

Title of the Study : **Research Study on Implementation of Activity Based Oral English in the Primary Grades 1 & 2**
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Objectives / Terms of Reference

- i. To establish the fact that Oral English is a step forward in the teaching of English
- ii. It is the intention of the research to disseminate the information to all involved to realise the importance of the objectives.
- iii. To devise the steps necessary to enable all concerned to contribute towards making these national objectives a reality

Methodology

By personal contact, getting first hand information from Principals, Teachers, Students and Parents.

- a) Field officers visited respective schools
- b) Conducted personal interviewing with students
- c) Obtained information from the principals, teachers and parents orally and through questionnaires.

Random samples of 10 students from each Grade in each school were selected for the study by the Field Officers (One Grade I class and One Grade II class)

Thus approximately a total of 50 Grade I students and 50 Grade II students were targeted within each district.

Therefore a total of 2000 students in the 20 districts was the target.

The Teacher sample comprised of class teachers of Grades I and II. Therefore a total of 10 teachers were included in the district sample. In all 20 districts the total number of teachers targeted was 200.

Principals of 5 schools within the district formed the Principal's sample. A total of 100 Principals was targeted in all 20 districts.

Since 2000 children were involved in the study, the total of parent sample amounted to 2000 as well.

Data collected was analyzed mainly applying qualitative and quantitative methods

Assessment Tools

- a) Questionnaire I - to the Principal of the respective school [annex (V)]
- b) Questionnaire II - to the teachers involved in the Grade I & II classes [annex (VI)]
- c) Questionnaire III -to parents of selected students of Grade I &II classes [annex (VII)]
- d) Oral Questioning- from a sample of students in Grade I & II classes [annex (VIII)]

Conclusions Based on Observations of the Study Team

1. Introduction of Oral English through the educational reforms has not been successfully implemented in the 17 districts included in the study.
2. Most Principals and Teachers were aware of the reforms but many were not provided with adequate guidelines and the necessary training that was essential to

implement this successfully. Some principals, particularly in rural and remote areas had not received even a circular related to the reforms.

3. Teacher training when provided had not been adequate to successfully implement Activity Based Oral English learning in most schools.
4. Most Teachers though happy and enthusiastic about A.B.O.E. were not confident enough to impart it to their students.
5. Most teachers were unhappy that the Teachers Guide for A.B.O.E. prepared by the DFID was not available for their use.
6. Lack of competence and creativity in teachers resulted in low performances in many districts.
7. In certain districts, the commitment of Principals, Teachers and the I.S.As in the implementation of A.B.O.E indicated a positive trend while in other districts the involvement of the Principals, English language teachers and other officials from the regional offices had been poor.
8. Parents in urban areas had become active partners in this process. They showed interest in A.B.O.E but were dissatisfied with the knowledge of English their children acquired in class. They provide outside support to enhance the Oral English ability of their children. Though enthusiastic, parents in rural areas do not have the opportunity to provide quality support outside the school due to several constraints.
9. All parents were in favour of A.B.O.E. However, they lament that it is not being implemented with commitment.

Recommendations

1. To provide specific instructions from relevant officials to update and guide the school administration.
2. To provide necessary training through seminars and workshops for teachers of Grade 1 and 2. The training should be continued over a specific period. It should also be provided through in-service training programmes.

Young children say what they hear others say. They also pick up the accent of those around them. During training seminars therefore, teachers should be encouraged to engage in many activities that would provide the students of such an environment. Activities such as.

Care talk

Greetings

Checking attendance

Ways of starting the environment related activities

Asking / raising questions & giving instructions etc.

Recalling routines, listening & identifying & practicing total physical response could also be included.

Songs, rhymes, chants, poetry, stories are other resources that could create such an Environment.

3. Ensure all schools are provided with the resources – human and physical.
4. Provide facilities for officials such as I.S.As and even Directors of English to visit all schools. I.S.As should visit schools regularly.
 - a) Transport facilities should be provided to visit schools in difficult areas.
 - b) Provide competent teachers as class teachers in primary 1-5

- c) Teaching aids such as cassette recorders, audio cassettes, booklets, posters, charts, flash cards etc should be made available.
- 5. If parents in rural areas too could be provided with some provision to acquire the ability of Oral English, it would create the much needed environment for their children.
- 6. Use the Electronic Media to conduct specific programmes for teachers and students. This will provide them with more opportunity to acquire Oral English skills.

Recommendations for A.B.O.E. Teacher Training

1. Conduct **Residential Training Programmes** that would provide “**total immersion**” in English – duration of which should be at least 4 days.
2. Prepare suitable **Audio Cassettes** that would provide samples of
 - a) ‘Care talk’
 - b) Greetings and forms of address
 - c) Checking attendance
 - d) Ways of starting lessons
 - e) Every day instructions
 - f) Ending lessons
 - g) Telling the class what you are doing
 - h) Asking questions
 - i) Giving instructions in English
 - j) Listen and identify
 - k) Total Physical Response
 - l) Recalling routines.
 - m) Songs/Rhymes/Chants/Poetry/Stories with supporting booklets with illustrations.
3. Provide a suitable **Teacher Guide Book** to cater to A.B.O.E grades I and II
4. Provide suitable **Television & Radio programmes** for teachers.

Special Programmes for Primary Students

1. Organize **Holiday Camps** for Primary School students to provide ample opportunity to indulge in Oral English through total immersion in **Activity Based Informal Learning Programmes**.
2. Provide suitable **Television & Radio programmes** for students.