

Pedagogical Analysis of Teaching English in Higher Secondary School

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Abstract: The present paper gives a pedagogical analysis of teaching in higher secondary level. In the Teaching Learning Programe both concept and pedagogy play important roles. Only educators and expert in both can deliver the goods rightly in class room situations. Considering the above aspect the present study will provide the reason as to why students commit spelling mistakes and will also device ways and meaning by which habits of wrong spelling may be replaced by correct ones.

Introduction

There are several responsibilities on the part of a teacher to fulfill and he/she is expected to develop certain kinds of skills, during the course of his classroom teaching. She/he can only carry on his duty well if he has acquired the art of teaching. Completion of every week demands is its assessment. Measurement of what the teacher has done in the class or what he is going to do there is needed because the teacher is answerable to the school authorities as well as the guardians of the students. Therefore, a teacher should develop the skill of assessing the students rightly. Practically he should be good in preparing the tests like achievement, diagnostic for assessing the ability of students in English

Chidambaram,K. (2004) identified that the medium of instruction has direct impact on the achievement of second language skills. 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.

Shin (2012) conducted a study where he emphasizes on the fact that a more important factor than the teacher's ability is to create school systems and school cultures that enable teachers to apply the teaching method they are trained to use. Data collected through questionnaires, interviews and critical incident report shows that the choice of instructional language is influenced by institutional constraints, school cultures and norms surrounding the teaching and learning of English, rather than the teacher's individual capabilities.

Today, the teaching and learning of English in characterized by the diversity of schools and linguistic environments and by systematically pervasive classrooms procedures of teaching a textbook for success an examination. Today, the teaching of any subject has just become examoriented. The emphasis should be on teaching language use in meaningful and often multilingual contexts. For the majority of the students or learners. What is needed is a basic or fundamental competence in the target language. There is a need to develop a focus in which there search on language learning is integrated with language teaching. From there search in language learning, we know that children. Have an innate faculty to construct grammatical systems on their own. What one need to do in the classrooms and to the extent possible .outside them is to create socio-cultural contexts that would encourage children to participate actively in understanding and creating appropriate communicativepractices.

Today, we see that the value and importance of correct spellings is often discounted. The need of correct spelling arises in writing in written expression and there all that matters, it is argued, is the matter and style of

composition. Errors of grammar, sentence construction and punctuation can make a difference of thought and understanding but not errors in spellings. Bad spelling can distort meaning and cause great mental confusion, even though grammar and construction are correct.

Objectives

1. To study the habits of correct spelling among school students.
2. To study/differentiate level of English language in government & private schools.
3. To study the use of correct usage of English between science and commerce students.
4. To study spelling of words and grammatical usage in English language among students on three specific points:-
 - i) Spelling test-through objective test.
 - ii) Grammatical usage test-through objective test.
 - iii) Dictation test-through written test.
5. To study ability of English language among government science & private science students.
6. To study ability of English language among government commerce and private commerce students.

Hypothesis

- Ho1) There is no significant difference among students of Govt. & private school regarding the spellings of English.
- Ho2) There is significant difference among commerce & science students in terms of English language.
- Ho3) There is no significant difference in the use of correct usage of grammar among students of government science and private science students.
- Ho4) There is no significant difference among government commerce and private commerce students in terms of English spellings and grammar.

Sample

In the present study the sample has been selected from the Sagar city. The sample for the study consisted of 240 students studying in Government and private schools of Sagar city, viz. Kendriya Vidyalaya No1 and St. Joseph Convent school, Sagar

Method used

In the present study stratified random sampling collection method has been used.

Tool

The questionnaire for diagnostic spelling test was prepared by researcher herself. It was used for the collection of data.

In the present study diagnostic spelling test was used to know the ability of English language with regard to spelling & grammar among student of XI and XII class from government & private school.

Statistical Techniques

Data has been analyzed by using educational statistical methods. Results have been obtained in form of means, S.D and t-score.

Data Analysis

Govt. vs. Private: Table 5.1

Ability of English language between private and government school students

Variable	N	Mean	S.D.	t-Value	t- Value	
Govt. School students	120	24.08	5.93	4.96	0.05	0.01
Private School students	120	29.54	10.46		1.97	2.61

Interpretation:

Table 5.1

states that at 238 degrees of freedom the calculated t value of private & Government school students is 4.96 which is higher than the table value 1.97 at 0.05 level and 2.61 at 0.01 level of significance states that there is significant difference between two means. This indicates that private students are better in English spellings & grammar than Government school students.

2) Commerce vs. Science:

Table 5.2

Ability of English language between Commerce and Science students

Variable	N	Mean	Median	S.D.	Df
Commerce	120	24.54	24.74	4.79	238
Science	120	29.08	28.66	6.61	

Variable	N	Mean Dev	t-value	T-value	
Comm.	120	4.54	6.14	0.05	0.01
Science	120			1.67	2.61

Interpretation:

Table 5.2

Indicates that at 238° of freedom the calculated T value of commerce Vs Science groups is 6.14 which is higher than the table T value

1.97 at 0.05 level and 2.61 at 0.01 level of significance shows that there is significant difference between two means. The means of science students is greater than commerce students which shows that science students are better than commerce students in terms of English spellings & Grammar.

3) Govt.Science Vs private Science:

Table 5.3

Ability of English language between Govt. & private Science Students

Variable	N	Mean	Median	S.D.	Df
Govt. Science	60	25.5	24.66	7.02	118
Priv. Science	60	32.58	32.66	5.68	

Variable	N	Mean Dev	t-value	T-value	
Govt. science	60	7.08	6.10	0.05	0.01
Priv. Science	60			1.98	2.62

Interpretation:

Table 5.3 shows that the calculated T value of Government science Vs Private science is 6.10 which is higher than the table t value at 0.05 & 0.01 level. The table 't' value at 0.05 level is 1.98 and 0.01 level is 2.62, shows that there is significant difference between two means. The mean of private science students is greater than Govt. science student proves that private science students are much better than Govt. science students in terms of English spellings and grammar.

4) Govt. Commerce Vs Private Commerce :

Ability of Eng. lang. between Govt. and Private Commerce students.

Table 5.4

Variable	N	Means	Median	S.D.	Df
Govt. Comm.	60	22.58	22.83	3.92	118
Priv. Comm.	60	26.5	26.66	4.85	

Variable	N	MeanDev	t-value	T-value	
Govt. Comm.	60	3.92	4.9	0.05	0.01
Priv. Comm.	60			1.98	2.62

Interpretation:

Table 5.4 make it clear that at 118 degree of freedom calculated T value of Govt. commerce Vs pvt. Commerce is 4.9 which is higher than the table t value 1.98 at 0.05 level and 2.62 at 0.01 level of significance shows that there is a significant difference between two means. This has proved that private commerce student is better than Govt. comm. Students in terms of English Spellings & grammar.

Suggestion

It is worthwhile to note few problems related to his action research for further study. In the research work many answers are found from the arise new questions. The present study is a new topic for any future researcher to do study. Suggestions in this respect are as follows:

1. Pedagogical analysis of teaching English in the primary classes.
2. Pedagogical analysis of teaching English at the middle school level.
3. Teaching of English in the Hindi medium schools, and devices used for improving spellings of English.
4. A study of reading interest of children at different levels.

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