

Problems Faced By Teachers in Teaching English Language in Government Schools in Telangana State

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Abstract: English has been teaching as a second language in India. It had occupied the position of an official language and Hindi as a second official language. It is used as a link language among the states and countries as well as global people. English language is not only taught as compulsory subject at schools, colleges and universities but also used as medium of instruction in some government school and other field. Teaching English language requires not only the skill, knowledge of subject, methods and strategies but also infrastructural facilities like language laboratory, teaching aids, teaching learning materials and teacher's resources books and audio-visual aid etc. The effective teaching and learning is depends on use of suitable teaching aids and teachers competence. There are many method emerged in the 21st century for teaching and learning of English language. Teaching English language becomes challenging for teachers at school education system in India. The present study focused on problems faced by the teachers in teaching English language in government schools in Telangana State.

Keywords: English language, Upper and Secondary Level.

1. INTRODUCTION

It is now nearly 400 years since the English language came to India with the British. As colonial subjects we had no other but to learn English. It is often it has been almost two centuries that English education was introduced in India and since then it has been playing an important role in our lives, not to mention our educational system. It is generally held that the British introduced English in our educational system in order to produce cheap clerks for their colonial administration and to produce what Lord Macaulay called "a class of people, Indian in blood and colours, but English in taste, in opinions, in morals and in intellect"(Baruah, 1984).

Rajagopalachari said that English was the gift of Goddess Saraswathi to Indian and that in our anger and hatred we should not throw away the baby (English) with the bath water (the English people) (Ramakrishnan, 2007).

Jawaharlal Nehru opined, "If you push out English, does Hindi fully take its place? I hope it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap. The creation of any such gap or hiatus must be avoided at all costs. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future" (Nayyer, 2004). Hence the English language is given more importance to study in education.

2. THE ROLE AND IMPORTANCE OF ENGLISH LANGUAGE IN INDIA

English language has been recognised as important language in different ways such as a national link language, as an international link language and as a Library language. Majority of educated people use English language for speaking and reading throughout the world. The statistics collected by David Crystal (1997:61) shows that nearly 670 million people use English with fluency and competency. Most of the countries in the world whose mother tongue is not English learn

this as a second language. In India, English is used in different sectors like Administration, Judicature, Legislature and Commerce etc. It is used still as a medium of instruction in Medicine, Engineering, Science and Technology etc.

According to Sharma (2011), the importance of teaching English in India states:

- i. English has today become one of the major languages of the world.
- ii. It will be very difficult to neglect English language because of rich Literature, Scientific and Technical nature of the language.
- iii. English is given access to the treasure of knowledge.
- iv. It provides opportunities to Indians to get employment throughout India.
- v. It provides a strong binding force to keep all Indians united.

3. POLICIES AND COMMISSIONS ON INDIAN EDUCATION SYSTEM

Education Commission (1964- 66) gave final shape to the language formula. It states, "In classes I – IV, the study of only one language should be compulsory. Mother tongue from classes V- VIII, the study of two languages should be compulsory at this stage. The first language should be mother tongue. The second language may be either the official language of the union (Hindi) or the associate official language of the union (English), so long as it is thus recognized".

The National Policy on Education (1968) upheld the views of Education Commission. The NPE (1968) observed, "at the second stage, the state Government should adopt and vigorously implement the three- language formula".

The National Curriculum Framework (2000), states "language is the basis for all areas of learning. It is important in the development of attitudes, values, nurture creativity and imagination.

Teaching of languages should develop independent thinking, free and expression of opinions and logical interpretation of the present and the past events.

NCF (2005) focuses on multilingualism and multilingual strategies in teaching. It states, "We should move towards a common school system that does not make distinction between teaching a language and using a language as medium of instruction". It focuses on the language across curriculum to foster genuine multilingualism.

4. THE DIFFERENCE BETWEEN THE FIRST LANGUAGE AND THE SECOND LANGUAGE

Language is a unique characteristic of human beings. It is the vehicle of thought. Many linguists may think of language only as a combination of words and phrases and sentences based on a set of grammatical rules there are many different languages are spoken in the world. The different languages are used all over the world. There are many varieties within the language. Cambridge International Dictionary of English (1995) defines the term "Language" as: A system of communication consisting of small and set of rules which decide the ways in which these parts can be combined to produce messages that have meaning. Sapir described, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". According to Parel (2008), the first language is defined it is the language that an individual has acquired when he was child as a part of natural process of acquiring language without any formal training. It is referred as mother tongue (L1). The term second language can be defined as when a child learns a language systematically or he is given particular training for it is called second language. It is referred as (L2).

5. ENGLISH LANGUAGE TEACHING IN INDIA

The British introduced the English system of education in India in 1935. It was the language used by British administration and thus politically imposed on the Indian educational system. English was taught as a compulsory subject. Though it was a burden for the Indian people during those times, now it has turned to be a blessing in disguise.

In India, English was taught in a number of ways and circumstances. Various states have devised their own educational policies, incorporating English as a second language, or giving it the status of a foreign language. However, it continues to be taught at various levels all over the country. The Education commission has recommended that the study of English as a co-language should be compulsory up to class X. English may therefore be taught as a compulsory subject at school level and made an optional subject thereafter.

Major trends in 21st century language teaching include the Oral Approach, Situational language teaching, the Audio-Lingual method and the alternative approaches and methods which include the Silent-way method, Total Physical Response method, Suggest- Pedia, Neuro-linguistic programming, the Lexical Approach as well as competency based language teaching. The current approach in language teaching is known as Communicative Approach. It includes communicative language teaching, the natural approach, cooperative language learning, content-based instruction and task based language learning.

6. PRESENT PATTERN OF SCHOOL EDUCATION SYSTEM IN TELANGANA STATE

The major languages spoken in the state are Telugu and Urdu. The official language of Telangana is Telugu (Urdu is official language, some of the areas in old cities of Hyderabad), which is taught in all the schools under the Board of Secondary Education of Telangana State. The pattern of education in Telangana is the first five years of schooling is called Primary level which covers up to class V, the next level is Upper Primary level which covers classes VI and VII and the third level is the Secondary level which covers classes from VIII to X. English is taught as a third language at secondary level (8th to 10th.) in Telangana State. In Telangana State the teachers of government schools enter into the teaching profession after completing pre-service trainings like Diploma in Teacher Education (D.Ed.), Bachelor of Education (B.Ed.), Language Pandit Training (like HPT or TPT), Bachelor of Physical Education (B.P.Ed.). To get into govt. schools these pre-service training certificate holders has to clear the District Selection Committee (DSC) examination. The teachers possessing qualification of Intermediate and D.Ed., are eligible to work as primary school teacher (SGT) and qualifications of BA/BSc and B.Ed., is eligible for secondary school teacher and primary schools. B.Ed., is really a pre-service training for secondary school teaching (APSCF-2011).

7. NEED FOR THE STUDY

Teaching English language is not an easy task, it requires the teachers to have ability to use methods and approaches and teaching aids. Teacher has to play many roles in the classroom. One side teachers have to focus on teaching the lesson at understanding level of students. Another side they have to complete the syllabus given time and assess the learning of the students in the classroom. If classroom is observed, there can be find variation among the students competency. Teachers necessary keep it mind before prepare lesson plan. Apart from that time factor and infrastructure, resources are mostly necessary things for teaching language in the classroom. Language is not subject, like chemistry, mathematic but it is skill oriented where practice is needed to acquire skills of language. All main basic skills of language like Listening, Speaking, Reading and Writing are integrated. Most of the studies conducted on the areas of methods of teaching, diagnosis the learning difficulties, teaching Grammar, Spelling, Pronunciation etc. However few studies revealed that majority of the teachers were not professionally equipped to teach English.

Majority of teachers were not aware of appropriate methods of teaching English in the classroom. Teachers felt that size of classroom, lack of resources, and quantum of workload affected the teaching in the classroom. Considering these facts, it is very much necessary to find out problems in teaching English with respect to school related, availability of instructional resources, background of teachers, methods of teaching English and teachers experiences. This particular study tries to shower light on some of the issues and thus found to be significant. The present study has been confined to rural areas of Upper primary and Secondary schools.

8. STATEMENT OF THE PROBLEM

The present study is taken up for investigating in to the problems faced by teachers in teaching English language at secondary level. Thus the title of the study has been stated as, "Identification of the problems faced by the teachers in teaching English language in rural areas of Upper primary and Secondary schools of Nalgonda and Mahaboobnagar districts in Telangana State". Explanation of the terms:

1. Teachers teaching English:

In the present study teachers teaching English means teachers who are teaching English language in Upper primary and Secondary schools to classes VI, VII & VIII, IX, X in rural areas.

2. Background of the teachers:

The background of the teachers means the educational background of teachers only. The Investigator looks in to teachers' educational background whether they studied in their mother tongue medium or English medium.

9. OBJECTIVES OF THE STUDY

To find out the school related problems faced by the teachers in teaching English language at Upper primary and secondary level.

1. To study the availability of appropriate instructional resources to teach English.
2. To find out the problems related to the background of the teachers.
3. To identify the different methods of language teaching among the teachers.
4. To find out the relationship between teaching experience and extent of the problems faced by the teacher in teaching English.

10. METHODOLOGY OF THE STUDY

The present study is a descriptive research. In order to achieve the objective of the study "Survey method" has been adopted. The study includes the gathering of data regarding the Identification of the problems faced by teachers in teaching English language in rural areas of Upper primary and Secondary schools.

Construction of the tool:

The tool constructed for the purpose of collecting data for the present study has two parts viz. General information of Teachers (Part –A) and problems faced by the teachers in teaching English language (part- B).

Part – A has 7 items, which covers the general information about teacher and school details such as name, school and postal address, type of the school, Gender, Age, Qualifications and Experience of teachers in teaching English language.

Part –B consists of 30 items under divided in to five sections. Section 1 consists of 7 items to find out the problems related to school. Section 2 consists of 10 items to identify the problems related to instructional resources in schools. Section 3 consists of 7 items and dealt with the problems related to the background of education of the teachers and training programme. Section 4 consists of 3 items to identify the different methods employed by teachers in teaching English language in classroom. Section 5 consists of 3 items and it dealt with the teacher teaching experience and its usefulness in overcoming difficulties in teaching. The questionnaire was prepared based on the objectives of the study. It consisted of all 30 question were given in multiple choice only. The developed questionnaire was shown to different faculty members who were working in field of English language education. Suggestions given by them were incorporated and some of the items were restructured.

Population:

Population refers to collection of specified group. The population of present study consists of the teachers, who are teaching English language to the students of upper primary and secondary level in rural areas of government schools. This particular study was conducted in the rural areas of Gundlapally and Deverakonda mandals of Nalgonda and Vangur and Madugula mandals of Mahaboobnagar Districts, in Telangana State.

Samples:

The sample of the study consisted of Thirty English teachers from Eleven schools which were located in the rural areas of Gundlapally and Deverakonda mandals of Nalgonda and Vangur and Madugula mandals of Mahaboobnagar Districts. There were male and female teachers also selected. The selected teachers were having different age and qualifications. There was variation among the teaching experience of the teachers.

Collection of Data:

The researcher prepared a questionnaire for purpose of collecting data for present study was personally administered to thirty English language teachers from eleven schools of rural areas of Gundlapally and Deverakonda mandals of Nalgonda

and Vangur and Madugula mandals of Mahaboobnagar Districts, during - 2013, which formed the sample of the present study. Before visiting the schools for data collection, Researcher personally visited schools and got the permission from Headmasters which were selected for the study. Researcher met the English teachers and sought their co-operation. Before administered the questionnaire Researcher had an interaction with teachers individually and explained his research topic. The questionnaire was administered for English teachers, with necessary instructions. It contained 30 questions and made based on the objectives whatever mentioned in the study. All Thirty questions were made them "YES" or NO" type answer. The questionnaire was administered to teachers individually. They were assumed that their responses will be kept confidential and will be used research purpose only. Teachers were clarified their doubts by investigator while responding to the questionnaire.

Data analysis:

All the teachers gave their responses to all questions in the tool. All responses of the teachers (Raw data) converted into scoring item wise. The responses of the all teachers for each question was given scoring and made in to percentage. After raw data made in to scoring, it was analyzed and interpreted.

Analysis and Interpretation of Data:

As the present study was descriptive research. The data collected through questionnaire was converted in to scoring; it was classified, tabulated and analyzed to yield meaningful interpretation or results which may eventually lead to significant findings of the study. The analysis and interpretation of data with respect to the objectives have been discussed under five sections.

Section I: it provided the school related problem faced by the teachers in teaching English language at Upper primary and secondary level.

Section 2: it dealt with availability of appropriate instructional resources to teach English.

Section 3: it provided the analysis of problems related to the background of the teachers.

Section 4: it discussed with the different methods used by teachers in teaching English language.

Section 5: provides relationship between teaching experience and extent of the problems faced by the teacher in teaching English.

Table A, B & C gives Details of the Qualifications of the teachers, Age wise distribution of teachers and Sample of schools.

Table A N=30 Details of the Qualification of teachers

Qualifications	Number of Male Teachers	Number of Female teachers
B.A, B.Ed.	3	3
M.A, M.Ed.	9	14
M.A, M.Phil.	1	0
Total	13	17

Table B Age wise Distribution of Teachers

S.No	Age Group	Teachers	Percentage
1	Below 30 years	06	20%
2	31 to 40 Years	12	40%
3	41 to 50 Years	10	33.33%
4	51 to 60 Years	02	6.7%
	Total	30	100%

11. MAJOR FINDINGS OF THE STUDY

The analysis and interpretation of the data revealed many significant results. They have been consolidated as the major findings and are presented below.

1. Problems related to school facilities 20% of teachers have stated that the children do not have proper seating arrangements in the classrooms. 63.33% of teachers have said that their schools were not inviting language experts in teaching English. Few teachers reported inadequate classroom facilities.

2. Problems related to availability of instructional resources to teach English most of the schools were not taking the students outside for competitions in English. 43.33% of teachers reported lack of essential teaching aids for teaching English in the schools. 52.8% of the schools all the teaching aids are not available whenever they need. Half of the teachers felt that course book is not enough for developing language skills in students. Some teachers (23.33%) reported non-availability English resource book. 30% of teachers reported non-availability of library. Majority of the teachers responded that library was not used for teaching – learning English. Most of the schools (83.33%) did not have sufficient reading materials in library. Only 20% of teachers reported that they were getting academic help from colleagues in matter of teaching.

3. Problems related to the background of the teachers 60% of the teachers have stated that they had their school education in Telugu medium. 40% of teachers had English medium as their medium of education during their schools days. Majority of the teachers (76.6%) had their college education in English medium. Few teachers had their college education in regional medium. Majority of the teachers reported that they did not have special course in English.

- * Almost all the teachers studied English as specialization in B.Ed or M.Ed.
- * Few teachers (26.66%) participated in training programme.
- * Few teachers (23.33%) participated in training related to teaching English.
- * 23.33% of teachers responded that they attended one or two In-service programme.
- * 13.33% of teachers reported that they attended more than five In-service programmes during service as teachers.

4. 6.66% of female teachers had the M.A, M.Ed. qualifications.

- * Only 3.33% of male teacher had M.A, M.Phil. Qualification.
- * No women were having M.A, M.Phil. Qualification.
- * 6.7% teachers were more than 50 years of age.
- * 40% of the teachers were aged between 41 to 50 years.
- * Majority of teachers adopted the Bilingual method in teaching English in the classroom.
- * A Few teachers (30%) adopted the communicative method while teaching English.
- * Few teachers used other methods like lecture method and question and answer method.
- * 30% of teachers reported lack of continuous Assessment in English language teaching in schools.
- * A few teachers responded that Team teaching and Collaborative teaching were applied in the classroom.
- * 36.6% of teachers replied that Radio lesson was not useful in teaching English.

5. The relationship between teaching experience of the teachers and extent of the problems faced by the teachers in teaching English.

- * Majority of the teachers felt teaching experience helped them to overcome problem in teaching English.
- * Few teachers (10%) felt that their teaching experience did not help to overcome problem in teaching English.

12. EDUCATIONAL IMPLICATIONS OF THE STUDY

No research effort can be said to be worthwhile if it does not provide some of the important educational implications. The findings of the study have certain significant educational implications.

- Essential teaching aids should be provided to the schools for teaching second language to capture the attention of the learners and acquiring skills of language.

- Teacher's resource books and textbooks should be provided in time to teachers and students respectively.
- Language laboratory should be set up to develop language skills in the students.
- The Course book should be made to develop language skills in the students.
- Teachers should be trained and encouraged to employ new methods and approaches to teach English language.

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