

## SUMMARY OF THE MINOR RESEARCH PROJECT IN ENGLISH

### 1. Name and Address of the Principal Investigator

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| 3. UGC Approval No. Date  | -- | 23-2284/10 Dt. 1 <sup>st</sup> May 2010                                |
| 4. Date of Implementation | –  | 06.02.2012 to 06.02.2014   |
| 5. Tenure of the Project  | –  | 2012-13 and 2013-14 (two years)  |
| 6. Total Grants Allocated | –  | Rs. 85000/- (Eighty five thousand)                                     |
| 7. Total Grants Received  | –  | Rs. 81000/-(Eighty One thousand)                                       |
| 8. Final expenditure      | -- | Rs. 88775/-(Eighty eight thousand seven hundred and seventy five only) |

### 9. Title of the Project

*A Comparative Study of the English Language Teaching in English and Non-English Medium Institutions at High School and Junior College Level in Rajura Tehasil*

### 10. Objectives of the Project

1. To compare and critically analyze English Language Teaching in English medium and non- English medium institutions at high school (grade 8, 9, and 10) and junior college (grade 11 and 12) level.
2. To compare and analyze teaching process and, techniques, used by teachers in English medium (EM) and non-English medium (NEM) based schools and colleges.
3. To compare and study teachers attitude towards the learners and ELT.
4. To compare and study use of English language inside and outside the classroom in the school/college campus.
5. To understand the differences which make the EM learners performance better in four skills of language.

### 11. Whether Objectives Were Achieved

Yes, the above said objectives were fully achieved. The questionnaire administered to the respondents incorporated questions considering the objectives of the study. In the first section of the questionnaire, items related to investigate the teaching process were set. The second section dealt with questions to check the attitude of the respondents. The third section items concerned with use of English language in the school/college campus were asked. Thus the objective to study and compare the teaching process, attitude of the teachers and use of English language in school/college campus were fully achieved.

## **12. Achievements From The Project**

Thorough this project I could study and compare the entire scenario of English Language Teaching in English medium(EM) and Non-English medium (NEM)school/colleges from grade 8 to grade 12 in Rajura tehasil. Thorough this study, many unknown things about the English and Non-English medium school/colleges could be understood. What makes the English medium school learners better in case of performance in all four pedagogical skills of language could be understood thorough this study. Thorough the comparative analysis of EM and NEM institutions, it could be understood that-- the overall teaching process of English medium schools is better than the NEM schools/colleges. As a medium of instruction, English is used more in EM schools than the NEM schools. The proficiency of EM teachers in English is better than the NEM teachers. Nearly 40% teachers in both these schools/colleges use audio-visual aids but the frequency of use of AV aids in EM schools is comparatively better. Both the schools need to increase the AV aids in their schools. The attitude of both the teachers is positive towards English language and language teaching. But the attitude of EM schools is highly positive whereas of the NEM schools are moderately positive. The use of English inside the classroom and outside the classroom i.e.in school campus is more in EM schools. Thus learners in EM schools get comparatively more exposure to English.

In nutshell, EM school learners acquisition of English language is better not because of only English as a medium of instruction but it is the cumulative effect of better teaching

process, use of audio-visual aids, proficient teachers, exposure to English, teachers highly favorable attitude and overall use of English in the school/college campus.

### **13. About Sample**

There are 32 English and Non-English medium schools/colleges in the target area from grade 8 to grade 12 education. Around 70 teachers of English are serving in these schools. 24 teachers from English medium and 32 teachers from Non-English medium schools/colleges were the sample of the study.

### **14. About Sampling Method**

To select the samples, the Random Sampling method was used.

### **15. Instrument for Data Collection**

A self designed questionnaire comprising 32 items was used for data collection.

### **16. Data Collection Method**

Normative or Descriptive survey method was used. The target schools/colleges were visited and the questionnaire was administered to the respondents and recovered after completing the same.

### **17. Findings of the Study**

#### **Section I -Teaching Process**

- As a medium of instruction, English is more used by teachers in English medium Schools (EMS) rather than in Non-English medium schools (NEMS).
- The learners in both EMS and NEMS feel difficulty in comprehension when English as a MOI is used in classroom during teaching English but the NEMS learners feel more difficulty and it may be because of the learner's poor intelligence level to grasp the taught content.
- The English Medium School Teachers (EMST) use comparatively more English than the Non-English Medium School Teachers (NEMST) for giving general instructions in the

school. Secondly it was observed that EMST use less mother tongue than their counterpart.

- The students in EM schools/ colleges get more exposure to English in classroom rather than the students in NEM schools and colleges and this exposure leads the students to acquire and learn English faster and in a better way than the students in NEM schools.
- The condition of EM and NEM schools regarding availability is nearly equal but both of the schools need to increase the existing number of AV aids.
- The number of teachers who use AV aids in both EM and NEM schools is approximately 40% and there are no statistical differences between teachers of EM and NEM schools.
- Computer and charts are the commonly used AV aids in EM and NEM. There are no statistical differences regarding audio visual aids used in these two sets of schools.
- The frequency of use of audio-visual aids in English medium school teachers is comparatively better than NEMS teachers although overall use of AV aids in EMS and NEMS for teaching English is low.
- On the issue of Self evaluation of teaching skills, EMS teachers are comparatively better than the NEMS teachers. But majority of EMST rate their teaching skills as 'fair' and the NEMST rate as 'good' on four point scale as excellent, fair, good, poor.
- Statistically, proficiency of EMST is slightly better than the NEMST. The EMST have better teaching skills and proficiency than the NEMST.
- Comparatively there are no statistical differences between EMST and NEMST regarding their understanding of final objectives of teaching English.

## **Section II - Teachers Attitude towards English Language and Teaching**

- Both the EM and NEM teachers have favorable attitude towards importance of English language in general.
- EMS teachers have highly positive attitude towards the profession as well as teaching English as a subject; whereas NEMS teachers are moderately positive in this regard.

- The EMS teachers are favorably disposed with highly positive attitude towards the learners, their abilities for learning English as well as their performance in English language. But the NEMS teachers are moderately positive in this regard.

### **Section III - Use of Language in School/College**

- The majority of EMS teachers use 'only English' while speaking with students outside the classroom in school campus; whereas NEMS teachers use mother tongue.
- English is sufficiently used for communication by EMS students; whereas in NEMS, the students use either MT or they prefer code switching.
- The majority of learners in NEMS use MT with teachers because most of teachers use MT while speaking with the learners.
- In EMS, the majority of the teachers use English while speaking with their fellow teachers. But in NEMS, mother tongue seems the most used language for communication. Only few NEMS teachers use English and the rest prefer both languages English and MT for communication.
- In EMS, the majority of the students talk with their peers in English but in NEMS it is again the MT which is mostly used by students. Some students in EMS as well as NEMS, use both languages because, some students are not much proficient in English.
- In EMS, the majority of other subject teachers use English as well as mother tongue equally well for communication. In NEMS, the majority of teachers use mother tongue for talking with each other. Very few of them use English.
- In EMS, the students get sufficient exposure to English whereas in NEMS the students lack it.

### **18. Publications Out of the Project**

- i. A Comparative Study of English Language Teaching in English and Non-English Medium Schools/Colleges from Grade 8 to 12 in India, published in International journal *Language in India* , Vol. 15: 2 Feb.,2015, ISSN 1930-2940
- ii. A Comparative Study of Attitude of Teachers in English and Non-English Medium Schools/Colleges from Grade 8 to 12 in India published in July, 2015 volume in *International Journal of English and Education* , global impact factor 0.265(2012)

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