CHAPTER I

INTRODUCTION

1.1 Need
1.2 Purposes
1.3 Background of Present Research
1.4 Observed Deficiencies
1.5 Remedies
1.6 Research Questions
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INTRODUCTION

1.1 Need

The problem of present research had emerged out of deficiencies in teaching English language at pre-secondary school level. Therefore, it had become necessary for me to introduce observed deficiencies and research questions arose accordingly.

1.2 Purposes

i. To explain background of present research

ii. To mention observed deficiencies responsible for present research.

iii. To mention research questions.

With these purposes I had introduced the rationales of present research as follows:

1.3 Background of Present Research

English language has occupied most important status in school curriculum and life. Everybody wants to have mastery in listening, speaking, reading, writing and conversing English because English is the language of international communication, science, information and technology. However, it is common
observation that a number of people face a number of difficulties in
listening, speaking, reading, writing and conversing English. This
fact has roots in deficiencies in teaching English at school level.

1.4 Observed Deficiencies

The fact mentioned in 1.3 compelled me to observe the
process of teaching and learning English at school level. I, being
teacher educator of methodology of teaching English, got
interested in studying present aspects of teaching and learning
English at school level. I had observed following deficiencies about
teaching and learning English at school level.

i. Most of the students think that English is a hard subject to
   learn and to study because it is a foreign language.

ii. Most of the English teachers think that it is difficult to
    teach English.

iii. The students are usually unable to use properly the
     communication skills viz. listening, speaking, reading,
     writing and conversing English with understanding.

iv. While teaching English understanding level of students is
    not taken into consideration and more emphasis is not
given on use of communicative approach.
v. The teachers make excessive use of mother tongue while teaching English. This becomes the obstacle for acquiring communication skills in English.

vi. There is a lack of use of multi-media while teaching English.

vii. The reason behind the observations mentioned above, is that more emphasis on using communicative approach and multi-media has not been given during practice teaching of English at Bachelor of Education level.

1.5 Remedies

These observations mentioned in 1.4 traced the need to apply remedies of training pupil-teachers to use multi-media and communicative approach while teaching English. As standard fifth forms the base of pre-secondary, secondary and higher secondary education, I thought that it was necessary to train pupil-teachers to use multi-media and communicative approach while teaching English to fifth standard.
1.6 Research Questions

The observations mentioned in 1.4 and the remedies mentioned in 1.5 developed the following questions in my mind.

i. What would be the effect of multi-media and communicative approach on teaching competence of pupil-teachers while teaching English to fifth standard?

ii. What would be the effect of use of multi-media and communicative approach in teaching on learning of English of fifth standard students?

*For years it was considered in appropriate for a researcher to use personal pronouns such as I, we, and so forth people thought, their use indicated a lack of objectivity. This changed however, when the second edition of the 'APA'S Publication Manual was published in 1974, Personal pronouns should be used when they are appropriate "I believe ..................", is preferable to "The present author believes .................."

As Best J. W., Kahn J.V. quotes "I believe", it is clear that active voice is preferable than passive voice while writing research report.