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A Study on Teaching in English for the Middle Schools with Special Reference to Outskirt of Coimbatore

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ABSTRACT: This project namely “Teaching English Middle School Level” intends to bring out the communicative skills in terms of oral, written and conversational English to the trainee during the “On-the job Training” programme as teacher of English. It gives the trainee an exposure to the experience of teaching English while studying in BA English Literature with Functional English as Vocational stream.

I. INTRODUCTION

Functional English is a job-oriented course. Its main objective is to motivate young men and women to seek self-employment as well as cultivate the spirit of entrepreneurship in the minds of young graduates.

On-the-Job training is a part of Functional English. The trainee is expected to undergo On-the-Job training for a period of twenty one days. Hence, the trainee underwent the training programme as teacher of English in a reputed school namely ThiruDhurasamyGowder Higher Secondary, School Seeliyur,

“An investment in knowledge always pays the best interest.” – Benjamin Franklin

The title of the prose section is ‘THE CHILD’S RETURN’ and the title of the poetry section is ‘THE MOON’. The trainee was allotted a class and the class duration was about forty minutes daily for a month. At the end of the month tests were conducted and marks were awarded to the students. It was really a wonderful experience to teach English to the students. This project was much useful to the trainee as well as the students.

“To educate the intelligence is to enlarge horizon of its desires and wants.” – J.R. Lowel

The Encyclopedia Britannica defines teaching as “**Stimulation of Learning**”. Teaching is the process by which one person helps others to achieve knowledge, skills and attitudes. At least two persons are always involved in teaching the teacher and the learner. A good teacher provides guidance to the learner. The outcomes of learning are facts, generalization, skills and abilities.

Who is a good teacher?

“*What they learn in pain, they can teach in song.*” –Percy Bysshe Shelly

A good teacher organizes and plans the subject matters well in advance. Without proper planning effective delivery of the lesson is not possible. A good teacher always strives to develop the children’s independent thinking, self-reliance and self-confidence. A good teacher must have thorough knowledge of the subject and present in a simple manner among the students.

Preparation of Teaching

A person who wishes to teach should be well equipped. A teacher needs mastery over the subject. A teacher should plan the subject well in advance. The teacher should know the capacity of the students in order to teach well.

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The importance of learning English

English is a universal language. It is the medium of communication among the people of different nations. Innumerable books are being written only in English on Science, Technology and Computer Science. So the English language is the need of the hour. Therefore English is parts of the world to regard as an international language. It is in the sense that English helps the people of different countries to exchange their views and their ideas.

II. ENGLISH IN SCHOOL CURRICULAM

Curriculum is derived from the Latin word “currere” meaning “to run”. Modern curriculum includes the whole life of the school.

“Curriculum is a tool in the hands of the artist (teacher) to mould his material (the pupils) according to his idea (aim) in his studio (the school)” -Cunnigham.

The Aims of Teaching English are as follows:

- To understand Spoken English.
- To acquire ability to read the materials in English.
- To obtained vocabulary, and to help the students in the use of English.
- To be able to construct simple statements in English.
- To write English legibly and coherently.

Audio aids in Teaching of English

* The word “Audio” refers to sound. By hearing English language through audio, students observe the correct pronunciation and the accent.

* The purpose of the use of audio aid is to enable the students to understand English properly and speak English in a correct way.

OBJECTIVES

TEACHING ENGLISH PROSE AND POETRY

“Prose is words in their best order.” -S.T. Coleridge

Prose is man’s usual way of expressing himself in speech and in writing. It is basically written or spoken language. It includes novels, one act plays, short stories, articles, newspaper stories, essays and everyday conversation. There are various kinds of prose. They are classified into narration, description, exposition, an oration

Aims of Teaching Prose

- To make the students understand the lessons.
- To make them to read English passage with proper pronunciation, stress and pause, intonation and with articulation.
- To attain the grammar skills.
- To enrich the students’ knowledge by making them to read and write.

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POETRY

According to Wordsworth poetry is "... spontaneous overflow of powerful feelings and emotions." Poetry is a language used in special way. It forms patterns of verse, of sound, and of thought that appeal strongly to the imagination. Poetry is one of the oldest and most important branches of literature.

Enjoying Poetry

If you are interested in life and people you will probably like poetry. John Holmes, The American poet, says about poetry as "The satisfaction of springing at the obstinate words into the stubborn line. Poetry is the expression of life".

Types of Poetry

1. Lyric
2. Narrative
3. Dramatic poetry

Primary Aims in English class

The teacher's primary aim in the English class is enhance the level of understanding better English within the stipulated time.

Presentation

A teacher should know how to present a lesson before the students by dividing it into two or three units and make the lessons interesting and effective. The students must be attracted by the teaching method of the teacher.

Objectives of Primary Level

At this level a teacher should be able to help the students to find easier ways of comprehension in the classroom. English should be taught as a language.

III. METHODOLOGY

This chapter deals with the "Teaching of English." The school selected for the project is, Thiru Dhuraisamy Gowder Higher Secondary School, Seeliyur, Coimbatore-13.

Four topics are dealt with

1. Selection of Area
2. Selection of Topic
3. Collection of Data
4. Analysis of Data

SELECTION OF TOPIC:

The topic for the project is from prose and poetry. The title of the prose section is 'THE CHILD'S RETURN' and the title of the poetry section is 'THE MOON' the selected lesson and the poem are simple and effective for teaching.

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COLLECTION OF DATA: The trainee collected data by providing the students with questionnaire. This was done after teaching the lesson and poem.

ANALYSING THE DATA:

The data obtained through the questionnaire method was informative. It was consolidated, tabulated and analyzed using percentage that is given below.

TWO TOPICS WERE ANALYSED NAMELY:

1. Result of test conducted to the students.
2. Result of Reading of Skills.

RESULT OF TEST CONDUCTED TO THE STUDENTS

S. N O.	RANGE OF MARKS	NO.OF STUDENTS	TOTAL PERCENTAGE
1.	Above 80%	16	38.09%
2.	Above 60%	14	33.33%
3.	Above 40%	8	19.04%
4.	Below 40%	4	09.52%

S.N O.	RANGE OF MARKS	NO.OF STUDENTS	TOTAL PERCENTAGE
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3.	Above 40%	8	19.04%
4.	Below 40%	4	09.52%

Table I shows the marks obtained by the students. Sixteen students were able to score above 80%. Fourteen students were able to score above 60%. Eight students were able to score above 40%. Four students were able to score below 40%.

IV. RESULT OF READING SKILLS

Table II shows the marks obtained by the students in reading skills. Fourteen students were able to score above 80%. Sixteen students were able to score above 60%. Eight students were able to score above 40%. Four students scored below 40%.

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TEACHING EXPERIENCE

The trainee was bit nervous because it was the first time for the trainee to serve as teacher. But after few days the trainee felt proud of being a teacher. The children were highly co-operative. It was a nice experience for the trainee dealing with the children in teaching. The children were eagerly waiting for the trainee's arrival daily, particularly during the last period. The students respected the trainee as teacher and the trainee was very proud of it. The teachers also helped the trainee in many ways for his effective and useful teaching.

The teaching experience has molded the trainee well. The trainee was helped a lot through discussion and interaction. The trainee was punctual in his work. The trainee was sociable with the students and they were also sociable. At the beginning of the work, the trainee tried to become one among them. Before he taught them lessons. This made the trainee very delightful. The trainee developed the spirit of service and hoped that he becomes the builder of the future society.

SUGGESTIONS

Suggestions for improving teaching of English in Schools

To eradicate the conflicts among the people about the teaching of English, Kothari Commission (1964-1966) has made certain recommendations. They have also given the right direction how to introduce English in the curriculum. The three language formula suggested by the commission envisages that-

1. Only one language will be taught during primary classes' i.e. from I standard to V standard.
2. From standard V to Standard VIII two languages will be taught. One of them will be regional language; the other can be either Hindi or English. A third language can be studied as an optional subject.

The following are the suggestions given for improving the condition of Teaching English.

* Arrangement for Teacher Training

Teacher Training is must. Regular teaching is must. More institutes should be opened to give regular courses in English. English language should be given more importance.

- Provision of Supplementary Readers and Work Books

Students should be given sufficient text books. The text book written by experts should be accompanied with supplementary readers, hand books, work book, dictionary and audio visual aids like charts, films-strip etc.,

- Examination System and Evaluation

Examination on English language should be given importance; language skills and vocabulary should be tested. After the evaluation mistakes committed by the pupils may be pointed out and correction should be carried out systematically. The poor and average students should be encouraged to learn English well.

PROSE

THE CHILD'S RETURN

(Adapted from 'The Child's Return' written by Rabindranath Tagore)

Raicharan was twelve years old when he came as a servant to his master's house. He was given his master's little son to be looked after. As time went on, the boy Anukul grew up, got a degree in law and joined the judicial service. Then he

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got married and had a baby. Raicharan, with his total loyalty, earned the love of the child and the confidence of Anukul's wife.

Presently the child was able to crawl and venture outside the house. Raicharan was amazed at the child calling his father Ba-ba and his mother Ma-ma and Raicharan Chan-na. He enjoyed playing with the child. About this time, Anukul was transferred to a district on the banks of the river Padma. He took charge of the boy and had great pride in taking him out.

Then came the rainy season. The flooded river Padma swallowed villages and cornfields. After a few days the rain stopped and it was cool and bright. The boy climbed into the go-cart for a ride. There was absolute silence on the bank of the river. Suddenly the boy pointed the Kadamba tree in front of him and cried – 'Channa, Pitty-fow!'

Raicharan sensing the danger of crossing the mud, tried to divert the child's attention but it was in vain. He warned the child not to get out of the go-cart. After plucking a handful of flowers, Raicharan reached the go-cart and found it empty. He looked all around but the child was not to be found anywhere. Raicharan froze in fear. He cried, "Master, Little Master," but no voice answered 'Chan-na'. As the evening crept on, Anukul's mistress became very anxious. She sent people everywhere to search for Raicharan and the baby but they could find only Raicharan.

Besides the opinion that the Padma had swallowed the child, there was suspicion over the gypsies around the village. But the mother suspected that Raicharan might have taken away her son. Anukul persuaded her not to suspect Raicharan. Yet Raicharan was dismissed. Raicharan went back to the village of his birth and joined his wife. After a year his wife gave birth to a son and died. He felt that it had come as a usurper in place of the little master.

He thought it would be an offence to be happy with a son of his own after what had happened to his master's little child. Every action of his son, Phailna, reminded him of his master's child. He was constantly reminded of the accusation of Anukul's wife. He firmly believed that Anukul's son had been reborn in his house.

He began to bring him up as if he were the son of a rich man. He sold his small piece of land and went to Calcutta. He found employment as a servant and sent Phailna to school. He was determined to give the best to him. Meanwhile he himself lived on a mere handful of rice.

Twelve years passed by. He became incompetent at his work and decided to go to Anukul's place. When he went there he found Anukul's wife still grieving over the lost child. Anukul was ready to take him back as a servant but his wife was not prepared to forgive him. He decided to bring back happiness to Anukul and his wife by informing them that the child was still alive. He made a false confession, "It was not the Padma that stole your baby. It was I. He is with me. I'll bring him the day after tomorrow".

As promised he brought Phailna to them. Anukul's wife, without questioning his identity, took the boy into her arms and was wild with excitement. Though Anukul brimmed over with a sudden gush of affection, he asked for proof. Raicharan only replied, "It was not I that did it. It was God. It was my fate." Though Phailna was angry initially for having been denied his noble birthright, probably he wanted to be grateful and asked his father to forgive Raicharan and recommended a monthly pension.

On hearing this, Raicharan became speechless. He looked at his 'son' for the last time and left. He felt gratified that he had made enough amends for his carelessness. Then he went out and mingled with the numberless people of the world. At the end of the month Anukul sent some money to Raicharan's village. But the money came back, for no person in the name of Raicharan could be found there.

POEM

THE MOON

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays,

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And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall rise.

- Robert Louis Stevenson

QUESTIONNAIRE

PROSE: 'THE CHILD'S RETURN'

Comprehension

I. Answer the following questions in one or two sentences.

1. Who is Raicharan?

Raicharan is a servant in Ankul's house.

2. Where did Raicharan take the baby on the go-cart?

Raicharan took the baby on the go-cart to the river Padma.

3. Why did he leave the baby alone?

Raicharan wanted to pluck the Kadamba flower . So he left the baby alone.

4. What happened to the baby then?

The baby disappeared.

II. Vocabulary

Amazed - surprised
Absolute - complete
anxious - worried
suspicion - doubt
persuaded - convinced
usurper - one who takes up someone's position.

POEM: THE MOON

I. Comprehensive question and answers

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01) What is the moon compared to?

The moon is compared to the clock in the hall.

02) Where does the moon shine?

The moon shines in the streets, fields and the harbor quays.

03) Where do the birds sleep?

The birds sleep in the branches of trees.

04) Who are out by moonlight?

The cat, mouse, dog and the bat are out by moonlight.

05) Why do the flowers and children close their eyes?

Flowers and children close their eyes to sleep quietly till themorning.

II. Vocabulary

1. gazing - looking at something for a long time
2. trembling - feeling nervous
3. modest - fairly a small thing.

“When wealth is lost nothing is lost.”

“When health is lost something is lost.”

“When character is lost everything is lost.”

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