



REVIEW ARTICLE

Vol. 2. Issue 4.,2015 (Oct-Dec.)

INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

Use of English Language by Learners in Karnataka with Reference to ELT

Dr. Sharanappagouda L Patil

Assistant Professor of English
Government First Grade College, Hungund-587117
Tq: Hungund, Dist: Bagalkot, Karnataka
Email: sonupatil2007@gmail.com



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, it's an attempt to know how learners use English in their daily life, whether English learning atmosphere is there or not around learners. The opinions of the learners 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 learners are eager to learn English or fit for learning new language and the existence of that new language in their environment. 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. Anyways, here the main focus is to know the mindset of learners towards English language and correlate it with their learning activities.

Key Words: ELT, Media, TV, Radio, Newspapers, mobiles.

©KY PUBLICATIONS

Introduction:

In the year 2007, the Government of Karnataka implemented the ELT from the first standard in Non-English Medium schools. Most of the stakeholders welcome the Government's decision of implementing English language teaching from the first standard in Karnataka. Here, this paper highlights the exposure of English language around the learners and the stakeholders' environment;

Objectives:

The main research question of the study is to ascertain whether the teaching of English language at the first standard level is fulfilling "the objective" for which it was introduced or not. Through, the questionnaire, this survey focuses whether the learners have English environment or not. According to Linguists and Psychologists, the environment is very necessary for leaning a new language.

Source materials of the study

The questionnaires and the documentary sources comprise of Government Orders relating to the implementation of English language teaching from the first standard in non-English medium schools in Karnataka, training materials for the teachers, teachers' resource books and learners' activity books, educational magazines in Kannada and English language, articles relating to this issue published in magazines (both Kannada and English), journals and newspapers and books on language studies in Kannada and English were used for my study.

Methodology

I have used a variety of data collection methods. The aim was to achieve a mix of quantitative and qualitative data. So, questionnaires, semi-structured interviews and observation of the classroom were used as a means of data collection. Here, with the help of teachers I also collected information from 60 learners randomly selected in entire Karnataka by administering questionnaire. The result of the analysis is presented here related to use of use of English Language.

1. Influence of mass media:

The table No.1 shows that the learners are in touch with audio-visual media such as television, mobile and radio. 40% of them are more acquainted with TV and radio, 39% of them have an average acquaintance, 18% of them have less acquaintance and 3% of them have no acquaintance with mass media.

Table 1: Learners' Acquaintance with Mass Media

Sl. No.	Acquaintance with mass media	Number of learners and percentage
1	More acquaintance	24 (40%)
2	Average acquaintance	23 (39%)
3	Less acquaintance	11 (18%)
4	Nil	02 (3%)

Female learners seem to have more acquaintance with mass media than the male learners, i.e., 37% and 43% respectively. But, at the average acquaintance, male learners have more acquaintance than female. The difference is 10%. The learners who are studying in the I, II, VI and VII standards have more acquaintance with the mass medias compared to the other class learners, i.e., at 79%, 40%, 33% and 43% respectively. But, at the average level, III, IV, V and VI standard learners have been acquainted with medias, i.e., at 57%, 57%, 56% and 50% respectively. Village learners have more acquaintance with mass media than others, i.e., 87%. The learners from the town, city and other areas have the acquaintance with mass media at the average level, i.e., 53%, 47% and 46%. The learners whose fathers are illiterate have more acquaintance with mass media, i.e., 73%. 67% of the learners whose fathers are less educated have more acquaintance with mass media. The learners whose fathers are highly educated have also acquaintance with mass media i.e., 43%. The learners whose mothers are illiterate have more acquaintance with mass media, i.e., 63%. 40% of the learners whose fathers are less educated have more acquaintance with mass media. The learners whose mothers are highly educated have also more acquaintance with mass media, i.e., 67%.

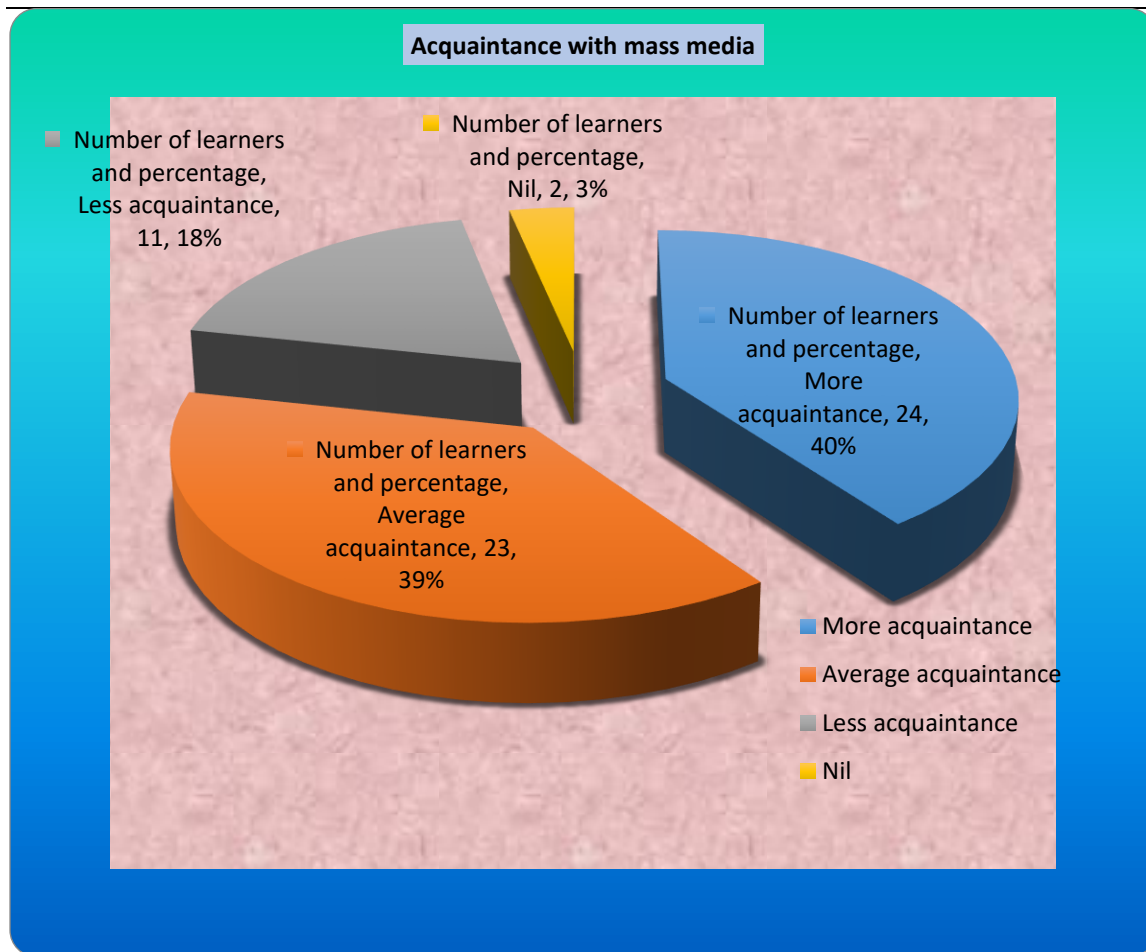


Fig.1: Distribution of the respondents (learners) based on the acquaintance with mass media

2. Acquaintance with mass media and English language:

The table No.2 shows that the learners were in touch with audio-visual materials such as television, mobile and radio. 100% of them watch the programmes in their home languages, 50% of them listen to the programmes in their home language on the radio, 52% of them watch the programmes in English language, 32% of them listen to the programmes in English language on the radio and 60% of them watch the programmes in other languages, 18% of them listen to programmes in other languages on the radio. It shows that there is less English language environment at their homes comparing to the other language environments available to them.

Table 2: Learners’ Acquaintance with Mass Media and English Language

Sl. No.	Acquaintance with mass media based on languages	Number of learners and percentage		
		TV	Film	Radio
1	Home language	60(100%)	60(100%)	30(50%)
2	English language	20(34%)	11(18%)	19(32%)
3	Other languages	36(60%)	34(57%)	11(18%)

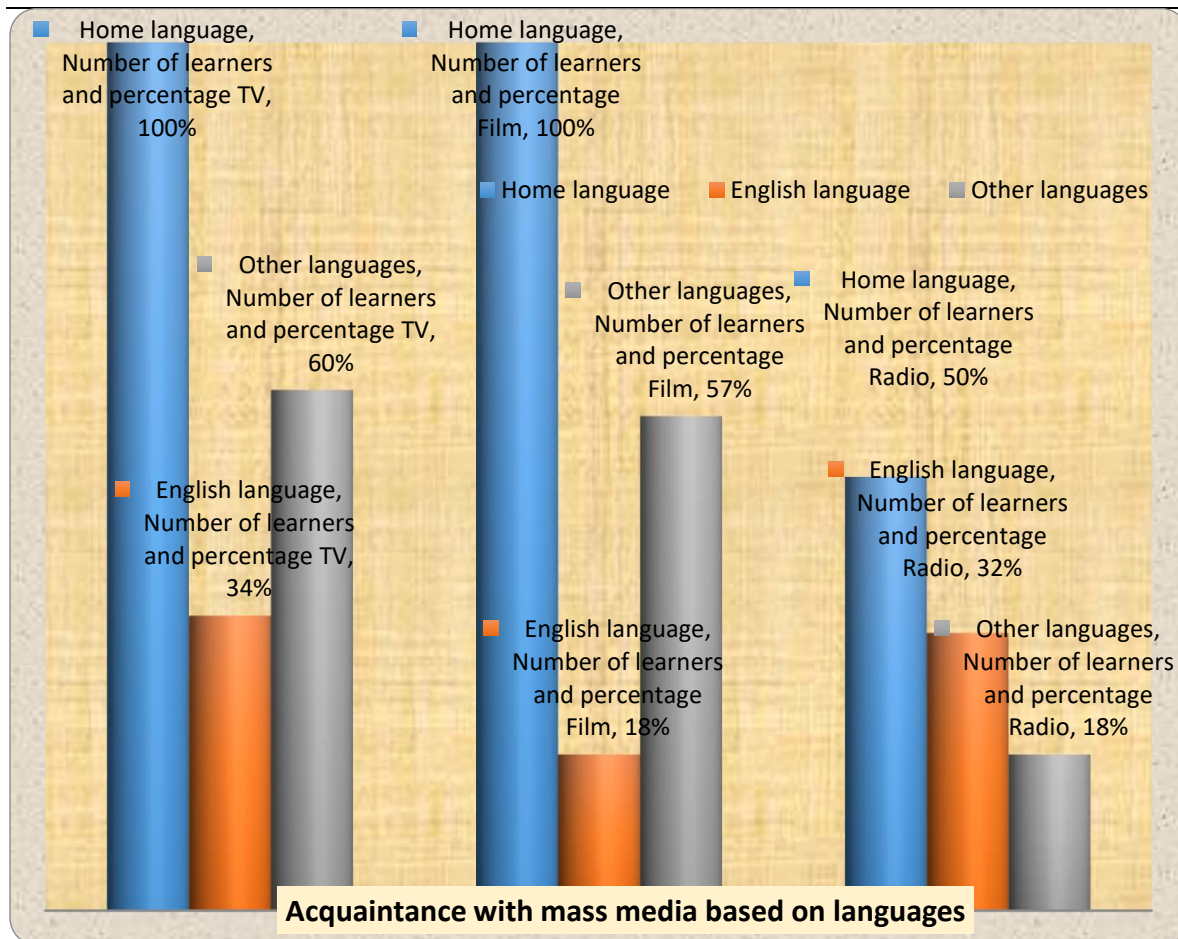


Fig.2: Distribution of the respondents (learners) based on the acquaintance with television and radio

3. Reading materials at home:

The table No.3 shows that the learners are in touch with reading materials such as books, magazines and newspapers. 20% of them have more reading materials at home, 33% of them have average materials, 22% of them have less reading materials and 25% of them have no reading materials at their homes.

Table 3: Reading Materials at Home

Sl. No	Reading materials at home	Number of learners and percentage
1	More	12 (20%)
2	Average	20 (33%)
3	Less	13 (22%)
4	Not at all	15 (25%)

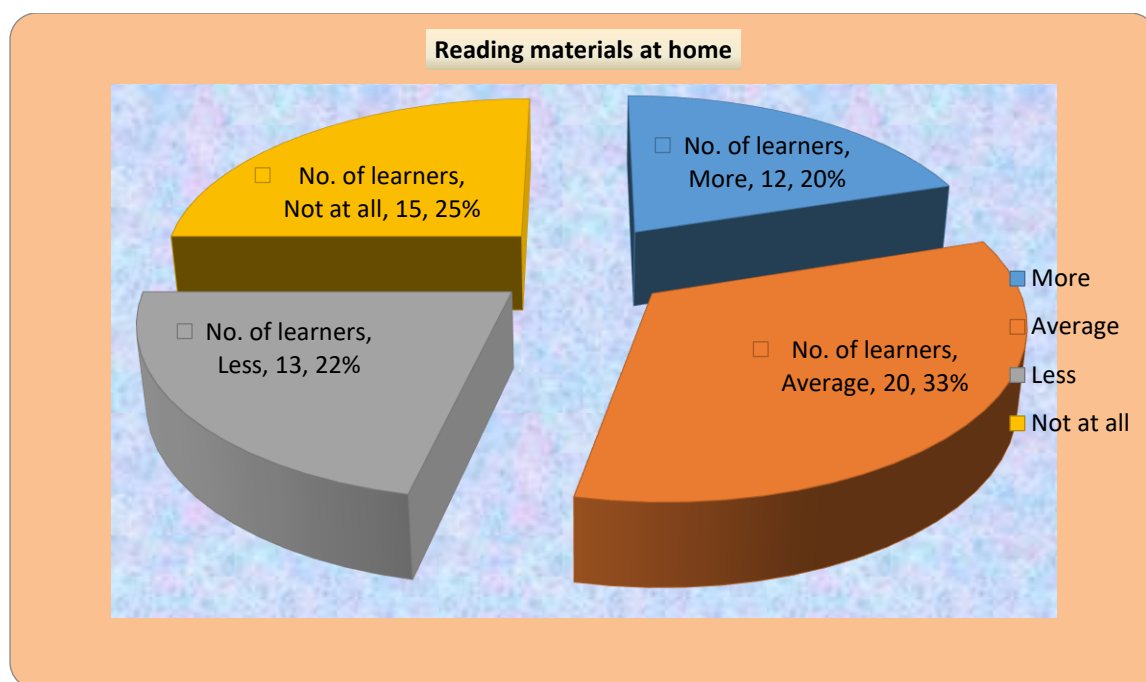


Fig.3: Distribution of the respondents (learners) based on the reading materials at home

4. English language reading materials at home:

As the table No.4 shows learners are in touch with reading materials, such as books, magazines and news papers. 100% of them read books in the regional languages, 52% of them read magazines and 27% of them read news papers in their regional language. 7% of them read books in the English language, 5% of them read magazines in English and 8% of them read news papers in English language. 8% of them read books in other languages, 12% of them read magazines and 20% of them read news papers in other languages. It shows that there is less exposure to English language materials in their personal and academic contexts.

Table 4: English Language Reading Materials at home

Sl. No.	Reading materials at learners' home	Number of learners and percentage		
		Books	Magazine	News paper
1	Regional language	60(100%)	31(52%)	16(27%)
2	English language	4(7%)	3(5%)	5(8%)
3	Other languages	5(8%)	7(12%)	12(20%)

Distribution of the respondents (learners) based on the reading materials at home given region-wise

67% of the learners who are residing in villages have no reading materials at their homes. 40% of the learners who are residing in towns have no reading materials at their homes, 32% of the learners who are residing in cities have no reading materials at their homes and 36% of the learners who are residing at other places have no reading materials at their homes. 100% of the learners whose fathers are illiterate have no reading materials at their homes. 67% of the learners whose fathers are less educated have reading materials at the average level. 55% of the learners whose mothers are illiterate have no reading materials at their homes. 40% of the learners whose mothers are less educated have reading materials at the average level.

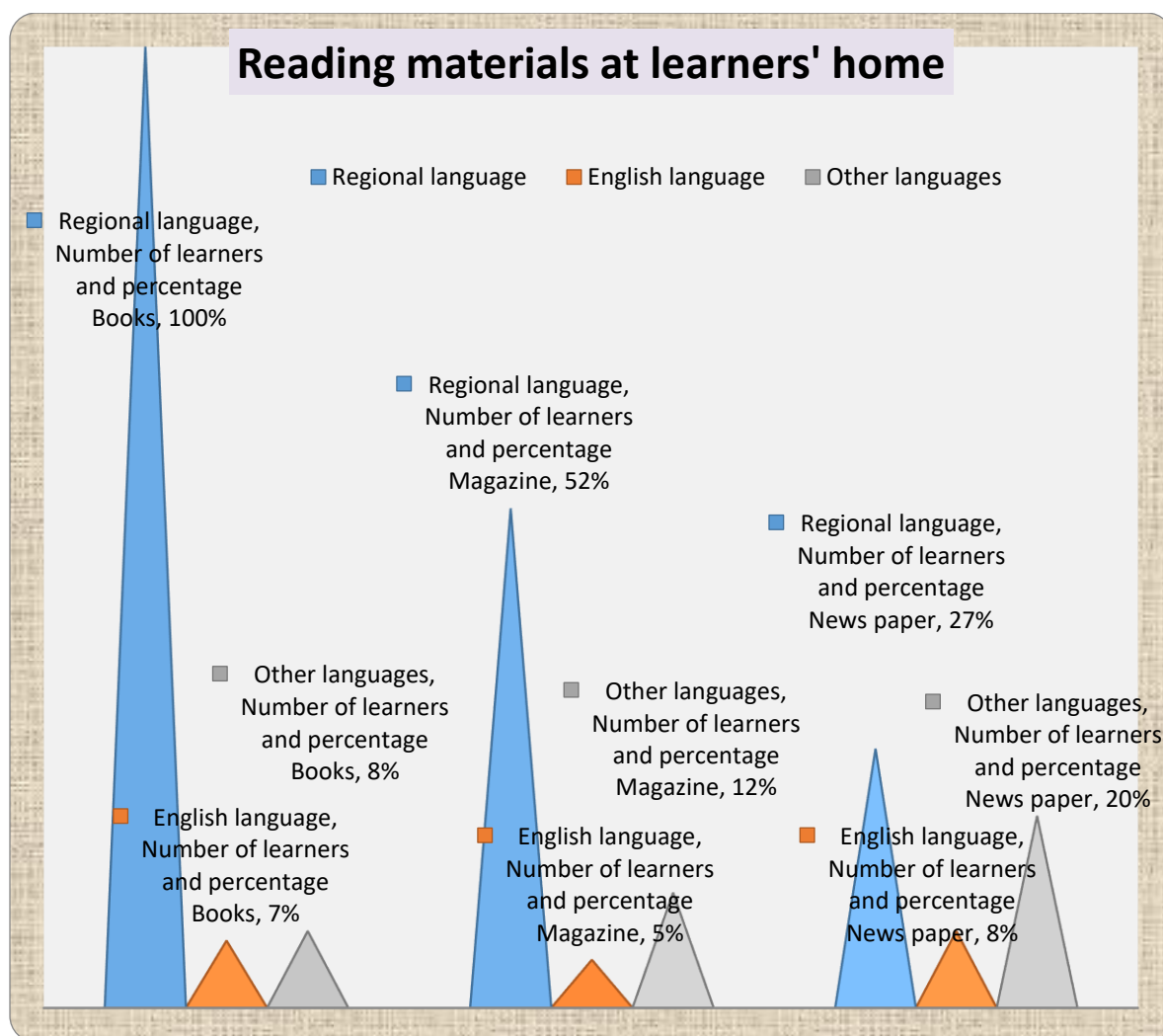


Fig.4: Distribution of the respondents (learners) based on the reading materials at home

Outcome

Learners are in touch with audio-visual media such as television, mobile and radio. 100% of them watch the programmes in their home languages. 50% of them listen to the programmes in their home language on radio and 60% of them watch the programmes in other languages (see Table No.2). It shows that there is less English language environment available to them. In total, learners seem to be in touch with audio-visual media such as television, mobile and radio. 40% of them have more acquaintance with TV and radio, 39% of them have an average acquaintance, 18% of them have less acquaintance and 3% of them have no acquaintance with mass Medias (see Table No.1). Female learners, the learners who were studying at lower classes from I to IV, the learners from the village areas and the learners whose parents were illiterate had more acquaintance with the mass media.

Learners are in touch with reading materials, such as books, magazines and news papers. 100% of them have books in the regional languages, 52% of them have magazines and 27% of them have news papers in their regional language. 7% of them have books in the English language, 5% of them have magazines and 8% of them have news papers in English language. 8% of them have books in the other languages, 12% of them have magazines and 20% of them have news papers in other languages (see Table No.4 and 3). The learners from village and the learners whose parents are illiterate have less reading materials than others.

Conclusion

Most of the learners in my sample were not in touch with stories. But, teaching English language from the first standard begins with storytelling. So, it seems to me that the teaching of English begins with an unfamiliar method.

The learners who are the beginners use English language less at their homes. The learners who are multi-lingual and whose parents are highly educated use English more often than that of other learners. Most of the learners are in multi-lingual environment. But there is a lack of environment of English language and its use at home, school and outside. The learners from the urban area, the learners whose parents are highly educated and working in government sectors, business persons, doctors and engineers use English language more at their homes, schools and outside than the other learners.

Totally, through this data, we come to know that the exposure to English language is very less in the stakeholders' environment; even though they welcome the Government's decision of implementing English language teaching from the first standard in Karnataka.

Bibliography

- Beretta, Alan & Davies, Alan. (1985). Evaluation of the Bangalore Project. *ELT Journal*. 39. 10.1093/elt/39.2.121.
- Meganathan, Ramanujam. (2011). Language policy in education and the role of English in India: From library language to language of empowerment Ramanujam Meganathan. In book: *Dreams and Realities: Developing Countries and the English Language* Edited by Hywel Coleman (pp.57-86) Edition: 2011 Publisher: British Council UK Editors: Hywel Coleman
- Position paper National focus group on teaching English NCERT-2006
- Kumar, K. (2004). *The child's language and the teacher: A handbook*. New Delhi: National Book Trust.
- Dr. Reena Mittal (2014). " Role of Newspaper in English Language Learning ", *International Journal of Research (IJR)* Vol-1, Issue-6, July 2014 ISSN 2348-6848.
- Kamlesh Gakhar & Harjeet Kour (2012). "Scenario of Present Education System: A Comparative Study of Haryana and ITS Neighbouring States", *International Journal of Social Science & Interdisciplinary Research* Vol.1 Issue 8, ISSN 2277 3630.
- Pandey, M., & Pandey, P. (2015). Better English for better employment opportunities. *International journal of multidisciplinary approach and studies*, 1 (4), pp. 93.