

International Journal of Innovative Research in Science, Engineering and Technology

(A High Impact Factor, Monthly, Peer Reviewed Journal)

Visit: www.ijirset.com

Vol. 7, Issue 1, January 2018

Integrating Teaching English with Social Science

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ABSTRACT: Teachers are the back bone of a country. The development of a nation depends on the teachers who play such an important role to influence thousands of innocent minds. While teaching, a teacher should integrate different subjects to make the topic linked with many aspects. In a social science classroom also, students can get exposure to vocabularies in English for which they can integrate learning of English while studying social science. The present study deals with this problem and seeks to answer how learners integrate teaching of English with social science. Data have been collected through Descriptive survey method and the results reveal that integration is very much beneficial for the school students.

KEYWORDS: Integrated approach, teaching, English, Social Science.

I. INTRODUCTION

Of all languages in the world today English deserves to be regarded as a world language. It is the world's most widely used spoken language. It is the language communication between the people of different nations. One person out of every four on earth can be reached through English. Randolph Quirk points out, "There are now something like 250 million people for whom English is the mother tongue or 'first language'. If we add to this the number people who have a working knowledge of English as a second or foreign language (many Indians, Africans, Frenchmen, Russians and so on), we raise the total to about 350 million".

Importance of English in India

In India, English continues to be the medium of instruction in colleges and universities, and is also the language of administration. The importance of English has been fully realized by the administrators and educationists of India. One of India's Education Commission emphatically asserted, "For a successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lecture in it and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school stage. English should be the most useful library language in higher education and our most significant window on the modern world".

Aim of teaching English in India

The aim of teaching English in India is to enable our students to use English with ease and comfort that is to use it both instrumentally and integrative manner. That is to say, they should be able to speak and write English effectively and develop an ability to understand the basic patterns of culture of the English speaking people. It is possible for us to realize the aims if we successfully cope with the problems of teaching English as a second language, i.e. learning it instrumentally only will not serve us adequately in our communication within India with those outside India.

Integrated Approach to Teaching English

The integrated approach exposes English language learners to authentic language and challenges them to interact naturally in the language not only in the English classroom but also in other subject classrooms like

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mathematics, science, social studies, geography etc. Here, learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest, nor merely a key to passing an examination; instead English becomes a real means of interaction and sharing among people.

Due to the variety of methodologies used in each of the disciplines, and the segmented time frames in which material is presented, students often have trouble in making the necessary connections among subjects. Material acquired without the necessary connections was lost at a faster rate, and therefore, valuable information could not be used (Caine & Caine, 1991). The result is that ultimately students see school as just that school, with little relevance to their perceived “real world”. The solution to this dilemma, at least in part, is an integrated curriculum.

II. RESEARCH REVIEW

Some of the research reviews are given below:

Caine and Caine (1991) states that, despite lack of research, support for curriculum integration continues to grow largely due to its logical pedagogical base and the support from recent research on the brain which indicated that the brain “Learns” by creating connections through a search for patterns and commonalities in information received.

Erickson (1995) stated on integrated curriculum that effects are to be stepped towards creating integrated approach extensively in the teaching learning process. There will be a change in professional identity; moving from being a “Social Studies teacher” to simply a facilitator of learning among students.

Martin Kniep, Feige and Soodak (1995) found that an integrated curriculum could afford students the opportunity to see more clearly how one content area was related to another and how each could complement the other in an effort to solve problems both very simple and very complex in the “real world”

Miller, Irvin, Lunstrum, Lynch-Brown & Sheppard (1995) advocated using an integration approach with social studies and literature or literary skill, but some of this research indicated many failures in achieving an effective integration between social studies and language arts curricula (Diem 1996 Goode, 1998). However, a natural partner for curriculum integration with social studies was the language arts, specially literature reading and writing.

III. RESEARCH METHODOLOGY

The study has been undertaken by following the Descriptive Survey method. To collect the data the researcher himself visited the Adarsha Vidyalayas in Ganjam district and took a model class on teaching History & Civics by integrating the principles of teaching English after getting prior permission from the principal of the respective Vidyalayas. While teaching, he has followed the procedure of learner-centered approach in teaching English and proceeds accordingly as per the lesson plan on social science framed beforehand. He has given some tasks and activities to know the capability of students towards learning structures, vocabularies, expressions (written and oral) in English.

IV. POPULATION AND SAMPLE

The class VIII students of Adarsha Vidyalaya of Odisha constitute the population of the study. Out of 100 Adarsha Vidyalayas established in different districts, three Vidyalayas situated in Ganjam district have been selected as the sample of the study. So, 200 students of different Vidyalayas are taken for the study as given in the following table.

Table-1

Students of different Adarsh Vidyalayas

Name of the Vidyalayas	Class	Boys	Girls	Total
OAV, Kabisuryanagar	VIII	20	50	70
OAV, Hatiota	VIII	20	40	60
OAV, Korapalli	VIII	20	50	70
				Total = 200

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OBJECTIVES

The study seeks to fulfill the following objectives.

- To find out the effectiveness of integrated approach in teaching social science.
- To study how far the students learn English in social science class.
- To make a list of vocabularies the students learn in social science class.
- To examine the development of language skills like reading and writing in them.
- To study the difference in learning vocabularies in English among boys and girls students.
- To examine the difference in expression among boys and girls students.

V. RESULTS AND DISCUSSIONS

After analyzing the data, the results have been found out as given in the following points:

- The data revealed that class VIII students learn vocabularies in English while studying social science. They have expressed their feelings clearly in English while giving answer to the teacher.
- The students also utilized their own creative mind in doing the written exercises.
- They have expressed clearly even though some grammatical errors found. Girls are found to be superior than boys in doing the exercises.
- While framing sentences by using structures, most of them took the help of text book and write the sentences as given in it.
- Almost all the learners successfully match the words given in column 'A' with column 'B'.
- While doing the VMDT exercise, all the students (both boys and girls) responded correctly and quickly.
- While writing the synonyms of the words given in the exercise, both boys and girls never succeed in finding out equivalent words.
- The students are given the task of making a list of new words in the lesson. Both boys and girls have listed new words which comprise ten to twelve words.
- While testing oral expression, it has been found that girls succeed better than boys.
- The integrated approach in teaching social science has been found very effective in the class room situation.
- The students have developed reading and writing skills in English apart from speaking skill.

VI. FINDINGS

Following are some of the findings of the study.

- The integrated approach in teaching social science has been found effective for the students.
- The students learn vocabulary, expression and logical thinking in English while studying social science.
- They have listed ten to twelve new English words learnt in social science classroom.
- The students have developed language skills like reading and writing apart from speaking skill.
- Girls are found to be superior in expressing correctly their feeling while doing written exercises than boys.
- Girls took less time in doing exercises than boys.
- There is a significant difference in the logical thinking of boys and girls. Both are succeeded in doing the exercise match the words in column 'A' with 'B'.

VII. CONCLUSION

The integrated approach in teaching social science has been found to be satisfactory and effective for the students of class VIII studying in Adarsha Vidyalayas in Ganjam District. The students have learned ten to twelve new English words in social science classroom. So, they have developed vocabulary, expression and logical thinking in English, and they have also developed language skills like reading and writing along with speaking skill. Girls are found to be superior to boys in learning English correctly and expressing clearly.

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