RESEARCH REPORT
CHAPTER-1

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1.01 STATEMENT OF THE PROBLEM:

Like other districts of Marathwada region, in Osmanabad district also there are two types of Highschools. Some Highschools are under the control of the Education Department of Zilla Parishad and others are under the control of the Private Management Concerned.

Most of the Zilla Parishad Highschools are situated in rural areas and only a few are situated in urban areas. There are some Zilla Parishad Highschools in which we find classes from Vth to Xth. On the other hand, there are a few Highschools where classes from Ist to Xth run.

In all the Zilla Parishad Highschools of Osmanabad District many problems come in the way of learning and teaching English at the Secondary School certificate level.
1.02 NEED AND SIGNIFICANCE OF THE PROBLEM

English being an international language, it has acquired the place of third language in the School curriculum. Moreover, it has become one of the compulsory languages from Standard V onwards.

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. The phrase practical command of the language implies the abilities to use English in spoken and written forms in the variety of situations" 1.

Mr. Menon an Patel say," Now it is generally agreed that the continuation of the study of English in India is both desirable and necessary. Since it was introduced in India about 150 years ago, it has played no small part in bringing about the unity of the Country and helping the growth of nationalism in India" 2.
The study of English can not be neglected at any cost.

Mr. Menon and Patel say, "There can be no denying that English is a beautiful language. It is a flexible vehicle of thought. It's literature is wide and varied as life itself giving the student power to reason and judge with critical balance and equity. It is the world language and is spoken in Great Britain, the U.S.A., Canada, Australia, South Africa and many British Colonies. It is understood nearly all over Europe and most other advanced countries." 3.

Most of the Students doing their lessons in standard X find this subject very difficult. Similarly, the teachers teaching standard X have to face several problems in the teaching of English.

The Secondary School Certificate Examination is really a turning point in the lives of the pupils concerned. It makes or spoils the career. Most of the students appearing for the secondary school certificate Examination fail because of English. It means English is a major cause of stagnation.
This stagnation leads to discourage and disappointment of the young generation.

This thing is experienced every year in each district of Marathwada region.

Generally in comparison to the private Highschools the results of the Zilla Parishad Highschools are poor in respect of English subject. Osmanabad District is also not an exception to this fact. Hence, the necessity arises of finding out the different problems of learning and teaching English in Zilla Parishad Highschools of Osmanabad District in respect of Standard X and the remedies on the same. The remedies concerned would certainly help to improve the results of English at the Secondary School Certificate Examinations to come.

The present researcher has worked as a secondary teacher especially a teacher of English for over Nineteen years under Osmanabad Zilla Parishad. Similarly, the present researcher teaches English Methodology in the College of Education, Ambajogai District Beed. Therefore, he decided to research on the problem mentioned above.
1.03 OBJECTIVES OF THE STUDY

The present study is focussed on achieving the following specific objectives relating to the problem under study

i) To find out the problems of X class pupils in learning English.

ii) To find out the problems of teaching English at the Secondary School Certificate level.

iii) To propose some suggestions in order to overcome the problems for improving the quality of learning and teaching English at the Secondary School Certificate Level.
SUBSIDIARY OBJECTIVES:

The researcher had kept in view the following subsidiary objectives:

i) To find out whether the vocabulary of students is rich, poor or very poor.

ii) To find out whether the students listen carefully to their teachers.

iii) To find out whether the students try to speak in English.

iv) To find out whether the pupils read the prescribed text book.

v) To find out whether the pupils write different exercises.

vi) To find out whether the students make the spelling mistakes.

vii) To find out whether the pupils make the mistakes in pronunciation.

viii) To know whether the students find the prose section difficult.

ix) To know whether the students find the poetry section difficult.
x) To know whether the students find the grammar section difficult.

xi) To know whether the students find the composition section difficult.

xii) To know the methods that are used in teaching English.

xiii) To know the availability of teaching aids.

xiv) To know the efforts made for improving the quality of learning and teaching English.

Regarding aims of teaching English Mr. A.L. Kohli says, "There are four specific aims of teaching English at the school stage. They are:

1. To enable the pupil to understand English when spoken by others.
2. To enable him/her to speak English.
3. To enable him/her to read English.
4. To enable him/her to write English.
These aims correspond to the four language skills or abilities viz. listening, speaking, reading and writing. Listening and Reading are passive or receptive skills. Whereas Speaking and Writing are active or productive skills. It is easier to learn receptive than productive skills.
1.04 HYPOTHESES

Taking into consideration the objectives of the study concerned, the hypotheses are enlisted as under.

i. Students find the subject difficult.

ii. Students' vocabulary is poor.

iii. Students are unable to write the sentences grammatically correct.

iv. Students fail to read the text book of English.

v. Students find it very difficult to write compositions such as essays, stories, letters, letters of application etc.

vi. Students fail to bring with the text books in the class room.

vii. Students are not regular in their home work writing.

viii. Students go to the private coaching classes.

ix. Tendency of passing through the examination not by studying hard but by using unfair means is increasing day by day.
x. There is a dearth of special teachers of English.
xi. There is a lack of teaching aids.

xii. There are not specific criteries in regard to the postings and transfers of teachers of English.

xiii. There are less chances of inservice trainings.

xiv. Generally average, below average and much below average students are seen in Zilla Parishad High Schools.
1.05 SCOPE AND LIMITATIONS:

The scope of the present Research is as under. The scope of the present Research work comprises the study of Zilla Parishad High Schools under Osmanabad District in relation to the problem concerned.

The limitations of the present research are as below

The study is limited to the problems of learning and teaching English in respect of standard X only.
1.06 DEFINITION OF IMPORTANT TERMS

i. **CRITICAL** : Here it relates to the skillful criticism of the problems in learning and teaching English in Zilla Parishad High Schools in regard to standard X.

ii. **STUDY** : Here it relates to the full devotion in understanding the problems of learning and teaching English in Zilla Parishad High Schools with special reference to Standard X.

iii. **PROBLEMS** : Here it means questions proposed for solution.

iv. **LEARNING** : Here it is concerned with the act of doing the lessons.

v. **TEACHING** : Here it relates to the act of instruction in the educational institutions at the secondary stage.

vi. **ENGLISH** : Here it means the language of the people of England which is learnt as a third language by the Indian pupils.
vii. **ZILLA PARISHAD HIGH SCHOOLS**: Here it means the secondary schools that are under the control of a local self Govt. at the District Level.

viii. **SPECIAL**: Here it means particular.

ix. **REFERENCE**: Here it means in regard to

x. **STANDARD**: Here it relates to a class in High School.

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**REFERENCE:**

1. R.S.Saraf : Teaching English in India  
   (Shrividya Prakashan, Pune,1987 First Edition, P.3)

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3. .................Ibid ......................

   (Dhanpat Rai & Sons ,Jullandar-Delhi,1976, 5th Edition P.19 )