

PalArch's Journal of Archaeology
of Egypt / Egyptology

**"A STUDY ON TEACHING AND LEARNING OF ENGLISH AT
SECONDARY SCHOOL OF BARPALI BLOCK OF BARGARH
DISTRICT"**

Dr Nibedita Guru

Principal RNIASE Cuttack, Odisha

**Dr Nibedita Guru, A STUDY ON TEACHING AND LEARNING OF ENGLISH
AT SECONDARY SCHOOL OF BARPALI BLOCK OF BARGARH
DISTRICT, -- PalArch's Journal Of Archaeology Of Egypt/Egyptology 17(12).
ISSN 1567-214x**

Keywords: secondary school, Learning, Teaching, Case Study.

ABSTRACT

In Odisha maximum secondary students failure in english otherwise english is a compulsory subjects. The present research consists teaching and learning process of english at secondary school. Ten secondary of barpali block of bargarh district, 10 english teacher, 10 headmaster and 300 student of classix as an sample of the study. Researcher use descriptive survey method and simple statistics to analysed and interpreted the data.

Introduction:

Progress & prosperity of nation depends upon our educational system. Every educational system imparting certain schools, colleges, clubs etc. Each field of education follows up curriculum. English as an important subject in present system of education. English is known, spoken and read by all educated people everywhere in the world. Children in different parts of world speak this language in their school either as the mother tongue or as a foreign language. Most of the countries of the world whose mother tongue is not English learn this as a second language for its cultural and utilitarian values. The people of India are no exception to it. English was the queen of languages. It was the language of administration and law courts. It was the lingua franca of the educated society. It was an easy means of getting government jobs. In every walk of life, it was the vehicle of thought and activity. English was the language of the ruling class; Indians were obliged to learn the language of their masters. When Muslims ruled over India, Indian's tried to learn Persian and Arabic. In the same way, Indians tried to learn English when the British ruled over India. English is accepted as the second language in India. In the words of **Gandhi**, "English is a language of international commerce, it is the language of

diplomacy and it contains many a rich literary treasures". It gives us an introduction that English has occupied an important place in Indian education. The National Policy on Education, 1986 and Revised 1992 recommended English as second language in secondary schools. In the state Odisha no doubt English is a compulsory course and in college and University of medium of instruction is English. I conclude that most of them failure in teaching English and afraid of English medium. So researched wants to study the status of teaching English in secondary school.

2. Need of the Study

In India, mother tongue is being taught as the first language and English is being taught as the second language carrying 100 marks each in the secondary schools. In some English medium schools, English and alternative English are being taught carrying 100 marks and 50 marks respectively. In all in the secondary schools in India English is being taught as a compulsory subject. In the context of Odisha, English enjoys the second position in the secondary school curriculum. English is being taught as a compulsory subject carrying 100 marks and pass mark is 30. It is needless to mention that English is a foreign language. It is an admitted fact that teaching of English involves different methods, skills, use of instructional materials and so on. Teaching of English, to a large extent, depends on the interest, attitude enthusiasm, urge for knowledge, skill of transmission of knowledge and above all, love for the subject. Teaching of English is definitely different from teaching of other school subjects. The researcher was curious to know the style and strategy of teaching English at secondary stage which has motivated him to conduct this study.

3. Statement of the study:

It was intended to study the teaching of English at secondary stages of bargarh district in odisha. Hence the problem was stated: "A Study on Teaching and Learning of English at Secondary School of Barpali Block of Bargarh District."

4. Operational definition of the terms used

Teaching & Learning In English:

The present research specifies the particular process by which the teacher teaches English Language and the student's response to the instruction of the same. Operationally in the English class room situations of English Language.

Secondary School:

In Odisha, primary stage includes the classes I to VIII and secondary stages includes the classes IX and X. Hence, a school having classes IX and X is designated as secondary stage. In Odisha, a secondary stage is popularly called High School stage. In ODISHA, some schools having six classes (classes V to X). These are also designated as secondary stage.

Barpali Block:

There are 12 block in bargarh district. Barpali one of the highlights block among the 12 block due to birth place of Gangadhara Meher. The researcher native and service place is barpali so he selects barpali block secondary school students as population.

5. Objectives of the study

The objectives of the present study were:

- i. To study the background characteristics of the teachers teaching English at secondary school of Barpali block.
- ii. To study the practices followed by the teachers teaching English in respect of (a) preparation for lesson, (b) presentation of the lesson, (c) method followed, (d) use of instructional materials and (e) evaluation.
- iii. To study the skills employed by the teachers teaching English in respect of (a) introducing lesson (b) questioning (c) probing questions (d) reinforcement and (e) explaining.
- iv. To examine the strength weakness of teaching English at secondary school of Barpali block.

6. Scope of the study:

i) This study covers only the teaching English. (ii) This study covers only secondary stages of class- ix. (iii) This study covers barpali block of Bargarh district of Odisha. (iv) This study covers the different variable of teaching English, like- (a) Preparation for lesson, (b) Presentation of the lesson, (c) Method followed, (d) Use of instructional materials and (e) Evaluation. V) This study English then the background characteristics of the teachers teaching English at secondary school Barpali block of Bargarh district. vi) This study covers the skills employed by the teachers teaching English in respect of (a) introducing lesson (b) questioning (c) probing questions (d) reinforcement and (e) explaining. vii) This study examines the strength weakness of teaching English at secondary school of barpali block of Bargarh district. viii) This study encompass the skills employed by the teachers teaching English in respect of (a) introducing lesson (b) questioning (c) probing questions (d) reinforcement and (e) explaining.

7. Delimitations of the study

The study was limited to the secondary schools of Barpali block. The study was limited to the Odia Medium secondary schools affiliated to the Odisha Board of Secondary Education. The study was limited to class IX students. This study deals only the teaching English.

8. Method of the study

Descriptive survey method has been followed in the present study.

9. Population of the study

The entire group from which the sample has been taken is known as population. A population consists of objects, person, attributes, qualities, behavior, inanimate objects such as cities, families, opinions of electorates of a nation and the like. Thus, the population is a well defined group of any of these. All secondary school of Barpali block constitutes the population of the study. All English teacher and headmaster constitute the population of the study. All students of the secondary school constitute the population of the study.

10. Sample of the study

On the basis of random sampling technique, 10 Secondary schools were selected for the study. The teachers teaching English in Cl. IX of the sampled schools were selected for the study. 30 students from each school were randomly selected for the study. Hence the total number of students in the study was three hundreds.

11. Tools used in the study

A great variety of data gathering instruments are being used in the acquisition of data in research. These tools are of many types and employ distinctive ways describing and quantifying the data. All such tools are categories under three headings. 1) Standardized instruments. 2) Self – developed instruments. 3) Recording of naturally available data.

For the present study researcher selected following self-made tools. 1) Questionnaire for the teachers. 2) Questionnaire for the students. 3) Observation Schedule.

12. Analysis and interpretation

Identification Data of the Teachers

In all, there were 10 teachers in the study. Of these 10 teachers, 6 were male (60%) and 4 were female teachers (40%). Thus, in the block of Barpali, more male teachers were found in the secondary schools. This is because of the fact that Barpali block of Bargarh district is a backward district predominated by Scheduled Tribe. The literacy rate of this district is low in general and women teachers are found in the higher secondary schools of this district.

TABLE .1 EDUCATIONAL QUALIFICATION OF TEACHERS

| Qualification | No. of teachers | Percentage (%) |
|------------------------------|-----------------|----------------|
| M. A. (in English) | 1 | 10 |
| M. A. | 2 | 20 |
| B. A. (with English Honours) | 2 | 20 |
| B. A. (with Honours) | 4 | 40 |
| B. A. (Simple Pass) | 1 | 10 |
| I.A | 0 | - |
| Metric | 0 | - |
| TOTAL | 10 | 100.0 |

It is seen from Table that the general qualification of majority teachers (40%) was B.A.(with Honours) pass. One percent teachers were B.A (Simple Pass) and M.A.(in English); 2 percent teachers were B.A(with English Honours) and M.A; No teacher had I.A. and Metric . It is to be mentioned here that for appointment as teachers in secondary schools, a candidate must have passed graduation. But before this new rule came into force, candidates having Metric/ I.A qualification were appointed in secondary schools. Moreover, in case of non-availability of teachers with required qualification (as it happens in backward district) relaxation is made for qualification.

TABLE 2 PROFESSIONAL QUALIFICATION OF TEACHERS

| Total number of teachers | No. of trained teachers | No. of untrained teachers |
|--------------------------|-------------------------|---------------------------|
| 10 | 8 (80.0%) | 2 (20.0%) |

It is seen that 80 percent teachers in Secondary School of Barpali block of Bargarh district are trained (C.T. or B. Ed) and the remaining 20 percent teachers untrained. Provision has been made by the government of Odisha in the department of school and mass education to give C.T or B. Ed training to these untrained teachers in the secondary training schools/DIETs/ Training collage on the state.

TABLE .3 TEACHING EXPERIENCE OF TEACHERS

| Experience (in Yrs.) | No. of Teachers | Percentage |
|-----------------------------|------------------------|-------------------|
| Above 18 years | 1 | 10 |
| 16-18 Years | 1 | 10 |
| 13-15 Years | 1 | 10 |
| 10-12 Years | 1 | 10 |
| 7-9 Years | 2 | 20 |
| 4-6 Years | 2 | 20 |
| 1-3 Years | 1 | 10 |
| Within 1 Years | 1 | 10 |
| TOTAL | 10 | 100 |

It is found that majority teachers (20%) had (7-9) and (4-6) years of teaching experiences in English. ELTI is providing special training programme for the Secondary School English teachers. It is found that only 80% teacher had received such training. Thus, quite a large number of English teachers have not yet received social training offered by ELTI.

TABLE .4 PARTICIPATION OF ENGLISH TEACHERS IN WORKSHOPS/ SEMINARS/ CONFERENCE / IN-SERVICE TRAINING PROGRAMMES

| Programmes | No. of teachers | Percentage |
|-------------------------------|------------------------|-------------------|
| Workshop | - | - |
| Seminar | - | - |
| Conference | - | - |
| In-service Training Programme | 4 | 40.0 |

It is surprising to note that no teachers had attended any workshop, seminar and conference. It is because of the fact that workshop, seminar and conferences are not organised by the Government or any agency for English teachers. However, 4 teachers (40 %) had participated in the in-service training programme conducted by Different teacher training institute which impart in-service training to Secondary School teachers in various school subjects in their catchment's areas. The said college had organised two in-service training programme on English for the Secondary School teachers of Barpali block of Bargarh district. Participation of English teachers in workshops, seminars, conferences and in-service training programmes is not at all encouraging, because new changes are taking place at every moment and teachers must be up-dated with latest information.

TABLE.5 LIKES AND DISLIKES OF ENGLISH TEACHERS FOR DIFFERENT ITEMS

| Items | Likes | Dislikes |
|--------------|--------------|-----------------|
|--------------|--------------|-----------------|

| | | |
|---------------------|---------|---------|
| Prose | 7 (70%) | 3 (30%) |
| Poetry | 3 (30%) | 7 (70%) |
| Grammar | 2 (20%) | 8 (80%) |
| Non-detailed | 5 (50%) | 5 (50%) |

It is quite amazing to mention that 7 teachers (70%) like to teach English prose while 3 teachers (30%) do not like to teach prose. Similarly, 3 teachers (30%) like to teach poetry while 7 teachers (70%) do not like to teach poetry. Teaching of English grammar is liked by 2 teachers (20%) and not liked by 8 teachers (80%), teaching non detailed is liked 50% and 50% not liked. Thus, it is concluded that many teachers prefer to teach English prose, followed by non-detailed, poetry and grammar. English teachers consider prose teaching to be prestigious. They feel that there is charm in teaching prose. As prose is a detailed study, much emphasis is being given on words and phrases. Non-detailed study does not give the pleasure as prose gives. Hence, teaching of non-detailed has secured the second position. Teaching of poetry has been given the third position. Teaching of poetry involves certain techniques which are completely different from teaching of prose and non-detailed. In teaching poetry, emphasis is being given on sound and beauty. To make poetry, teaching meaningful, effective and enjoyable depends on the efficiency of the teachers and many teachers are not so resourceful for this. Hence, majority teachers do not like to teach poetry. Grammar is full of rules. Grammar is in a constant change. It is difficult as compared to prose, poetry and non-detailed. Hence, few teachers like the teaching of English grammar and they are popularly known as 'grammar teachers'. Even if the teachers do not like certain items, yet they teach them because there are no other teachers to teach those items. In some cases, the teachers are forced by the heads of the institutions to teach those items.

TABLE .6 PLANNING AND PREPARING FOR THE LESSON

| Responses | No. of teachers | Percentage |
|------------------|------------------------|-------------------|
| Yes | 3 | 30 |
| No | 5 | 50 |
| Sometimes | 2 | 20 |
| TOTAL | 100 | 100.0 |

To make teaching effective, the teacher should lesson plan and prepare the lesson before teaching it in the class. For this, the teacher has to do a lot of exercise in locating difficult words and phrases; in devising right approach of their explanation; in consulting reference materials and dictionary and so on. But it is observed that 3 teachers (30%) prepare for the lesson whereas 50 teachers (50%) do not prepare and 20 teachers (20%) prepare sometimes. It is seen that the new and less experienced teachers prepare for the lessons. While some experienced teachers prepare occasionally; some others do not prepare at all. They manage the class because of their long years of experience. Instructional objectives play vital role in teaching learning process. Before teaching a topic, the teacher should frame instructional objectives, so that teaching will proceed along the right direction. Without clear-cut instructional objectives, teaching becomes vague. It is seen that 5 teachers (50%) formulate instructional objectives before their teaching. These teachers also try to

achieve the instructional objectives at the end of their teaching. One of the characteristics of an effective teacher is to organize the subject matter systematically. Without organization, teaching becomes a rudderless ship which knows no destination. Of the sampled teachers, 6 (60%) opined that they organize the subject matter systematically. English is a language subject and it is expected that every teachers of English should have his/her personal books. But it is discouraging to note that only 3 teachers (30%) do have personal books. Other teachers either borrow books from their school library or borrow books from their students.

TABLE .7 METHODS FOLLOWED BY THE TEACHERS FOR TEACHING ENGLISH

| Method followed | | No. of teachers | Percentage |
|-----------------|--------------------------------|-----------------|------------|
| 1. | Grammar and Translation method | 8 | 80.0 |
| 2. | Direct method | 2 | 20.0 |
| TOTAL | | 100 | 100.0 |

It is a matter of surprise that till today, 8 teachers (80%) do follow grammar and translation method to teach English and only 2 teachers (20%) do follow direct method to teach English. It is most unfortunate that majority English teachers follow a method which has been discarded and very few teachers follow the right method of teaching English. No doubt, teaching of English through grammar and translation method is easy, but teachers of English should not massacre the right method at the cost of their whim.

TABLE .8 REASONS FOR FOLLOWING GRAMMAR AND TRANSLATION METHOD

| Reasons | | No. of teachers | Percentage |
|---------|---------------------------------|-----------------|------------|
| 1. | It is easy to teach | 5 | 50 |
| 2. | It does not require more labour | 4 | 40 |
| 3. | It does not require aids | 3 | 30 |
| 4. | Lackof time for preparation | 1 | 10 |
| 5. | Easy for students to understand | 40 | 40 |

The reasons for adopting grammar and translation method by the English teachers of Barpali block of Bargarh district are: it is easy to teach (50%); it does not require more labour (40%); it does not require aids (30%); lack of time for preparation (10%) and easy for students to understand (40%).

TABLE .9 REASONS FOR NOT USING AIDS

| Reasons | | No. of teachers | Percentage |
|---------|--------------------------|-----------------|------------|
| 1. | Non-availability of aids | 4 | 40 |
| 2. | Aids consume time | 2 | 20 |
| 3. | Lack of interest | 3 | 30 |
| 4. | Lack of motivation | 1 | 10 |

It is observed that due to non-availability of audio-visual aids, 4 teachers (40%) do not use aids; 2 teachers (20%) do not use aids as aids consume time; 3 teachers (30%) do not use aids due to lack of interest; and 1 teachers (10%) do not use aids due to lack of motivation from the heads of the school. In every school, 'development fund' is being collected from students and a portion of this fund should be spent towards purchase of audio-visual aids. But this has not been done so far in many schools for which they do not have audio-visual aids. 'Aids consume time' is a misnomer. Aids facilitate learning. Aids make learning easier and quicker. A lot can be taught within short time. So 'aids consume time' cannot be accepted. Lack of interest is another factor for not using audio-visual aids. Teachers should develop interest for their profession. They should be honest and loyal to their profession. Lack of interest will spoil the entire educational system and the students. Hence, proper interest for teaching should be created among teachers.

Due to 'lack of motivation' some teachers do not use aids. The heads of the institutions should motivate the teachers for use of audio-visual aids. They should supervise the classes of the teachers and should give necessary guidance for use of aids. The teachers, who use audio-visual aids, use pictures and map. Mostly, other aids are not used frequently by these teachers. It so happens these aids are available in the schools and teachers do not bother to go for using other aids.

TABLE 10 REASONS FOR NOT INTRODUCING THE LESSON

| Reasons | No. of teachers | Percentage |
|--|-----------------|------------|
| 1 Lack of interest | 1 | 10 |
| 2 Lack of time | 1 | 10 |
| 3 Lack of aids | 2 | 20 |
| 4 Introduction consumes time | 2 | 20 |
| 5 Introduction is not necessary | 1 | 10 |
| 6 Teaching without introduction is the go of the day | 3 | 30 |

Due to Lack of Interest, 10% teachers do not introduce the lesson; due to lack of time, 10 % teachers do not introduce the lesson and due to lack of aids, 20% teachers do not introduce the lesson. Introduction consumes time is thought of by 20 percent teachers and introduction is not necessary is thought of by 10 percent teachers. A large majority of teachers (30%) do not introduce the lesson as it is not done by others.

TABLE 11 PLACE OF CORRECTION OF HOME ASSIGNMENTS

| Place | N0. of teachers | Percentage |
|----------------------------|-----------------|--------------|
| 1 In the class | 2 | 20 |
| 2 In my house | 4 | 40 |
| 3 In the staff common room | 4 | 40 |
| Total | 10 | 100.0 |

It is seen from table 4.12 that 2 teachers (20%) correct the assignments in the class; 4

teachers (40%) correct the assignment in their house; and 4 teachers (40%) correct the assignment in the staff common room. When the teachers find it free during arrangement class (sometimes in general class), 20% teachers correct the assignment inside the class; 40% teachers carry the assignments to their houses and correct them there; and 40% teachers do it in the staff common room during leisure house.

13. Major findings

As per the pilot study the researcher get some probable findings that is

- (i) Maxim English teachers can not followed proper teaching method.
- (ii) Remedial teaching not gives by maxim teacher.
- (iii) Minimum teacher use audio visual aids.
- (iv) Maxim English teachers can not followed grammar and translation method.
- (v) Maxim English teachers cannot explain English to English.

14. Conclusion

With the attainment of independence, the role of English in education and in the national life of Indians came to be seriously questioned. It became apparent that English could not continue to occupy the privileged position it had been occupying under the British. This became true. English remained in India, but in different status. It was made the second language. It was not made the medium of instruction.

For the English teacher, it is a challenge to do the teaching work effectively so that the young learners, without wasting anytime, can be profitably drawn in the venture of learning English. Successful English teaching depends on the interest of the teachers and they should create real lone and interest for the subject in order to discharge the noble work of teaching. If it is done, the children of the schools will be benefited and in turn the nation will be benefited as it is said- **“The Destiny Of India Is Now Being Shaped In Her Class Room”** (The Education commission 1864-66)

15. Bibliography

1. Applebee, A.N. (1993). Literature in the secondary school: Studies of curriculum and instruction in the United States. Urbana, IL: National Council of Teachers of English.
2. Belenky, M.F., Clinchy, B.M., Goldberger, N.R., & Tarule, J.M. (1986). Women's ways of knowing: The development of self, voice, and mind. New York: Basic Books.
3. Bentley, A.F. & Dewey, J. (1949). Knowing and the known. Boston: Beacon Press.
4. Dewey, J. (1916). Democracy and education. New York: The MacMillan Company.
5. Giroux, H. (1986). The politics of schooling and culture. Orbit, 17 (4), 10-11.
6. Kelly, G.A. (1991). The psychology of personal constructs: Volume one - A theory of personality. London: Routledge.
7. Langer, J. (1992). (Ed.). Literature Instruction: A focus on student response. Urbana, IL: National Council of Teachers of English.
8. McNeil, L. (1986). Contradictions of control: school structure and school knowledge. New York: Routledge.

9. Mezirow, J. and Associates. (1990). How critical reflection triggers transformative learning. In J. Mezirow and Associates (1990), *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning* (1-20). San Francisco: Jossey-Bass Publishers.
10. Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures*. (A. Rosin, Trans). New York: The Viking Press.
11. Rosenblatt, L. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, Il: Southern Illinois University Press.