CHAPTER I

INTRODUCTION
# CHAPTER I

## INTRODUCTION

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1.1 INTRODUCTION :-

Today English language is an advanced language in the world. Because of globalization, the world today has changed a lot politically and economically. We have interact as never before and communities too are becoming multicultural.

If language is a medium of communication then the learner who is learning the language learns not just rules of its linguistic structure but also learns them with reference to the social context.

Before independence, English language enjoyed a royal place because it was the official language of court and administration as well as medium of instruction in colleges. After independence drastic changes came regarding the place of English in India. The regional languages became the medium of examinations and the state government started using regional language in administration.

The secondary Education commission(1952-53) sheds light on the importance of English in this way.

“Our youth should acquire knowledge from all sources and contribute their share to its expansion and development. In the attainment of this objective, study of English is bound to play an important part.”-1
The three language formula by Indian Education Commission (Kothari Commission) recommends that English should not be taught at elementary stage that is from first to fourth class.

English is the first language England, USA, Australia and Canada. It is the secondary language of many countries like Russia, France, Germany, India, Pakistan etc. One in ten persons in the world knows English. 50% of the world’s news papers, scientific and technical periodicals, 60% of the world’s radio broadcasts and 75% of the world’s mail are in English.

These days every country needs other countries help in political, social, economical and cultural matters.

According to U.K. Gatak, "It would be rash to cut ourselves off from the English language which keeps us in continuous contact with the latest thoughts in Europe, in every field of life and culture."-2

Maharashtra State Government has started English from first standard from June 2000.

The study of English language is introduced from the first standard in all the non English medium schools in Maharashtra state from the academic session of 2000-2001. But for the first to fourth standard no testing is recommended in the form of
examination to judge the absorption of the subject. The real teaching and testing in the subject start from fifth standard.

Following are the specific objectives for std. first and second of teaching English language.

1) To enable the student to enjoy listening to songs and poems.

2) To enable the students to listen so as to repeat the sounds & respond to requests and instructions.

3) To enable the student to increase his/her span of attention.

4) To enable the student to learn & become aware of distinct sounds of the English language and to use stress and information.

5) To enable the student to recite the poems, to say few sentences according to model, to speak about himself / herself.

6) To enable the student to be ready to face-to face interaction with others in familiar situations.

7) To enable the students to identify different shapes, names objects and pictures, identify some letters of the student & read the calendar.
8) To enable the student to hold a pencil, to achieve better eye-hand co-ordination to copy different shapes, to trace the strokes to learn to write his/her name, names of family members, friends, teachers places etc.

Following are the specific objectives for standard third and fourth of teaching English language.

1) To enable student to strengthen and further utilize the Oral skills acquired in the previous years through various activities.

2) To enable the student to read English words and sentences.

3) To enable the students to write English words and sentences.

Language is an essential part in human life. According to O. Jesperson “Language is a set of human habits, the purpose of which is to give expression to thoughts and feelings.”-3.

In schools teachers are still using the old grammar translation method of teaching

A resourceful language teachers can use several teaching inputs depending on the age groups and level of understanding of
the class. Teachers has to introduce English through all channels like speaking, reading, writing, using pictures, flashcards, and various types of teaching aids.

Language is more powerful when it is being used perfectly. The more it is used, the better it is learnt. Students should be given opportunities to speak in English with their known vocabulary. Teachers should motivate students to speak and never highlight their grammatical mistakes.

Maharashtra state Government started the policy “English from first standard” from June 2000. It indicates the gradual move towards learner centered education. As English has got vital importance in national and international affairs, its existence in secondary school curriculum remains undoubtful. It is need to see how to achieve practical command over English language and how to develop language skills for communication at primary level.

To find out reality of the consideration related to English from first standard policy, researcher decides to search on it.
1.2 NEED OF RESEARCH

In school syllabus English subject occupies second or third position but it has got importance of being at first place. The periods of mother tongue are replaced for the study of English language. It means that English subject has a predominant position in school syllabus.

Now a days the development of personality is tied to English language which circulates around the person like the concentric circles. It can be shown like this

![Diagram showing the relationship between a person and English Language]

Teaching facilitates learning. A learner is the central factor in the teaching situation. He is at the centre of the entire process of instruction and his age, previous learning experiences, aptitude, interests the time he devotes to the learning of foreign language and such other aspects determine the suitability of the curriculum, syllabus, course materials and the methods of the teaching.
English is world language. Now it is necessary to each and every person to be a citizen of world. For that purpose we must communicate in English language.

‘English from first standard’ policy is the policy which is a new step for basement of preparation in students at primary level. The purpose behind that is every language can learn by person early in childhood therefore English language can also be learn by person early in childhood. Listening is the first skill learnt by child and then he speak while learning any language, even mother tongue. Therefore for first and second standard only listening speaking skills should be developed by teachers and in third and fourth standard, reading writing skills should be developed by teachers.

When the foundation of any language is strong, the language can be learnt easily. first and second standard syllabus and also 3rd and 4th standard syllabus of English language is the foundation for learning and using English language.

The researcher observed the condition of students learning in fifth standard who have already gone through this new syllabus. The students in rural area are not using English language in day to day situation and outside the classroom. They are not interested in reading English story books. They have fear about
using English language from students of fifth standard in rural area in practice teaching lessons of B.Ed. students. All the teachers of English subject in Beed district trained at same time but there is difference in result. There is less achievement by students in rural area as compare to students in urban area.

Why it is so? under such circumstances, to throw light on problems and applicability of “English from 1st standard policy” researcher selected this subject for research.

1.3 IMPORTANCE OF THE RESEARCH

Regarding learning English Mr. R.S. Saraf says, “The Indian pupil has to learn English not only for reading or understanding but also for speaking and writing. The main aim of instruction in English at the school stage is to acquire a practical command of the language, implies the abilities to use English in spoken and written forms in the variety of situations.”—4

This problem is very much significant as the teachers and students have to take efforts for the success.

This research will be beneficial for teachers of English to develop and improve their competencies and performance in teaching English at lower primary level.
It will help teachers to understand various problems in implementation of the new syllabus.

The conclusions of the present research will be beneficial for the teachers and learners of English. The research will create a new approach and vision among the parents.

It will lead the students to learn English through a variety of activities in classroom.

1.4 STATEMENT OF THE PROBLEM

A comparative study of success of “English from first standard policy” on student of fifth standard in marathi medium schools in rural and urban area of Beed district.

1.5 DEFINATION OF TECHNICAL TERMS

I) Comparative study: Comparison of achievement between rural and urban area student.

II) Success: Degree of achievement.

IV) Students of fifth standard: Students learning in fifth Standard

V) Marathi medium schools: Schools where medium of instruction is Marathi.

VI) Rural area: Country side area or agricultural area in Beed district.

VII) Urban area: Incorporated place with at least 50,000 inhabitants in Beed district

OR

Constituting a city place in Beed district

OR

Developed place i.e. Taluka place.

VIII) Beed district: The district situated at the central west of the Aurangabad and Jalna in the North, Parbhani and Latur in the east, Ahmadanagar and Osmanabad in the west.
1.6 ASSUMPTIONS :-
I) There is same training to all the teachers in Beed district in English subject but there is difference in teaching methodology in rural and urban areas.
II) Therefore there is difference between achievement of students in rural areas and urban areas.
III) Students from rural areas achieved less as compare to students from urban area in language skills.

1.7 OBJECTIVES OF RESEARCH WORK :-
I) To study that what are the objectives of lower primary level (up to fourth standard)
II) To collect information about methods of implementation of English from first standard policy from teachers in rural and urban areas.
III) To search problems in implementation of “English from first standard policy” in rural and urban areas.
IV) To check language skills of students in rural area and urban areas.
V) To compare achievement of students in rural and urban areas.
1.8 HYPOTHESES :-

I) There is no significant difference between achievement in listening speaking skill in English language between students of fifth standard in rural and urban area of Beed district.

II) There is no significant difference between achievement in reading skill in English language between students of fifth standard in rural and urban area of Beed district.

III) There is no significant difference between achievement in writing skill in English language between students of fifth standard in rural and urban area of Beed district.
1.9 SCOPE OF RESEARCH :-

1) Scope of the Field :-

This research is about whole Beed district, 11 Talukas and 22 villages in that Talukas are included in this research.

2) Scope of Content :-

Problems and applicability of “English from first standard policy” of Maharashtra Government are included in this research.

3) Scope of Unit :-

Students of fifth standard in Beed district are included in this research.

1.10 LIMITATIONS OF RESEARCH :-

1. Limitation of Field :-

Only Beed district will be taken for investigation in that only 22 schools from urban area and 22 schools from rural area are taken for research.
2. Limitation of content and achievement: -

Problems and applicability related only to policy of Maharashtra Government (English from first standard) are taken for research.

3. Limitation of Unit :-

Students of fifth standard in Marathi medium schools in Beed district only are included in this research.

4. Limitation of Duration and Date :-

The research is limited for the duration 2007 to 2010

Language is meant for communication. When it is used frequently it is better learnt. At present acquiring for basic skills such as listening, speaking, reading, writing is the main objective of teaching English at lower primary level. A skill is never mastered without sufficient training and practice done for the acquisition of that skill. There are some problems in teaching and learning English language at primary level. For the solution of that the researcher selected this subject. Every problem can be solved with the help of discussion of various problems related to that subject therefore in chapter II researcher takes review of past research and related literature.