

# The Opinion of High School Telugu Medium Teachers Towards English Medium Schools In Sangareddy Mandal

\*Dr. M Nageswara Rao

Principal, Vignan College of Education, Hyderabad.

**abstract:** This research paper emphasized the High school Telugu medium teachers towards English medium schools in Sangareddy Mandal. The teachers opinion on the medium of instructions in government schools. Govt schools are started the English medium schools in 2008, apart from the universalization of school education in the global era. This research reveals that the importance of English as a medium, because govt. also corresponds through English language.

*Key words:* High School, English Language, and Medium

## INTRODUCTION

English as a Global Language because of English is a widely spoken language and hence, it has often been referred to as a “world language”, the lingua franca of the modern era. While English is not an official language in most of the countries, it is currently the language most often taught as a second language around the world some linguists believe that it is no longer the exclusive cultural sign of “native English speakers”, but is rather a language that is absorbing aspects of cultures worldwide as it continues to grow. It is, by international treaty, the official language of the United Nations and many other international organizations, including the international Olympic committee.

The success of this “Indian Education Policy” can perhaps be measured, by the content of the recent address of Dr. Manmohan Singh the Prime Minister of India: of all the legacies of the Raj, none is more important than the English language and the modern school system. That is. Of course, if you leave out cricket of course, people here may not recognize the language we speak, but let me assure you that it is English! In indigenizing English, as so many people have done in so many nations across the world, we have made the language our own. Our choice of prepositions may not always be the Queen’s English; we might occasionally split the infinitive; and we may drop an article here and add an extra one there. I am sure everyone will agree, Nevertheless, that English has been enriched by Indian creativity as well and we have given you back R.K Narayan and Salman Rushdie. Today, English in India is seen as just another Indian language.

We all know that English is an important language. It is the Official language of 53 countries and about 1.8 billion people use it, making it the most widely used language in the world. It is the preferred language for international business and scientific communications. In a world that is becoming more and more “flat”, mastering the English language is definitely a global advantage that will take you a long way. The disadvantage of the English language is that people think they can speak English and yet they don’t. A lot of misunderstandings happen when two non-English persons converse with each other in English each person has a different conception of what was said.

English is a difficult language to speak properly. Most people don’t. A much more serious disadvantage for learners of English is the extent of the vocabulary. English medium schooling is in great demand these days. The rich and poor in India yearn for it because of its pervasive use in higher education and employment. The market has responded by providing separate English-medium schools for the Middleclass and the poor at the upper end of the spectrum are established boarding and day schools, providing upper middle classes and rich children with educational buffets, served in five-star comfort and five star prices. More modest but larger in number are English- medium schools often government-aided, that caters to the expanding middle class. Fee-charging. English-medium schools for the poor have mushroomed in slums and villages. These are English medium the fact that even the poor their children to study in English reflects a sea change from the days. English-medium schooling is now promoted aggressively as being absolutely critical to empower the poor.

In educated middle-class homes, the presence of books, newspapers and computers, and interactions with relatives and friends expose children to varying degrees of spoken and writing English. Most poor semi-literate parents are not likely to provide this environment. English-medium schools that cater largely to their children will need enlightened leadership, dedicated English-speaking teachers and well equipped schools that are sensitive to the special needs of poor children cannot be instantly produced in large numbers. Reserving seats for children in private schools, as well as industry start good schools, should be encouraged. But this will not produce the required number of English-medium schools.

The government of Andhra Pradesh has introduced English medium from class 6 in 6500 government high schools starting during academic year 2008-2009 under the proposed strengthening and Universalisation of Quality and access to High Schools project. All these high schools offer several electives depending on the choice of the students. So, that they can choose the direction of their higher education after class 10 in the same school.

Introducing English Medium in Government sector High schools in the state had been under the consideration of the government of Quite some time. In the Present educational scenario in the state, it is seen that about 95% of private sector high schools are offering English medium, where as an overwhelming majority (more than 98%) of high schools in the Government sector offering education in Telugu medium Schools Only.

Further, a large majority of the overall social trends and patterns in the education sector in the state, it is seen that while most private sector English medium schools are located in the urban areas, there are very few comparable facilities in the rural areas. Most students in the rural areas, Particularly those belonging to the rural poor families including the small and marginal farmers, agricultural laborer, artisans, poor SC/ST and BC families have no alternative but to purpose their studies in Telugu medium only, in the absence of any facilities for English medium in the rural areas; while such facilities are available mostly in the urban areas and being accessed mainly by the middle and upper classes of the society, based in urban areas.

The departments issued an order introducing English as the medium of instruction with CBSE syllabus from class VI in 6500 select schools, covering over 250,000 students. The move is part of the world Bank-aided strengthening and Universalisation of Quality and Access to High schools (*success*) Project. Under the order, students of classes VI and VII of upper primary schools which are within two Kilometer radius of high schools where English would be introduced as medium of teaching would be shifted to the nearby high schools along with teachers and other administrative staff.

The authorities have also made arrangements to train the teachers who are currently teaching Telugu medium syllabus. They would undergo training in English at reputed universities and institutes in the country. The government's move to introduce English as medium of instruction has been welcomed by the teaching community and students. However, introduction CBSE syllabus.

### CONCEPTUAL BACKGROUND

All are equal and some are more equal than others may be an old epithet. This seems to be true in the case of English language education that is being imparted to children in Indian schools today. Having been a country ruled by the Britishness for a little over 200 years, India stands as a classical example of what could be called "a nation which is a nation of colonial legacy". One of the greatest legacies that India inherited from the British rule is the English language-once the language of the rulers and then the language of educated as also the language of the administration and higher education. Today it is the language that everyone wants to learn so as to soar high in life and get plum positions.

The main aim of teaching English in our schools is to enable the students comprehension and expression of the language. The basic objectives of teaching English can be achieved by adopting suitable scientific measures of the teaching learning procedure. A pilot study conducted by the investigators revealed that there is wide a variation in the classroom. There is an attitudinal difference which would definitely influence to the extent to which teachers practice the communicative approach.

It is also agreed widely that stronger abilities to understand and communicative in English language are undoubtedly affording better employment opportunities for the youth with a progressively increasing share of employment being in the private sector that is organized on a national and even international scale. Considering all these factors, and considering the need to provide the option for education at high school level in Government sector schools with English as the rural poor SC, ST and BC and other students, Government directed a through examination of the entire issue and consultation with all the stake-holders on the subject.

In the previous chapter the investigator has presented the analysis and interpretation of results. All the care and cautions required in reporting the findings, in formulating the conclusions and in arriving at generalization on the basis of the data were devoted to in the earlier chapter. In any research report the last chapter consists of reporting of the findings, conclusions, educational implications and suggestions and also to the representation of a brief summering of the entire study and this chapter devoted for it.

### NEED AND SIGNIFICANCE

Introducing English Medium in government sector high schools in the state had been under the consideration of the government of quite some time. In the Present educational scenario in the state, it is seen that about 95% of private sector High schools are offering English medium, where as an overwhelming Majority (more than 98%) of high schools in the government sector offering Education in Telugu Medium only. Further, a large majority of the overall society Trends and patterns in the education sector in the state, it is seen that while most Private sector English medium schools are located in the urban areas, there are very few comparable facilities in the rural areas. Most students in the rural Areas, particularly those belonging to the rural poor families including the small Marginal farmers, agricultures laborer, artisans, poor SC/ST and BC families have Alternative but to pursue their studies in Telugu medium in the rural areas; while Such facilities are available mostly in the urban areas. The Government of Andhra Pradesh has Introduced English Medium from Class 6 in 6500 Government High Schools Starting during Academic Year 2011-2012 under the Proposed Strengthening and Universalization of Quality and Access to High Schools Project success .All these High Schools have also been Upgrade to be Multipurpose High Schools Where all Students can Complete their Class 12 at their Village High School itself. These High Schools Offer Several Electives depending On the Choice of the Students So that they can Choose the Direction of their Higher Education After class 10 in the Same School. On an Experimental Basis the

Schools will run the English Medium Section Parallel to the Telugu Medium Section So that Students can Choose their Medium of Education at that School itself.

**OBJECTIVES:** To study the opinion of High school teachers towards the English medium schools.

- To assess the opinions of High school teachers towards the English medium schools.
- To compare the opinions of High school teachers towards the English medium schools w. r. t. Gender, Location, Qualification, and Type of school.

### VARIABLES

*Independent Variables:* Gender- male and female; Location-Urban and Rural;

Academic Qualification-Under Graduation and Post Graduation;

Type of School-Govt. and Zilla Parishad

*Dependent Variables:* The opinion of High school Telugu Medium teachers towards English Medium Schools.

**HYPOTHESIS:** The null-hypothesis was formulated,

Hypothesis 1: There would be no Significance difference between the Male and Female High School Telugu Medium Teachers towards English Medium Schools.

Hypothesis 2: There would be no Significance difference between the Urban and Rural High School Telugu Medium Teachers towards English Medium Schools.

Hypothesis 3: There would be no Significance difference between the Undergraduate Teachers and Post Graduate Teachers Opinion towards English Medium Schools.

Hypothesis 4: There would be no Significance difference between the Government and Zillah perished school teacher's opinion towards English medium schools.

### DATA COLLECTION PROCEDURE

The researcher personally went to each school, took permission of the respective heads of the institution and administered the tools for 100 teachers in Sangareddy mandal. Before administering the questionnaire, the students were assured that their responses would be used only for research purpose and would be treated as strictly confidential. They were asked to answer all questions. The instructions were read out the investigator received full cooperation from the students as well as from the head masters, while administering the questionnaire.

**Sample:** Simple random sampling technique was used and sample of 100 High school Telugu teachers was randomly selected from Sangareddy mandal, and dist.

### TOOLS USED

A questionnaire was prepared by the investigator to test the opinions the High school teachers towards English Medium schools the questionnaire was divided into 2 sections. Self developed tool is consisted of items related to the opinions about English medium. It comprised of 20 items.

### STATISTICAL TECHNIQUES USED

The following statics were applied to analyze the collected data.

Arithmetic Mean, 't'-Test and ANOVA

### DATA ANALYSIS

**Hypothesis-1:** The opinions among the teachers-gender wise

One of the objectives of the study was to find the difference between the male & female secondary school teachers in their opinion towards English Medium Schools.

Table-1 The opinions among the teachers-gender wise

	Variable	N	Mean	SD	Df.	t-value	LOS
Gender	Male	58	67.39	7.49	98	1.36	Not significant
	Female	42	69.14				

Table-1: It can be seen that the mean for the opinion towards English Medium Schools among male teachers is 67.39, and for the female teachers it is 69.1 it with the variance being 78.23 and 40.04 respectively. The obtained 't' value 1.36 indicate that there is no significant difference between male & female teacher in their opinion towards English Medium schools There is general myth which the whole world is trying to contradict that men and women are different in their relation. But this study is supporting that there are good relations among the both male and female teachers.

Hence, the *hypothesis-1* formulated that there would be no significant difference between male and female teachers in their opinions are accepted.

#### Hypothesis-2

Table -2 Opinion of teachers – Type of school wise

	Variable	N	Mean	SD	df	t-value	LOS
Type of School	Rural	70	68.23	4.23	98	0.4	Not significant Sign
	Urban	30	67.71	27			

From the table 4.3.2 it can be seen that the urban teachers are having a slightly lower mean of 67.71 in comparison to that of their rural counterparts whose mean is 68.23 The 't' value which was calculated to test the significance of the mean difference between urban and rural teachers is found to be 0.4.

In this context it was assumed that there would be difference between urban and rural teachers in their opinion towards English medium School but data points out there is no difference.

Hence the *hypothesis-2* formulated that there would be no significant difference between urban and rural teachers in their opinion towards English medium schools is accepted.

#### Hypothesis-3

Table-3 Opinion of teachers with respect to variable academic qualification

	Variable	N	Mean	SD	df	t-value	LOS
Qualifications	P.G	67	68.52	6.64	98	0.6930.693	Not Significant
	U.G	33	67.12	3.69			

From the table -3, it can be seen that the mean for the opinion towards English medium schools among Post Graduation (PG) Teachers is 68.52 and for Under Graduation (UG) teachers is 67.12. The obtained 't' value is 0.693 indicate that there is no significant difference between P.G and U.G teachers in their opinion towards English medium schools. PG teachers are having slightly better opinion than UG teachers towards English medium schools.

Hence the *hypothesis-3* formulated that There would be no significant difference between the graduate teachers & Post graduate teachers in their opinion towards English medium schools.

#### Hypothesis-4

Table Opinion of teachers towards SUCCESS-Schools type of school wise

	Variable	N	Mean	SD	df	t-value	LOS
Type of School	Government	29	67.41	5.385	98	0.80	Not Significant
	Zillah Perished	71	68.55	8.42			

Teachers either in Government or Zillah Perished schools are performing similar roles and working with similar type of pupils and are having similar facilities, resources and grants from Government. Hence they are having similar opinion towards universalization of quality assurance in secondary schools.

The *hypothesis-4* formulated that there would be no significant difference between Government teachers and Zillah perished teachers in their opinion towards English medium schools is accepted.

#### FINDINGS OF THE STUDY

The Following are the findings that could be drawn on the basis of the data analysis.

- It can be seen that the mean for the opinion towards English medium schools among male teachers is 67.39 and for the female teachers it is 69.14 with the obtained 't' value is 1.36
- It can be seen that the mean for the opinion towards English medium school among post graduation teachers is 68.52 and for the under graduation teachers is 67.12. The obtained 't' value 0.693
- It can be seen that the urban teachers are having a slightly lower mean of 67.71 in comparison to that of their rural counterparts whose mean is 68.23 the 't' value is 0.4
- It can be seen the mean for the opinion of teachers towards English medium schools among the government and Zillah Perished schools teachers is 67.41 and 68.55 respectively. The obtained 't' value 0.80

## CONCLUSION

From the data analysis and findings of the following conclusions are drawn:

There would be no Significance difference between the Male & Female High School Teachers towards English Medium Schools. There would be no Significance difference between the Urban & Rural High School Teachers towards English Medium Schools. There would be no Significance difference between the Undergraduate Teachers & Post Graduate Teachers Opinion towards English Medium Schools. There would be no Significance difference between the Government & Zillah Perished Teachers Opinion towards English Medium School.

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