

Random Sampling Of Teacher Community In Karnataka: With Reference To ELT

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Abstract:

In the year 2007, the Government of Karnataka implemented the English as a second language from the first standard in Non-English Medium schools. Here, I try to analyze the opinions of the stakeholders such as teachers, parents, learners, inspecting authorities and administrators in this article. The opinions of the stakeholders that I sketch here are based on the data that I have collected through the questionnaires and ethnographic interviews. My intention here is to test whether the opinions of the stakeholders meet the objectives set by the Government and policy makers or not. The Government has already declared that it had passed the order after the serious discussions relating to the implementation of the policy of teaching English from the first standard on the public demand, and it has quoted the findings of surveys in the field of English language teaching. But some of the intellectuals blamed the Government's action and complained that it was an act to secure vote bank and it did it to please capitalists. So, here I want to know the mindset of public/stakeholders towards English language and correlate it with the official objectives.

Keywords: Respondents, Teachers, ELT, Area, Locality, medium

After looking at the context of implementation of the policy of English language teaching and the stakeholders' views and before analyzing the ethnographic data I assume that it is fitting to understand a little bit about the teachers who actually implement this "teaching English" project. Therefore, in this chapter, I concentrate on the profile of the teachers. The profile is culled out from the information collected through the questionnaire. My intention here is to know the proficiency of the teachers; see if they are competent to teach English language or not; whether they understand the plan of implementation of the policy of English language teaching thoroughly or not; and the circumstances under which they teach. Hence, in order to know this I have classified the profile of the teachers into two parts namely the personal profile and the academic profile.

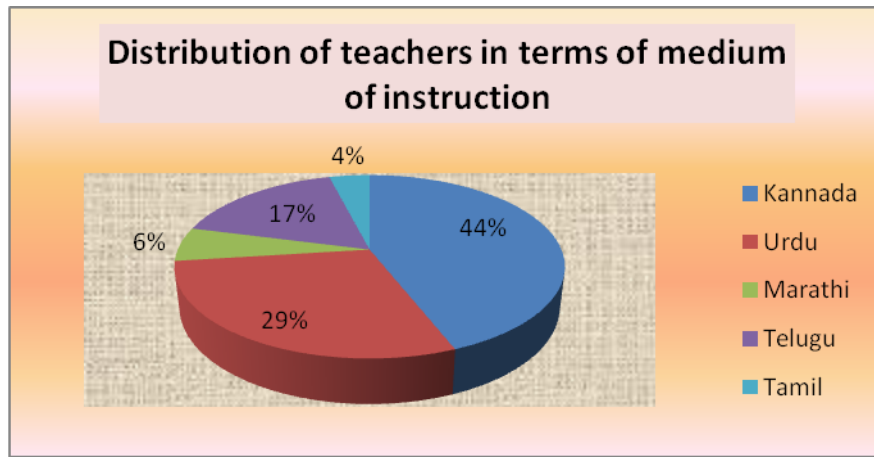
In this section, I narrate the personal profile based on the information about the teachers with graphical representations by looking at factors like gender, age, educational qualifications, training in English language teaching, experience of teaching at the primary level, income and their hobbies particularly reading news papers, magazines, watching television and listening to radio. I also describe the academic profile based on the academic information about the teachers by looking at their opinions regarding the class at which English teaching should begin, their perception of the learners and how well learners are motivated to learn English, their comments about the primary resource books, that is from 1st to 4th standard, methodology of teaching English, their opinions about in-service teacher trainings related to English, testing and evaluation at the primary level, testing areas with reference to the learners, opinion towards inspecting authorities and inspecting areas. In the beginning let me give you an idea about the nature of the sample of my survey and interview of teachers.

Distribution of teachers in terms of medium of instruction: With regard to the medium of schools, I have approached the teachers from Kannada, Urdu, Marathi, Telugu and Tamil medium schools for my survey. As the table below shows, 44 teachers are from the Kannada medium schools, 29 teachers are from Urdu medium, 6 teachers are from Marathi, 17 teachers are from Telugu and 4 teachers are from Tamil medium schools.

Distribution of teachers in terms of medium of instruction

Sl. No.	Medium of instruction	Number of Teachers and percentage
1	Kannada	44 (44%)
2	Urdu	29 (29%)
3	Marathi	06 (6%)
4	Telugu	17 (17%)
5	Tamil	04 (4%)
	Total	100 (100%)

Distribution of teachers in terms of medium of instruction



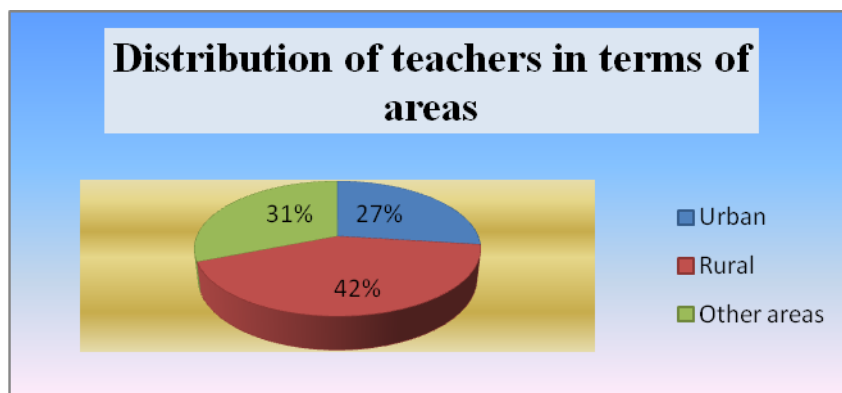
44% of the teachers whom I surveyed are working in Kannada medium schools, 29% of them are in Urdu, 6% of them are in Marathi, 17% of the teachers are in Telugu and 4% of the teachers are in Tamil medium schools.

Distribution of teachers in terms of areas: The sample of my survey of teachers is also well represented from 3 geographical locations that are Urban, Rural and Other areas like- Semi-urban, thandas, hattis and slum. As per the table below, 27 teachers are working in the urban schools, 42 teachers are working in the schools located in rural areas and 31 teachers are working in schools located in special areas which I have referred to as other areas.

Distribution of teachers in terms of areas

Sl. No.	Areas	Number of Teachers and percentage
1	Urban	27 (27%)
2	Rural	42 (42%)
3	Other areas	31(31%)
	Total	100 (100%)

Distribution of teachers in terms of location of schools



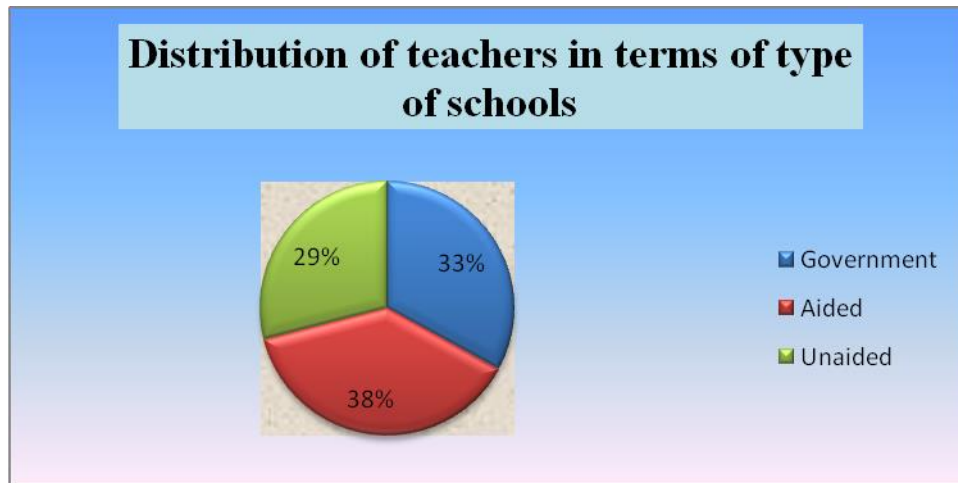
Among my teacher respondents 27% of the teachers are working in urban area, 42% of the teachers are working in rural area and 31% of the teachers are working in other areas.

Distribution of teachers in terms of type of schools: If we look at mode of administration of the schools, I have approached the teachers from Government, Aided and Unaided schools during my survey. The table below shows that 33 teachers are from the government schools, 38 teachers are from the aided schools and 29 teachers are from the unaided schools.

Distribution of teachers in terms of type of schools

Sl. No.	Mode	Number of Teachers and percentage
1	Government	33 (33%)
2	Aided	38 (38%)
3	Unaided	29 (29%)
	Total	100 (100%)

Distribution of teachers in terms of type of schools



Among my teacher respondents 33% of the teachers are teaching in government schools, 38% are teaching in aided schools and 29% are teaching in unaided schools. In that sense my sample to understand the teachers is well balanced in terms of medium of instruction, location of schools, different kinds of schools etc.

References:

- Questionnaire for the Teachers (Collected in 2008, 2009 Survey)