CLASSROOM OBSERVATION ANALYSIS

5.0 INTRODUCTION :-

The present research aims at a study of teaching of English in some Marathi medium schools in Shirol Taluka. The analysis of responses to the questionnaire for primary teachers is already presented and interpreted in chapter No. IV of the thesis.

Now, in this chapter, an attempt is made to present and interpret the data gathered regarding the actual pedagogical practices in terms of the methodology followed, the teaching /earning processes in the classroom, and the nature of the interaction. One major aim of the study was to explore into the English language teaching at the grass root level. The policy of starting ELT from std. I has created a great controversy in Maharashtra. Our intention was to see the actual strategies adopted by teachers in primary schools to put the policy in actual practice.

Before we turn to the analysis and interpretation of the pedagogical practices in the classroom, let's have a brief theoretical review about methods and approaches to English teaching, techniques and strategies of classroom interaction.

Section I

5.1 METHODS AND APPROACHES TO TEACHING ENGLISH-

There are various approaches to teach English which have been used worldwide for ELT. There are traditional as well as modern methods and approaches about English. The methods and approaches for ELT are as follows.

1) The Grammar Translation Method:-

As the name itself suggests, this method implies a) the teaching of the second language grammar and b) the practice technique way translation from and into the target language. Grammar Translation Method dominated European and foreign language teaching for a century(1840 to 1940). In modified form it continues to be widely used in some parts of the world both west and East, even today.

Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules. According to this method, the first step in learning a language is to get at the meaning of words, phrases and sentences. So these were to be taught by memory of word for word

translation into the mother tongue. Here the first language (L1) is maintained as the reference system in the acquisition of the second language(L2). Students native language is the medium of instruction. Words are taught through bilingual word lists. Sentence is the basic unit of teaching as that can be translated.

The main principles underlying this method are 1) that translation interprets foreign phraseology the best. 2) that in the process of interpretation the foreign phraseology is assimilated 3) that the structure of a foreign language is best learnt when compared and contrasted with that of the mother tongue.

There was hardly any emphasis on the development of speaking skill in the second language. Learning the language the grammatical way, naturally led to the book orientedness of language learning. Half or more of the time is occupied by the mother tongue in a lesson and there is no direct contact with the foreign language.

II) The Direct Method:-

It is also known as the natural method. It has been used since traditional period 1866 in America. This method aimed at teaching foreign languages naturally in the manner in which the mother tongue

is acquired. It is an attempt to establish a direct or immediate bond between experience (of objects and ideas) and expression (the word for the object or the idea)

The ultimate aim is to enable the pupil to think in English i.e. 1) to express his thoughts and feelings directly without translation or without help of the mother tongue. 2) to enable him to grasp the sense of what he hears or reads in English as he grasps it in mother tongue.

However, there are some arguments about its drawbacks: the condition for learning SL are not the same as in the learning of our own language. The weakness of the method becomes apparent more in practice.

However, it is useful on its own level. It makes the active command of the language(Speech) all important.

III) Situational Language Teaching:-

The approach to language teaching known as situational language teaching was developed by British applied linguists during 1930-60. Two of the readers in this movement were Harold Palmer

and A.S. Hornby, the most prominent figures in British 20th Century language teaching.

The fundamental principle of this method provided a scientific foundation for the oral approach. Vocabulary development was considered an important component of reading proficiency. A special effort was made to develop classroom procedures suit to teaching basic grammatical patterns through an oral approach. The language context for a foreign learner first involved principles of selection(lexis and grammar) graduation (organisation and sequence determination)

IV) Structural Approach :-

The structural approach came forward as a result of the gradual fading out of grammar translation method and the failure of the direct method in teaching English speech.

The structural approach is nothing but an attempt at improvement upon the direct method. The basic principles do not differ from those of the direct method.

The syllabus is structural. It consists of structures. The syllabus gives all the teaching items very definitely in a graded order

and the order of priority is also fixed the principles behind graduation and priority are frequency of occurrence, range, usefulness in sentence building.

According to the structural approach formal arrangement of the words is very important.

The structural approach is thus a great improvement upon the direct method. The teacher is supplied with a well worked out definite syllabus. There is gradation and selection of words. It concentrates on the grammatical system, describing ways in which linguistic items can be combined.

There are many limitations of this approach. While exposing its drawback Williamm Littlewood remarks.

"The structural view of language has not been in any way superseded by the functional view. However, it is not sufficient on its own to account for how language is used as a means of communication" (Littleword, 1981,P1)

Thus structural Approach to language teaching is mechanical which concentrates only with the teaching of structures and vocabulary items in a mechanical way. •

V) Communicative Approach:-

A new awareness in the field of language teaching learning rocked the world in the seventies.

Wilkins (1970) and Littlewood were the pioneers of this new approach. In the words of William Little wood.

"One of the most characteristics features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view."

(Littlewood, 1981, P. No.1)

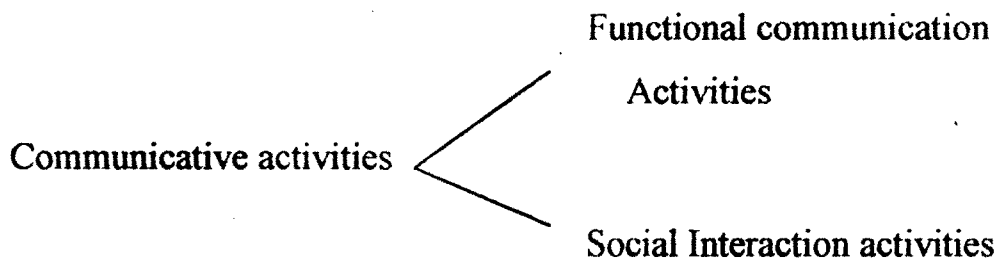While explaining the usefulness of communicative approach to language teaching he gives on example.
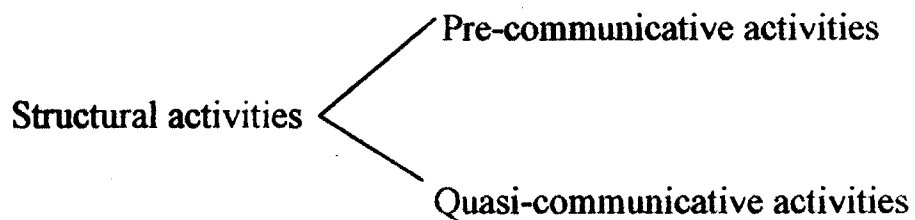
"Why don't you close the door?

From a structural viewpoint it is unambiguously an interrogative sentence. Littlewood here argues that different grammars may describe it in different terms, but none could argue that its grammatical form is that of a declarative or imperative. Thus communicative approach to language learning focuses on the 'functional' viewpoint.

i)   Methodological Framework:-

According to Littlewood there are two types of activities for language teaching. This methodological framework can be represented diagrammatically as follows:

Structural activities
  - Pre-communicative activities
  - Quasi-communicative activities

Communicative activities
  - Functional communication Activities
  - Social Interaction activities

a) Pre –Communicative Activities :-

Structural activities are set here to provide a point of departure for other, more communicatively oriented activities.

It provides learners with a fluent command of the linguistic system. The activities which create links between the language

forms being practiced and their potential functional meanings.

These are quasi communicative activities

b) In communicative activities, the learner has to activate and

integrate his pre communicative knowledge and skills in order to

use them for the communications of meanings.

III) Functional Meanings of Language:-

".....whereas the sentences structure is stable and

straightforward, its communicative function is variable and depends on

specific situational and social factors".

(Littlewood, 1981,P.2)

The single linguistic form can express a number of

functions. Communicative approach focuses on functional memory of

the linguistic form.

IV) Social Meaning of Language :

As Littlewood mentions that language carries not only

'functional' meaning, it also carries social meaning. The language can

help in determining the social atmosphere of the situation. It includes

level of formality and informality.

Thus, the recent approach has been adopted and accepted throughout the world.

5.1.1 ENGLISH LANGUAGE TEACHING METHODS AND APPROACHES IN INDIA –

India was ruled by the British nearly for one hundred and fifty years. Ultimately teaching English in India was greatly influenced. The changes in language teaching methods that took place in the world also took place in India. The main methods and approaches of teaching English in India are discussed below in brief.

1) Grammar Translation Method :-

This method is the oldest method of teaching English in India. It is as old as the introduction of teaching. English in the country. In spite of its demerits, it lasted for a long time and it is still used at some places in India.

As it is teacher-centered it helps the teacher in many ways. By this method foreign phraseology is quickly explained, rapid expansion in the vocabulary of the pupils can be made

language and

However, it cannot create the atmosphere of English speech

is neglected.

2) The Direct Method:-

The direct method came as a reaction to the translation method.

Its basic principle is that the pupils should think directly in the foreign

language. Translation is banished. It lays stress on oral work.

with good spoken English

But as this method requires ~~smart~~ teachers and ~~smart~~ pupils, it is

not suitable for average schools in India. There is a dearth of audio-

visual aids in most of the schools in India which are required in this

method. So , in spite of its merits, it was not welcomed and used in

many schools in India.

3) The Structural Approach:-

The structural approach was introduced in our country in 1950s.

~~That way it is a new approach~~. A number of researches have been

conducted in the field of teaching English and they have shown

considerable results *with the use of this approach* .

In structural approach the main emphasis is laid on the

mastery of structures or patterns of sentence and phrases and also on

the special features of the language which helps in the construction of sentence such as word order, structural words and a few inflexions in English.

~~It is notable that the learners of English in India has facilitated the approach for long times and given birth to further approaches.~~

4) Situational Approach:-

To teach a language in meaningful situation is called' Situational Approach'. It refers to an approach to language teaching developed by British Applied Linguistics from the 1930s to the 1960s. here language is primarily used to communicate thoughts, ideas, feelings etc.

The objectives of the situational language teaching method are to teach a practical command of the four basic skills of language, goals it shares with most methods of language teaching. In India, however the approach could not be popular and useful just like structural approach.

5) Dr. West's New Method-

Dr. West was the principal of the teachers training college,

Dacca. He studied the bilingual needs of an Indian child and

recommended the study of two languages for him from two different

stand points.

Dr. West has dealt with the teaching of reading and speech

only. According to him " Learning to read a language is by far the

shortest road to learning to speak and write it'. (Gadre, 1989,P-36)

Dr. West stressed the reading ability because according to

him Indian pupils have little opportunities to converse in English but

all have to get information from books.

Dr. Wests gives more importance to silent reading.

6) Communicative Language Teaching:-

The communicative approach in language teaching starts

from a theory of language as communication and its goal is to develop

communicative

linguistic competence. The approach tries to make students good

nearly

speakers instead of good listeners.

Since the last decade of the 20th century this approach was introduced in Indian education. Now a days we see the application of communicative approach in Indian schools and colleges.

5.1.9 TECHNIQUES OF ENGLISH LANGUAGE TEACHING :-

To make ELT influential and effective, the following techniques can be used during classrooms interaction

I)   Audio visual aids:-

Audio visual aids help communicate ideas directly and effectively to the listeners. The audio visual aids help in many ways in class room teaching. They make the learning process comparatively easy for the children and make the teaching process effective.

i) Classification of Audio-visual aids-

The Components of educational technology are as follows-

a) Method:-

The method is used for new devices such as team teaching programmed learning, micro-teaching etc.

b) Material:-

Material includes text books and other supported print material.

Textbooks play an important role in teaching English. Not only it guides students but also guides teachers with proper direction. The teacher should use textbook , hand books and other support material to make his teaching effective.

c) Media:-

It includes audio, visual and audio visual aids.

i)Audio aids:-

It includes gramophone, tape recorder, radio and language laboratory.

Tape recorder and radio can be used effectively for teaching nursery rhymes, short conversations etc.

ii) Visual Aids:-

It includes

1) Reality and Experience:-

Objects, models can be used effectively for introductory new words.

2) Pictorial Materials:-

Photographic materials representational work. It is used effectively for describing the picture.

3) Graphic Material :-

Block board, rolling board, charts, flashcards etc. make students better perception and it also saves time.

iii) Audio visual aids:-

T.V. combines a numbers of aids for teaching English tapes, models ,files charts, maps, diagrams and several others.

II) Classroom:-

There should be a separate classroom for ELT. Apart from its Physical facilities, it should be decorated with charts, pictures, models etc. The classroom should be away form noise. Audio visuals aids should equipped in the classroom.

III) Teacher in the classroom –

The pupils are better judges of teacher's personality begins right from the moment he steps into the class. Teachers facial expression should be cheerful, light hearted and encouraging.

He should be neatly dressed. Physical characteristics like voice, speech, writing style, habits matters much in ELT. The teacher ought to establish conventions by means of gestures and movements. He should not scold; humiliate or drive out the offending pupils.

The teacher should not make the classroom teacher fronted. The teacher however can group pupils in the way he desires to achieve may change the classroom arrangement into a circle, in rows for conducting language games.

The teacher has often to move around in the class to point to the pupil to elicit response to correct individual errors and to demonstrate a point or two.

5.1.3. METHODS SUGGESTED FOR ELT AT PL –

Primary teachers are guided to use specific methods at the early stage in a document, "Ingraji Vishay Abhyaskram" (Syllabus for English) (SCERT 2000, P- 11). These methods are suggested taking into consideration the age group of the students, their previous knowledge of language, the surroundings in which they learn English. While selecting the teaching

methods the importance is given on naturalness, fluency than correctness. This is a mark of the communicative framework .

The following methods are suggested for ELT at the early stage.

I) Situational Method –

To learn language in a meaningful situation is called situational Method.' The meaning of words or structures is not given through explanation but it is to be introduced from the way the form is used in situation.

The fundamental principle of this method provided a scientific foundation, for the oral approach. Vocabulary development was considered an important component of reading proficiency. Grammatical patterns are taught through an oral approach. The language context for a foreign learner first involved principles of selection (lexis and grammar and gradation) (Organisation and sequence determination)

II) Eclectic Method –

Eclectic means borrowing freely from various sources. Eclectic Method aims at taking the good points of the different method and making a comprehensive method. It tries to combine the best elements from different methods.

The language skills are introduced in the order speaking, writing understanding and reading activities are practiced orally, reading aloud and with the help of questions and answers.

III) Picture Method –

Picture Method implies teaching of English with the help of Pictures where an associative bond is formed between the picture and the sounds. It is so related with the structural or audio lingual method.

This method enables the learners to learn new language with the help of pictures provided by charts flashcards, OHP, cinema etc. It is a very effective method in teaching of vocabulary structures etc. It is basically used at the elementary level. (My English Book I and II, Preface)

IV)   Communicative Method-

Wilkins (1970) and William Littlewood were the pioneers of this new approach while defining the method W. Littlewood remarks, " One of the most characteristic features of communicative language teaching is that is pays systematic attention to functional as well as structural aspects of language combining these into a more fully communicative view." (Littlewood, 1981, P.No.1)

Communicative Method focuses on both ' functional Meaning of language' as well a 'Social meaning of language'.

After a brief review of teaching methods and approaches to ELT, techniques and suggested methods for ELT at the primary level, we intended to turn towards analysis and interpretation of classroom observation process.

SECTION –II

5.2 ANALYSIS OF CLASSROOM OBSERVATION –

This part of the chapter seeks to analyses the data and recordings obtained through classroom observation.

5.2.1 Procedure Undertaken for classroom observation :-

We visited the primary schools in Shirol Taluka during July to December 2002. 15 schools were selected for classroom observation. At first we explained about present research work with its objectives to the teachers and the head masters. Then we requested the H.M. for permission to go to the classrooms and observe the actual pedagogical practices in the classroom. Some of the schools were already familiar with our intention as we had already visited them for collecting data for the questionnaire. In some schools, the H.M. and the teachers gave permission quickly. But in many schools, both the teachers and the Head Masters were reluctant to grant us permission. The teachers resisted such kind of observation. However when we explained our intention and assured them about its harmlessness, only then did they allow us to observe the classrooms. Some of the teachers requested us to schedule postpone our observation and asked us to come on another day probably because they wanted to prepare some units to teach. We accepted their ~~proposal~~ request.

In all 15 lessons were observed covering 3 lessons of std. I and 4 lessons each for std. II, III and IV.   The procedure of observation schedule is noted in the following tabular from.

Table No . 11.1

Sr. No.	Std.	Periods Observed	No. of Schools
1	I	03	03
2	II	04	04
3	III	04	04
4	IV	04	04
Total		15	15

The classroom interaction procedure was attempted with the help of 7 criteria. These criteria are as follows:

1) **Use of teaching aids and materials.-**

2) **Objectives of the Teaching Unit –**

3) **Methods used by the teacher in the classroom –**

4) **Presentation (Steps used by the teacher to present the content)**

The process of presenting the content -- introduction,

explanation, illustration, simplification, repetition, and exercise task all are recorded here. How interaction was generated in the classroom provided etc. one recorded in this criterion.

5) Students Response –

6) Use of Mother tongue –

7) Overall Impression of the class –

Here the general impression gathered about ELT, its results, success, limitations and change in behavior of the students are observe

Apart from these criteria, other formalities like class, division, strength of students name of the teaching unit etc. are carefully mentioned.

5.2.1 CLASSROOM OBSERVATIONS –

The Government of Maharashtra has introduced English at the primary stage. The textbook prescribed for Std. I is "My English Book I". It is based on the situational and communicative approaches to language teaching. "My English Book Two" which is prescribed at std. II is also based on situational and

communicative approaches. Both the texts include pre-communicative activities like giving instructions, asking questions and communicative activities like giving nursery rhymes short conversation, etc. There are 8 units of std. I & 5 units for std. II. All the units concentrate on functional activities like manners short conversations, identifying the picture etc, Both the texts are child centered .

Teachers are guided specially by including 'Teachers Page'. Pronunciation of words is given as well to help the teachers.

5.2.2. OBJECTIVES OF TEACHING UNIT-

(STD I & II)

Sr. No.	Objectives	No. of Observed Periods							Total I + II =
		Std- I			Std-II				
		I	II	III	I	II	III	IV	
1	Listening	1	1	1	1	--	--	1	3 +2 =5
2	Speaking	1	1	1	1	1	1	1	3+4 =7
3	Reading	--	--	--	--	--	--	--	--
4	Writing	--	--	--	--	--	--	--	--
5	Vocabulary Learning	--	1	--	--	1	--	--	1+1 =2
6	Introduction of New words /Figures	1	--	1	1	1	1	1	2 +4 =6
7	Enrichment of English with Marathi	--	--	--	--	1	--	--	0 + 1 =1

In all nearly seven objectives are set for different teaching units. These can be divided into two groups: basic skills and lexical attainment.

i) **Basic Skills –**

Out of 7 lessons observed for std I(3) and std II (4), 5 lessons Contain the objective of development of listening skill.

All the observed lessons are devoted to the development of speaking skill.

At the early standards (I&II) only two basic skills are introduced. These are listening and speaking. Throughout the teaching period teachers were observed to have given sufficient ear training and speaking habit formation. The nursery rhymes 'Johnny Johnny' 'I Hear Thunder' Observed in the classroom give sufficient ear and vocal training for functional development of students' linguistic abilities In teaching nursery rhymes teacher sings with action and students follow him.(Appendix IV)

ii) Lexical Attainment –

It includes vocabulary learning , introduction to new words of animals ,birds , vegetable etc.

Very simple words like names of vegetables – potato, pumpkin, animals- lion , bear, rat etc. figures 1 to 10 are introduced at this level.

5.2.3. CLASSROOM SITUATION –

The situation of the classroom where the lessons for std I &

II were observed was far from satisfactory. In some schools, the

classroom was overcrowded (K.V.Mandir, Shiradwad). There is

lack of physical facilities which are necessary for ELT. There was

no seating arrangement. The students had to sit on the ground.

The Classrooms were teacher fronted.

Teachers dressed neatly and seemed enthusiastic. Students

were in their uniform. In one school (K.V.M.Takali) two students

were without uniform. Students welcomed teacher and researcher

in English. They were curious about the presence of researcher.

5.2.4 PRESENTATION-

The steps generally used by the teachers at std I& II are

i)   Introduction-

By showing chart, explaining the situation asking question

etc. Teacher introduced the lesson. E.g. for std I, unit No.4 Look ,

listen and say" the teacher shows a chart of picture of farmer and

asks to identify the picture. (Appendix IV) The language of

instruction was Marathi. For the whole period the teachers showed

nine pictures & told the students their English names. The teacher

arranged some activities like drilling, loud reading and exercise –

changing the sequence of the chart & askedto identity them.
and

It was teacher fronted classroom

2) Unit NO. 3 "Listen And Answer" std. II "A Colour Game"

(Appendix IV)

It was a functional communicative activity. The teacher

used communicative method and introduced the colour names with

the help of language Game. The teacher after explaining the

activity divided the class into two groups. He used the following

steps.

i)   The teacher showed flashcards of different colours and told their

names in English loudly and asked students to follow it.

ii)   He showed flashcards of particular colour and practice it.

He explained association between colours and pictures e.g. green-

parrot

iii)   He repeated the action for different eight colours and 8 pictures.

iv)   Formed the two groups - color group & their pairing object

group.

Colour Group	Picture /Object Group
Red	Tomato

v) Repetition of the action .

Teacher moved throughout the classroom, to guide the children to identify correct picture and their color He worked as a monitor.

III) Std I : Language in Action

"Johnny Johnny"

For the presentation of the song the teacher used the following steps The teacher sang the nursery rhyme in rhythm. Its tone and style of rendering were Indian.

i) Teacher instructed the students about particular actions which matched the words of the song.

ii) Sang the poem with action & asked students to follow it.

iii) Repetition.

The teacher always stood in front of the students. The medium of instruction was Marathi. At first students could not understand the meaning. Teacher explained it in Marathi (Appendix IV).

5.2.5 Methods used by the teachers in the classroom :

This criterion includes, observations of the teaching methods used by the teacher.

The table given below shows use of various methods in the classroom..

Table No. 5.2.5

Methods used (Std. I & II)

Sr. No.	Methods	Std I (3)	Std. II (4)	Total I + II
1	Picture Method	1	-	1+0=1
2	Translation Method	1	3	1+3=4
3	Alphabetical Method	-	-	-
4	Playway Method	1	3	1+3=4
5	Song (Rhythmical) M.	2	1	2+1=3
6	Action Method	1	-	1+0=1
7	Incidental Method	-	-	--
8	Direct Method	-	1	0+1=1
9	Question-Answer M.	-	2	0+2=2

The data collected in Table No 5-25 gives statistical picture about the use of teaching methods in the classroom. 3 lessons for std I & 4 lessons for std. II are observed.

According to the data the teachers use innovative methods apart from the methods that one suggested. Picture method is used for vocabulary learning. Majority of teaches have used Play way Method & Translation Method not a single teacher has used Incidental Method.

The statistical data explains that the teachers use variety of methods. The teachers tend to use more than one method at a time. For instance for the unit No.3 Language in Action" "Listen and Act', The teacher uses 'Action Method' as well as 'Rhythmical Method'. At first he sings the poem in a rhythm and asks students to follow him. Then he uses actions appropriate to the situations. e.g. The teacher touches his ear and sings a line" Hark don't you".

5.2.6 Students Response –

It is the students who are the center for the whole teaching learning process.

For the stds I and II talk by pupils in response to teacher

noted. But the freedom given to pupils to express their own ideas and to raise difficulties is very limited. Only few incidents from std. I & II are recorded about pupils response. For unit 'Johnny Johnny", a nursery rhyme, students at first were unaware about the word 'Johnny'. One pupil asked its meaning. As these names are culturally alien to them, they had problems understanding the fun in the songs. But they seemed to be enjoying the rhythms and the action of collective singing.

Majority of children were engaged in the activity. However some students could not get the meaning of action some times e.g. "Who are you" "We raise our trunk'.

There were some periods of confusion in which what the teacher was trying to communicate simply could not be understood by the children.

5.2.7 Use of Mother tongue.

V.V. Yardi, in 'Teaching of English in India Today' writes, "Although pedagogically speaking it may be desirable to teach English mostly through the medium of English, this may not

always be practicable – A survey of teaching practices in our schools and in quite a few of our colleges, the latter mostly in small towns would reveal that translation into the mother-tongue constitutes a large part of what goes on under the name of teaching English (Yardi,1987,P.45)

A number of Educationists, intellectuals are against the use of Translation Method. C.L. Dodson (1967) remarks, "The foreign language learner's initial desire and essential requirement for efficient learning is to know the FL (Foreign language) equivalent used in familiar situations. (Dodson,1967 P.91)

Yardi supports the use of Translation Method, saying that it cannot be denied that translation has a place in teaching English.

For std. I& II teacher have used Marathi as a Medium of instruction for ELT. All the teachers for std. I & II used Marathi for introducing the topic, giving instructions, explanations, to get the meaning clearly.

The researcher never came across any teacher using English for giving general instructions.

5.2.8. Overall Impressions –

For the std. I & II, we came across teachers behaving very artificially in the classroom. They were too strict about the discipline. This meant that the students could not say anything else in the class except what the teacher allowed them. This raised the question whether children could really have English language experience. Also if the materials are based on the communicative principles, then the actual classroom practice did not favour the use of this method in the classroom. On the contrary, this was a case of the communicative textbook/material being taught in the perfectly traditional manner. Apart from this major observation, there were some other general impressions as well.

1) Pupils enjoy nursery rhymes just like Marathi nursery rhymes.

2) More teaching aids should have been provided.

3) Lack of listening practice is noted.(Appendix IV).

SECTION - 3

5.3 :"Classroom Observation Analysis"   Std. III and IV

LEVEL OF THE STUDENTS –

The age group of the students learning in the std. III and IV is between 8-10 . These students have studied English for two years at std. I and II from the std. III, two skills are added & these are reading and writing.

Section III attempts analysis of classroom observation for Std. III & IV.

5.3.1 OBJECTIVES OF TEACHING ENGLISH

(Std. III&IV)

Table NO. 5.3.2

Sr. No.	Objectives	No of Observed Periods Std. IV								Total
		I	II	III	IV	I	II	III	IV	III + IV =
1	Listening	1	-	1	1	-	-	-	-	4+0=4
2	Speaking	1	-	1	-	-	-	1	-	2+1=3
3	Reading	-	1	-	-	1	1	-	1	1+3=4
4	Writing	-	1	-	-	1	-	1	-	1+2=3
5	Vocabulary learning	-	1	1	1	1	1	-	1	3+3=6
6	Introduction of alphabets	-	1	-	-	1	-	1	-	1+2=3
7	Introduction of new words	-	-	-	-	-	1	-	-	0+1=1
8	English Manners	1	-	-	-	-	-	-	-	1+0=1

According to the statistical figures in the table above the objectives of teaching English for Std.III and IV are recorded. 4 periods each for Std.III and IV are observed as a sample.

3 lessons out of 4 aimed at development of listening. For Std.IV not a single lesson was noted aiming at the development of listening skill.

The secondary skills- reading and writing are introduced at this level. 1 for std.III and 3 for Std. IV desired to develop reading skill.

Six periods out of 8 aimed at vocabulary learning. At the Std.IV functional meanings of English were taught.

5.3.3.2 METHODS USED BY THE TEACHER :

Table No. 5.3.2

Methods used.

Sr.No.	Methods	Std.III	Std.IV	Total III + IV
1.	Picture method	1	2	1+2=3
2.	Translation Method	2	3	2+3=5
3.	Alphabetical Method	1	1	1+1=2
4.	Play way Method	--	1	0+1=1
5.	Song Method (Rhythmical)	1	1	1+1=2
6.	Action Method	1	--	1+0=1
7.	Incidental Method	1	-	1+0=1
8	Direct Method	1	-	1+0=1
9	Question Answer Method	1	-	1+0=1

The data collected in Table No.5.3.3 gives statistical picture about the use of teaching methods in the classroom.

Picture method is used for Std.III for one sample lesson and for Std.IV for 2 sample lessons. Translation Method is used by the majority of teachers. Alphabetical, play way, song method all the methods are used here.

It is clear that primary teachers use additional methods than suggested in the curriculum. However there are some inappropriate methods found its use. E.g. The use of 'Picture Method' at this level should be restricted. But here it has been used freely.

There are no attempts noted for developing writing skill.

5.3.3 STEPS USED/PRESENTATION :

The lesson is presented generally with the help of following steps.

i)   Introduction - Showing charts, flashcards, pictures in the text book etc.

ii)   Explanation – various examples, activities, question- answer interaction.

iii) Loud reading by the students.

iv)   Repetition and drill.

v)   Exercise.

A) Std. III :-

Content - Nursery song " Hush Baby".

Following steps are used For teaching the nursery song.

i)   Teacher asks pupils to look at the picture in the text carefully &

Asks questions to describe picture in Marathi.

ii)   Interprets the situation. Meanings of TL made explicit in native

Language.

iii) Teacher sings the song in rhythm twice and it is followed by the

pupils. Indian cultural style and tone is used for singing.

iv)   Stanza wise singing of the rhyme in action. Teacher moves

around the students instructs for particular action in mother

tongue.

v)   Repetition. Here students are imitating the model.

vi)   Exercise : Appropriate utterance is focused upon.

It is teacher fronted classroom. Teacher acts as a model. No

other instances of listening practice except the words in the song.

The learners are encouraged to engage in an active process of

listening for meanings.(Appendix IV).

b) Std. IV :

Out of 15 sample periods, 4 lessons for Std.IV was

observed. The Observation includes variety of personal and social interaction activities such as introducing new words, relationship in family, developing listening activity etc.

One of the representative classroom observation is presented here.

Steps used in presentation :

i) Teacher instructs about the game. He uses Marathi as a medium of instruction.

ii) Shows flashcards and expelling words. There are a flashcards which include names of the classroom furniture.

iii) Arranges the seating arrangement in a circular way.

iv) Asks the student in a group to identify the place mentioned in the word & select their place.

v) Repeats the game for different groups.

vi) Drilling.

Some students who are not included in the group tempted to make noise. Only the words of the furniture are used in English. All the other activities have been instructed and guided by the Teacher in Marathi.(Appendix IV)

5.3. 4 STUDENTS' RESPONSE :

Students question*ask* about different situation and their

difficulty*es*. Obviously the medium of instruction was Mother

tongue. For a language game 'In the Classroom' students

mentioned their own ideas to prepare names of the flashcards *with*

students name. The teacher accept*ed* the proposal enthusiastically

and promised them to arrange it in the next period.

For Std. III, Content Unit No.1 'Visitors in the classroom ,

many students responded positively to the classroom manners.

Students *we* are noted to be curious while describing the picture of

rural and urban area for std.IV.(Appendix IV)

For Std.IV Content Unit No.2, 'Look, Listen and Act',

students were happy in knowing the family relationships. One of

the students asked a question "What is called *the English word* for a friend".

(मित्राला इंग्रजीत काय म्हणतात ?)

Students' enthusiastic response is noted in learning nursery

rhyme and more in playing language games.

5.3.5 USE OF MOTHER TONGUE :

The theoretical frame of reference is discussed while

analyzing Classroom observations for Std.I & II about the use of

mother tongue.

It is notabe that the teachers use too much Marathi during

ELT.

All the instructions, explanation, illustrations etc. are carried

out in Marathi. The teacher is never found to use English

practically in the classroom.

About the use of mother tongue the documentary "Ingraji

Vishay Abhyaskram" by MSCERT,2000 supplied to primary

teachers mentions clearly that though English is launched at the

std.I, it should be taken into consideration that, English is not

the pupils' mother tongue. Use of mother tongue is inevitable in

teaching of English. But the teacher must use it only for restricted

period and wherever necessary.

While presenting the danger of use of mother tongue in TEL

M.S. Sachdeva remarks.

"The two languages i.e. English and mother tongue widely

differ from each other. Their systems, spellings, sounds structures

etc. are quite different. If the learners continue using mother tongue, there will be every likelihood of committing mistakes in English." (Sachdeva1992, P,234).

Excessive use of Marathi (Mother tongue) is recorded during the classroom interaction. It is observed across that teachers are tempted to use Marathi frequently. Though it is true that Marathi can-not be avoided in Teaching English and we are not of the view that English should be taught using 'Direct Method' only. But, excessive use of Marathi tends to harm students' ability to learn English. As the teacher is the only means of ear training (Practice) for the students, the teachers are expected to use maximum English. As M.S. Sachdeva points out, "But this does not mean that the use of mother tongue is harmful in the teaching learning of English language. In fact excessive use of it is dangerous. Thus judicious use of mother tongue should be made as an aid. It should be used as a means not as an end in itself." (Sachdeva,1992, p.235).

5.3.6 OBSERVATIONS REGARDING SKILLS OF READING AND WRITING :

At Std.III and IV. Secondury skills-reading and writing are Introduced. Its preparation is expected at the Std.I and II. Actual skill of reading and writing begins at the std.III and IV. Before discussing the recordings about the observations regarding reading and writing, let us take a very brief theoretical frame of reading and writing.

i) READING :

Reading does not mean only saying what is written down but it is a way to understand. Reading does link to speaking. The reading activities should be based on three types of information.

i) Visual information from written symbols.

ii) Phonological information and

iii) 'Semantic information from the conventional meanings associated with the words as sounds and symbols.

All these three type constitute skillful reading. There are number of activities provided to teach the students how to speak the words and produce certain sounds. It includes by showing

actual objects, the teacher tells the names of the things, using charts or flashcards, using black-board, some drills of words or sentences may be given in chorus, games of recognition and comprehension.

For the Std.III, units like 'Match the same words' aims at developing reading skill. Here the teacher taught reading by using flash cards of pictures and their names. Then the teacher showed the flashcards of names and asks students to read it.

For the Std.IV, units like 'Match the same words," L , Listen And Repeat', with the help of language game provides basis for developing reading skill. In the unit. 'In the classroom' teacher circulates flashcards containing names of classroom equipment's like chair, table, window. After explaining the words and instructing about the game the teacher gives training for reading.

ii) WRITING :

While teaching writing the teacher should not start from

a,b,c, And go upto z. (Sachdeva, 1992, 192). The alphabets are taught according to the convenience of the learners so that they may not face any problem. There are some techniques like:

I) over writing:students are asked to copy what is written,

II) with the help of flashcards students write down the same thing from flash cards in their notebook,

III) with the help of black-board-students are asked to copy down what is written on the black-board,

IV) By using substitution table.

At the std. I & II, students are provided with pre-writing activities. The actual writing activity begins from Std.III and IV. Students are expected to write their names, names of their friends and other things they like and know, to write their daily diary and various feelings.

At the Std. III in a unit 'Match the same words' the teacher asked the pupils to match the words in the flashcards and then be asked to copy the names from the flashcards in their notebook. Thus here the teacher provides words with the help of flashcards and students notedown these names in their notebook. Majority of students used four lined notebook.(Appendix IV).

At the std.IV, after introducing the words (names of equipment's in the classroom, the teacher asked to copy down the names in the flash cards in their notebook. Teacher instructed students to use four lined notebook.

Thus reading and writing skills are introduced only at a rudimentary level at this stage. It includes reading and writing of words. Students are not exposed with reading and writing of sentences.

5.3.3 Overall Impression :-

There are some general impressions noted in the observed classes of Std III and IV

i)   The method of teaching prepositions was very effective.

ii)   It is the action song which the students liked most.

iii)   Students participate enthusiastically in playing language games

iv)   Lack of sufficient ear training in the classroom of English hampers students development of speech ability in Target Language.

5.3.8 Conclusion:-

The present chapter was an attempt to analyze statistically and descriptively classroom observations. We have following conclusions.

1) Students are introduced to listening and speaking skills at std. I and II and reading, writing at std. III and IV. Students develop good base for listening and practice but they read and write only words. They can not read or write sentences.

2) Minimum teaching aids are used wherever necessary e.g. flashcards, charts and blackboards.

3) Excessive use of translation method is what we came across. While instructing, explaining teacher used Marathi excessively, this was probably because the teacher doesn't know the language.

4) Variety of methods are used by the teachers.

5) Teachers present the content step by step from introduction to exercise drill

6) Students participate enthusiastically in singing nursery songs. However they confuse in other activities.

In short we may say that our classroom observations indicate that the teaching of English at the primary level suffers from many

problems. The first problem is that teachers themselves do not have adequate command over English. Apart from reading the materials prescribed, and which they have to use in the classroom, they simply do not know anything else. As a result they have to depend on using Marathi all the time in the classroom. The teachers themselves do not possess the necessary skills in reading, writing and speaking English. They seem to use some teaching aids but beyond that when it comes down to actually developing the students' communicative competence, they are simply helpless and ineffective. This indicates that there is great need to train the teachers in English itself since they appear not to have even the rudimentary communicative competence. As a result of the lack of their own knowledge, they end up using Marathi most of the time, or sometimes use traditional methods for using communicative materials. They need training in developing the basic minimum proficiency in the English language. The situation also reflects the problems created by the mismatch between the traditional ideology of classroom culture and the different, more open type of classroom culture required by the materials.

The students on the other hand, were found to tremendously enjoy singing songs and listening to the new language. This indicates that the main problem does not lie in the materials but in the teachers themselves. We arrive at the conclusion that if the teaching of English has to be successful at the primary level, the teachers first need to be helped with their knowledge of English.