

A Study on Class Room Transaction in English at Elementary Level

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Date of Submission: 11-11-2017

Date of acceptance: 28-11-2017

I. INTRODUCTION

English in India is a symbol of people's aspirations for quality in education and a fuller participation in national and international life. The visible impact of this presence of English is that it is today being demanded by everyone at the very initial stage of schooling. The NCF-2005 stresses on the use of child's mother tongue as a medium of learning at the primary level. The English teaching profession has consistently recommended a relatively late introduction of English and this is reflected in spirit in policy documents. The dissatisfaction with this recommendation is evident in the mushrooming of private English medium schools and the early introduction of English in State schools. The level of introduction of English has now become a matter of State policy to respond to people's aspirations, making almost irrelevant an academic debate on the merits of a very early introduction. The teaching and learning of English today is characterized by the diversity of schools, classroom procedures and teaching of textbooks for the purpose of passing the examination. It is important at this stage to try and understand the way in which English is being taught in government schools across the country. Analysis of the textbooks (undertaken by SCERTs & resource groups) in J&K and Assam has indicated the completely inappropriate nature of the books and the lack of a comprehensive strategy for English language teaching, also the competence of teachers to understand and teach the texts of class III/IV etc. It also revealed the complete mismatch between the level of English language used in the language textbooks and the difficult concepts used in the English medium textbooks of classes III, IV & V. At the national level there is need for studying the nature of textbooks being used for English teaching, teacher preparation for teaching English as subject or through English medium and the methodology used in classrooms. Discussion with teachers and classroom observations need to be carried out in order to understand the lacunae in teaching of English to make suggestions for its improvement.

II. REVIEW OF LITERATURE

Mohire, V.N. (1989) Critically analyzed methods and means of teaching English. His study found that English textbooks in general were dominated by literacy. Majority of the teachers followed the traditional lectures and translation method. Teaching aids were not used for teaching English. The difficulties faced by students in learning English as a second language were uninteresting text books, dislike for English, and monotonous verbal teaching. The errors committed by students were due to lack of comprehension and expression, wrong punctuation marks, wrong word order, wrong English syntax, and wrong usage of grammatical items.

Jayashree,S. (1989) study on Identification of Difficulties in Teaching and Learning English as a Second Language and reported that the difficulties faced by English teachers included children' improper listening nature and their inattentiveness in the classroom. Teachers experienced great difficulty in making students understand English. Students did not show any interest in learning English. Teachers felt that eliciting responses from students took too much time. Student's vocabulary was very poor. Students understanding capacity was not normal. Their participation in the English class was not good.

Expedit Olimani (1998) conducted a study on Status of English language teaching and found to be only moderate. The status of language competence, procedural competence, strategically competence of teachers teaching V and VIII std. classes are found to be moderate. The pupil's language attainment is found to be low.

Chidambaram,K. (2004) studied the status of English language teaching and the empirical evidence shows that the cited variables(sex, locality, parental education and income) play significant role in the achievement of skills of language. As far as second language learning is concerned, both the listening and reading pave the way to acquire good command over the spoken English and also to have good performance over written English.

Reddy, Lokanadha, G (2004) conducted study on Identification and Assessment of Second Language Learning Difficulties among Higher Secondary Students. The results noted that students face difficulty in reception. Students lack phonological skill.

Hannah Sanala Mohan, (2007) conducted study on spoken English through Drama Devices. Results of the study pointed that new method helped in lowering of inhibitions. It fostered confidence-building and self-esteem. It helped in Good self-projection, facilitating enhanced participation.

Julide Inozu and Gulden Ilin (2007) with research question on how do learners perceive E-Language learning programs in their local context answered that most of the students found the experience in e-language learning program interesting and fun and wanted to access the web site of the course outside the scheduled meeting times. However even more than half of the students said that the on-line course did not enhance their language learning experience. They stated that they would not choose the e-language program if they were given a choice between a regular English class and on-line course. Students agreed that traditional classes give a deeper understanding of language as opposed to e-language classes.

Niu Qiang.(2007), Studied appropriate and effective use of motion pictures requires a range of elements: movies that are at one and the same time educational, informative, and entertaining; b. a workbook linked to such movies that enables students to get ready beforehand; 2. Most importantly, a range of classroom activities to induce and elicit timely and optimal output from the students, so as to make talking and writing about communication easier and more effective. 3. Activities such as dubbing, story retelling, acting, discussing, debating, and role playing are only a few of the effective techniques a teacher can employ to engage the students.

III. CONCLUSION

The objective in any language classroom is to get the learner learn the target language and use it. In order to attain these goals the learners must be involved in the teaching learning process; i.e. their interest must be sustained in the classroom activity. Teaching a second language needs lots of effort on the part of the teacher because the learners' first language comes in the way of his learning. A teacher who is well equipped with the different techniques, use of language in the classroom and strategies in teaching English is more likely to succeed in this objective than the one who has a limited number of teaching strategies and techniques at command. While teaching other subjects the focus is on the content but in language both the content of teaching and the communication between student and teacher contributes to language development. Perhaps the most important point that determines how successfully students will learn is the ways in which teachers formulate instructions and sometimes it is this point that distinguishes good teachers from bad ones. Classroom participation of students is of immense value because it makes instructional strategies -easy to use, straight forward and often quite successful at accomplishing a number of learning goals.

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International Journal of Business and Management Invention (IJBMI) is UGC approved Journal with Sl. No. 4485, Journal no. 46889.

Tippabhotla Vyomakesisri "A Study on Class Room Transaction in English at Elementary Level." International Journal of Humanities and Social Science Invention(IJHSSI), vol. 6, no. 11, 2017, pp. 48-49.