

AREA / SUBJECT :Teaching English

STAGE :Primary

ಕಿಡಿಪಲ :“ A Study on Status of Teaching of English Language in Primary Schools in
Bangalore Rural District.

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INTRODUCTION:

India is essentially having multi language culture. English language has been recognized as an important language in several ways like a national link language, as a world link language and as a Library language. Majority of educated people use English for speaking and reading throughout the planet.

The Karnataka State has introduced the first language as local language Kannada and Second language is English. The language is introduced from 5th Standards onwards. With lot of efforts and due to globalization, in 2019 onwards, English language was introduced from preprimary schools. The present study is thrown light on issues and challenges of teachers to teach English language, lack of infrastructure. This is trying to evaluate the students to understand the participation level in learning of English language.

2. OBJECTIVES OF THE STUDY : To find out the school related problems faced by the teachers in teaching English language at primary.

1. To study the availability of appropriate instructional resources to teach English.
2. To find out the problems related to the background of the teachers.
3. To identify the different methods of language teaching among the teachers.
4. To find out the relationship between teaching experience and extent of the problems faced by the teacher in teaching English.

3. METHODOLOGY; The data was collected from following strategy were designed;

1. **School and teacher information tool** - This tool was designed to collect status of physical infrastructure data on schools, as well as classroom indicators. Professional details of teachers teaching English was collected.
2. **Classroom observations guidelines** - Grade-wise classroom observation tools were developed to observe English teaching in grades 1 to 7. Information such as teacher preparedness; teaching-learning process; classroom learning environment; teacher's competence; and ability to integrate the pedagogical strategies into teaching of English languages.
3. **Competency based Tests - Student Assessment Tools** - Competency based LSRW assessments administered included—oral for grade 1; oral as well as pen-paper tests for all students in 5th , 6th and 7th . The questions were based on grade appropriate competencies suggested in the curriculum. The tests were piloted before rolling them out. Test competencies were unchanged across nine cycles of test.
4. **Teacher perception** - Semi-structured interviews were employed to collect feedback.

5. **Parent's opinion:** The questionnaires were designed to understand the usages of English after the class hours.

Sample: The randomly selected the schools in Bangalore Rural District. In each Block have selected 4 schools and total 40 schools and 745 students were selected for the study.

4. FINDINGS OF THE STUDY:

1 Problems related to school facilities 20% of teachers have stated that the children do not have proper seating arrangements in the classrooms. 63.33% of teachers have said that their schools were not inviting language experts in teaching English. Few teachers reported in adequate classroom facilities.

2. Problems related to availability of instructional resources to teach English most of the schools were not taking the students outside for competitions in English. 43.33% of 39 teachers reported lack of essential teaching aids for teaching English in the schools. 52.8% of the schools all the teaching aids are not available whenever they need. Half of the teachers felt that course book is not enough for developing language skills in students. Some teachers (23.33%) reported non-availability of English resource book. 30% of teachers reported non-availability of library. Majority of the teachers responded that library was not used for teaching – learning English. Most of the schools (83.33%) did not have sufficient reading materials in library. Only 20% of teachers reported that they were getting academic help from colleagues in matter of teaching.

3. Problems related to the back ground of the teachers 66% of the teachers have stated that they had their school education in Kannada medium. 34% of teachers had English medium as their medium of instruction during their school days.

4. Teachers (56%) had their college education (B.ED) in English medium.

5. More than 65% of the teachers studied English as specialization in B.Ed or M.Ed. 6. Out of that 26.66% of the teachers are participated in all the kinds of training programme which was organizing by the DIET and other agency on timely manner for capacity building.

5. IMPLICATIONS OF THE STUDY FOR SCHOOL EDUCATION : some remedial measures to teachers and students to effective learning of English language. are as follows;

- Essential teaching aids should prepared by the teachers in the schools for teaching English language to draw the attention of the learners and acquiring the skills of language.
- Teachers should create English learning environment in the schools to develop LSRW skills among the students.
- Teacher's resource books and text books should be provided in time to teachers and students respectively.
- The Course book should be made to develop language skills in the students.
- Teachers should be trained and encouraged to employ new methods and approaches to teach English language.