standard used teaching aids such as pictures, tape recorder, radio, charts and television for developing English skills in the class (Table No.23).

24. Headmasters of primary schools faced the main problems of 'Ignorance of knowledge of subject' and 'Teachers educational and professional qualification' while introducing English as a III language in the school (Table No.24).

25. Students of I and V standard faced the main common problems of 'Teachers use of English language in class' and 'Lack of use of mother tongue in class' while teachers introducing English as a III language in class (Table No.25).

26. The Block Educational Officer of Hatkanangale Taluka faced the main problems of 'Teacher training for teaching of English' and 'Teachers educational and professional qualifications' while introducing English as a III language in schools.