INTRODUCTION

The teaching of English in India, particularly at the school level, holds a very important place in the curriculum and is associated with problematic and controversial issues like, what to teach? and, how to teach? Yet it remains a fact that a language can not be taught but only be learnt.

Learning a second language on one hand can open up the chambers of enthusiasm and creativity while on the other hand it can be painful and worthless to the extreme. The difference often lies in how one goes about the target language and how a teacher helps in the process to make it a success. It is not the learner who needs any special innate quality but both the learner and the teacher need to do it well as it is needed.

Second language learning is a process of Learning another language after the basics of first have already been acquired. The learning of second language if desired starts around eleven years of age. However the acquisition of the second language includes learning of a new language in a foreign language context.

Learning and teaching are two inseparable aspects of the same problem because one can not develop any teaching strategy without going into the learning difficulties of the studies.

The choice of any method of teaching a language depends largely on the objectives of teaching the
language. There can be several objectives which in turn depend upon the needs of the learner. A child uses a language to make his own needs known, to influence others, to gain his ends, to make it clear that he matters. This is conative use of language. The affective use of the language helps the child to express his feelings, his emotions, his aspiration etc. The language the child produces for these purposes will have characteristics different from those used for other purposes still another purpose for which the child may use a language will be for eliciting greater information, greater accuracy greater rationality etc. This is cognitive use of the language.

The languages are taught with different purposes. First language (L1) or mother tongue is taught with all the three purposes i.e. cognitive, conative and affective purposes.

Second language (L2) is taught with purposes of developing cognitive and conative domains. When a language is relagated to a third language (L3) or a foreign language (FL) it has limited purpose. It is used to achieve working knowledge of the language for comprehension and translation. Languages whether they are taught as L1, L2 or L3, however, they then are learnt in a natural way. In learning these languages one has to develop all the four basic language skills, i.e.: listening, speaking, reading, and writing. It would be matter of emphasis. We may emphasise all or

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some skills while teaching.

In India English was taught as first language during the British period. It was the language of administration, legislation, judiciary. It was used in socio-economic life. After independence in 1956 at the CIEFL, it was decided that English can not hold the same position as it did during the British period. It should occupy the status of second language (L2). Kothari Education Commission has also gone into the problem of teaching a foreign language (FL). They suggested that English should not be the only foreign language in schools. Other FLs like German, French, Arabic, Japanese; etc. Should also be introduced. The three language formula was suggested by the Education Ministers Conference in 1956. The Conference resolved that a student should study three languages at Secondary school. Regional language or mother tongue, Hindi, where it is neither regional language nor mother tongue of a student and English. In states where Hindi is regional language a student should study a modern Indian language. Kothari education commission suggested that English should be taught as a "Library language".

**Design of study**

This chapter deals with significance of the problem. The contents of this chapter are as follows:
1. Statement of the problem:

"A Critical Investigation into the Methods of Teaching English in Secondary Schools of Aurangabad District".

2. Operational Definition:

Method of Teaching:- This means methods employed by teachers teaching English as third language.
Secondary Schools:- This means secondary schools where there are classes from V to X and VIII to X.

3. Method of Research:-

Survey method was used by the researcher and characteristics of survey method are discussed.

4. Objectives of the study:-

The researcher decided to collect the data about the methods of teaching English as 3rd language used in various schools of Aurangabad District with the following objectives.

1. To investigate teaching methods adopted by teachers of English.
2. To see whether the methods adopted for teaching prose and poetry are suitable.

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3. To investigate into methods of teaching grammar.
4. To survey the methods of teaching composition.
5. To suggest measures to adopt suitable teaching strategies.

5. Hypotheses:

1. The methods of teaching English as a second language or a third language employed by teachers of English are not appropriate.
2. Teaching of English is more examination oriented than objectives based.
3. Teachers teaching English are ill equipped and, therefore, teaching is in effective.
4. Lack of teaching gadgets does not permit teachers of English to use proper methods.

6- Selection of Population and Sample:

Random sampling, stratified or quota sampling incidental sampling, purposive sampling and steps in sample survey are discussed.

7- Tool for Data Collection:

Questionnaire technique is used because it is supposed to be the most flexible technique and much better and effective tool in comparison with other traditional tools.
8- Preparation of Questionnaire:

Two questionnaires were prepared. One was for the Head Masters and the other for the Teachers of English to collect information regarding personal and professional aspects.

9- Procedure of Administration of Questionnaire:

The Questionnaires were sent to all the Secondary Schools of Aurangabad District. The researcher tried to contact the schools personally wherever it was possible. Remaining schools were sent the questionnaire by post. The questionnaires were collected during the year 1993 - 94.

This Chapter also deals with limitations of the problem of observation of the lessons by the researcher.

Analysis and Interpretation of Data.

This chapter deals with the analysis of questionnaires for heads of schools and English teachers with interpretation of data. This chapter also provides all the statistics in tabular form.

Findings and Conclusions:

This chapter deals with findings, conclusions, suggestions and testing of the hypotheses.
Review of previous literature:

During the last 30 Years a number of experimental studies have been conducted at different places to find out suitable method (s) of teaching a foreign language. Most of them were concerned with the teaching of English as a foreign language.

1- Ghosh. A.,
"Study of Backwardness in English in the Secondary Schools of west Bengal, Kalyani University" (1977).

The objectives of the study were:-
1- To carry out a survey of the attainment of pupils in English;
2- To diagnose the backwardness in specific areas of English.

The findings of the study were:-
1- Thirty to thirty four percent of children of West Bengal schools were backward in English.
2- Backwardness in different aspect of English taken in order of their intensity were, use of capital letters and punctuations, comprehension, usage, spelling, vocabulary and sentence construction.
3- Causes of backwardness were unscientific curriculum, lack of attention at home, unsuitable teaching method, poverty, maladjustment, bad
company, want of necessary books. Lack of proper place to study, poor health, and substandard attainment in English at primary stage.

2- Mitra K.R.

"Evolving a Method of Teaching English as a Second language for Higher Secondary classes in Delhi Schools." Delhi University 1974.

This study was an attempt to guide Delhi teachers through the perplexing problems of English language teaching.

The study was undertaken with the following Hypotheses.

i) Inspite of adverse political propaganda and contrary educational policy of the government the attitude of the students towards English has not been adverse. On account of so many obvious reasons English is even now very much wanted by the parents and students alike.

ii) The deteriorating standard of English calls for a rethinking and reconsidering commonly accepted psychological principles of foreign language teaching.

iii) In view of the newly postulated aims of teaching English to Delhi students and the targets to be achieved by them with minimum possible resources in shortest possible time, The urgency of the need for a radical change in the teaching method can never be undermined.

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iv) The newly evolved method is to be more sound from the standpoint of psychology of foreign language teaching. It is to be more purposeful and thus more effective.

The findings of the study were as follows:-

1) No steps were taken to help students to develop proper attitude towards English.
2) By far the majority of the teachers were found dissatisfied with the existing methodology of teaching English.
3) Oral instruction was found to be essentially important and the teacher had to be an active model in English class.
4) The results of the experiment also indicate the effectiveness and superiority of the evolved methodology.

3- Shastri S.V.


The purposes of the study were:

1) to ascertain the existing position of teaching English as a foreign language in secondary schools in Bombay.
2) to detect and locate the areas of students' weaknesses with regard to their knowledge of
certain structures and vocabulary at the secondary school level.

3) to provide a basis for teaching English to the first year college students.

The major findings of the study were:

1) The performance of the students on the vocabulary test had a significant correlation with their performance at the S.S.C. Examination.

2) The average vocabulary of the student was 1800 assuming the first 1300 untested words the range of vocabulary was from 1,000 to 2,000.

4- Bhattacharjee, R:


The objectives of study were:

1- To study background characteristics of the teachers of English.

2- To identify the present status of teaching English through observation of teachers performance in the classroom situation.

3- To study strength and weaknesses in the teaching of English.

4- To suggest measures for improvement.

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The major conclusions were:

1- The majority of the teachers of English were not professionally equipped to teach English.

2- Teaching at the foundation stage was neglected.

3- There was no uniformity regarding work load of teachers of English in different categories of schools.

4- English Readers were written according to the latest approach to the teaching of English.

5- Experience and professional training played significant roles in the teaching of English.

6- Majority of the teachers were not aware of appropriate methods and not clear about the objectives of teaching English.

7- Inservice training facilities for the teachers were inadequate.

5- Sharma, A.K., "Aspects of English Language Teaching In India", (Bhagalpur University 1985).

The main object of the study was to unravel the multidimensional problem, socio-linguistic implications, technical requirements and situational needs of English language teaching in India.

Some of the major conclusions were:

1- The prospective principles and methodology of second language teaching have undergone a drastic change over the last few decades.
2- The existing system of teaching of English in India right from the grass root level to the university stage was defective.

3- Traditional methods and conservative cases of English language teaching in India were incommensurate to the language needs of learners.

4- Instead of becoming realistic, need based and oriented, the system of English language teaching in India has always been towards idealism.

6- SHARMA R.K.

"A study of the Problem of Teaching English in Bihar," (Bhagalpur University 1986).

The main aim of the research was to study the position of English in India and the problems of its teaching/learning in the schools. Some of the major conclusions were:-

1- During the past three decades there had been a gradual lowering of the standard of English due to various reasons like socio-political problems of teaching English.

2- Efficient teaching of English was lacking. There was shortage of trained and qualified teachers. Traditional methods and conservative basis of teaching were incommensurate with language needs of learners.

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3- Misconceptions regarding English language teaching, faulty teaching methods, unpalatable text books and their mishandling etc; were the main problems at middle and high schools.

7- PAL. A from CIEFL worked on, "Developing a Reading oriented E.L.T. strategy: A psycholinguistic study in 1978".

The objectives of the investigation were to study:

1- the relationship between reading ability in English and intelligence, motivation and selected environmental variables of school and college students in ELT classrooms.

2- Basic differences in the requirements for an adequate programme of reading instruction in English in our schools.

3- The possibility to synthesise a reading oriented ELT strategy for the school.

4- The essential features of the strategy.

The findings of the study were as follows:

1- Reading oriented ELT strategy for the school students in schools was generally dependent on their verbal intelligence and language proficiency.

2- The reading instruction strategy combining the perceptual and conceptual skills could lead to significant improvement in reading comprehension levels of school students, irrespective of their verbal intelligence and initial reading ability.

The purpose of his study was to develop effective remedial and preventive techniques for spelling mistakes committed by pupils and which could easily be applied by average teachers in Indian conditions.

The study revealed the following specific reasons responsible for a large number of errors in fundamentals of written English.

(1) Pupils were drilled too soon into the use of the pattern the significance of which they did not understand; (2) the teacher was not aware of the point of difference between the foreign language he was teaching and the native language of the pupils; (3) Pupils were constantly influenced by the familiar patterns of their native language which caused mistakes in the use of the foreign language.


The main purpose of the investigation was to compare under experimental conditions, the effectiveness of the Bilingual Method and the Direct Method of teaching English.
The important findings were (1) The Bilingual Method is more effective than the Direct Method in developing the pupils ability in oral reading, oral comprehension and expression. (2) A considerably greater frequency of contacts with English per pupil per lesson can be obtained under the Bilingual Method and (3) the burden on the teacher in terms of the amount of time spent in preparing lesson plans is less in the case of the Bilingual Method.


The objectives of the research were to study:
1- Official policy on English Education.
2- Position of English in schools.
3- Methods and class room practices.
4- Courses of instruction and teaching materials.
5- Examination and teacher training.

The major findings were:
1- It helped to build up Coherent picture of the development of English Education during (1835 - 1947).
2- It helped to produce a faithful record of the methods and class room practices in the teaching of English.
3- It gave a connected narrative of linguistic reviews of the teaching materials in English used in the schools. It provides a historical survey of the practices in testing and examination. It drew a comparative picture of the teacher training programmes.


The objectives of the study were:
1- to find out how the reading material used in the class room reflected the professed aims of syllabus of English.
2- to find out how teacher worked through this materials in the actual teaching situation.
3- to find out if the teachers had the basic academic qualifications necessary to teach English.
4- to find out if the teachers had been trained to effectively use the new techniques.

The findings of the study were:
1- Teachers felt that the size of the class and the quantum of work-load affected the choice of the mode of teaching.
2- There was no conscious attempt to define the range of active and passive vocabulary among the new items presented in the text books.

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The researcher found that the teaching of English as knowledge aspect, ignorance of objectives and improper method of teaching the subject, Lack of school libraries and teaching aids were some of the major drawbacks in this respect.

Limitations:

The research confined to Aurangabad District only. Aurangabad, being the Head quarter of Marathwada, it was selected for the study. However, researcher has not ignored the fact that the sample is representative in all respects.