A CRITICAL STUDY OF THE PRESENT POSITION OF TEACHING OF ENGLISH AT ELEMENTARY STAGE IN JAMMU DISTRICT OF JAMMU AND KASHMIR

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Abstract

English language teaching in India has been experiencing a period of rapid and multiple reforms in different areas including professional socialization of English. Association with this, English Language teachers in India particularly beginning teachers are faced with many professional challenges during their initial years of service. The children of education in the state are being handled by untrained and unskilled teachers. This study was focused on causes underlying the poor performance of English teachers in district. One hundred (100) teachers as a sample was taken for the present study. Frequencies were converted into percentages and the data was analyzed and interpreted item wise. The results reveal that Maximum number of teachers reported that they do not attend the refresher courses in order to develop English language, because there is no provision of the refresher courses in a particular language.

INTRODUCTION

Language is an essential and effective factor in life. We need language for communication with others. Language is essential in areas such as public administration, commerce, industry, science, education, sports and a variety of fields. The individual cannot function as a member of society unless he/she uses language effectively. Generally the individual acquires language, actually as a part of the process of his growing up without being much conscious of its phonological, syntactic or semantic complication

But language is a very complex thing and cannot be explained in terms of one consistent and comprehensive theory. People seem to hold at one and the same time incomplete about its nature for e.g we hear people talking about using'; he used awful language ". She suggests that language is an object like a tool which we can pick up, use for some purpose and put down again. That is why language is called a tool.

The object of teaching / learning is to enable a learner to participate as a member of other community. This requires different levels of skill in language performance i.e. listening, speaking, reading and writing. First implication of language teaching learning as a skill is to develop a set of performance skills in the learning language.

Generally, language means to communicate thoughts, feelings and desires to one another in the society. Language consists of verbal group of words and a pattern of sentences used by persons to exchange their thoughts. Similarly, we built a world of words and we live in it. Language makes possible the communication of meanings and the sharing of experiences among people enabling them to form an enduring society and to create and transmit a distinctive culture.

Objectives at the primary level

1. To impart knowledge of reading in such a manner so as to pronounce correct pronunciation.
2. To create an ability to understand various subjects and to develop and acquire word-power.
3. To create an ability to express their thought and develop an expression power.
4. To create an ability to express their verbal thoughts through writing.
5. To impart culture education through proper discussion in them.

In teaching Prose, silent reading is given importance. Main aim of teaching poetry is to apprise the students with aesthetic sense or to create the sense of beauty in them. Word-meanings are explained in every unit of prose teaching. According to Mukherjee, word-meaning and vocabulary are main aim of teaching prose to the students. A prose lesson is divided into various units before teaching.

Method of teaching poetry

Poetry is the realization of soul's feeling. A sentence completely with enjoyment is poetry. By teaching a poem, musical feelings of child are satisfied. Poetry gives pleasure. "Poetry increases the child sensitiveness to beauty, especially beauty of language and thought, and helps to develop his imagination.' According to Prof. Hadow, "System of teaching poetry is like a love making. Every man loves in his own way and also tries to win over beloved according to his own whims.' No system can be laid down to achieve success in this field. The same thing can be applied in poetry teaching. No definite method can be described in teaching poetry. Every teacher develops his own way of teaching and achieves aims of his

liking. Therefore it is necessary to lay down some principles of teaching poetry and same necessary principles are propounded in the following way.

Different opinions about general principles of teaching poetry are as follows;-

1. Some writers think that model reading of a poem gives a clear picture of thoughts. Therefore, there is no need of comparison and explanation.

2. Some writers think that every lines of poem be explained giving its meaning. Students cannot understand the substance of a poem without understanding matter, rhythm and the

3. Figure of speech they think that explanation is essential to grasp the substance of the poem.

4. These writers' opinion is that poem should be presented in such a way before the students so that they may understand all emotions contained in a poem.

REVIEW OF RELATED LITERATURE

Nirankari, Sala (2002) Himachal Pradesh University, studied proficiency in English Language among school children of Jammu District. Findings reveal that the students studying in the schools of Jammu and Kashmir exhibit very low level of proficiency in English Language. This is true in case of government schools as well as in private schools and for all the classes starting from class IV to X. The proficiency appeared to decrease from lower to high classes. The private school students exhibited better proficiency in the lower classes as compared to government school students but the difference narrowed down as they moved to higher classes.

Jeong, Tea-young (2003) assessed and interpreted students' English proficiency using d-VOCI in an EPL content. This study investigates the nature of multimedia enhanced English oral proficiency. The findings of the research support the arguments for the multimedia enhanced English oral proficiency test (e.g. d-VOCI as a promising instrument for the teachers and students in the EFL context to meaningfully incorporate the English speaking tests into their classroom.

Cella, Lorraine (2005) Studied the tensions in a secondary classroom; an auto ethnographic study of teacher change. The study analysis discourse choices utilized to purpose the new course to the members of the local boards of education details discourse choices made to promote the course to the incoming seniors, narrate discourse employed to gain parent approval. The researcher also analyzed ways in which teachers interested in making small

changes need to look within the structures of schools and dominant school discourses that dominantly open local sites to alternatives.

Sindkhedkar, Sushil Kumar (2008) Conducted a research on teaching English as Third Language to tribal Students: Evolving Teaching Techniques and Reading Testing Material. He found that the present study would help the practicing teachers of English to revise the pedagogy. The survey conducted has revealed the difficulties of the SC / ST Students in learning English. The experience of the researchers as a teacher of English, teaching English to SC / ST students, so far has been that SC / ST students have difficulties at all the three levels – Phonological, Grammatical and Syntactic. The difficulties encountered by the SC / ST students while learning have been analyzed and the analysis suggests further steps to improve the methods of preparing teaching material, graded reading material could be taken.

Kapur, Kiriti (2009) Conducted a research on a Drama and Teaching of English and she concluded that Drama activities helps activate the learners Language resource, stimulates his/her imagination and enhance creativity. Using Drama and role play like activities brings the text alive, stimulates memory and encourages learners to participate and improve. This further leads to development of the learners language slills in a controlled manner.

Gokhan (2010) the aim of the research was to investigate the effects of multiple intelligence supported project based learning and traditional foreign language-teaching environment and students achievements and their attitude towards English lessons. The major findings of the research showed a significant difference between the attitude scores of the experiment group and control group. It was also found that a multiple intelligence approach activities were effective in the positive development of the students' attitude.

Significance of the Study

English language teaching in India has been experiencing a period of rapid and multiple reforms in different areas including professional socialization of English. English language and its status is a controversial topic in India academic class involving many political, linguistic and religious debates. Association within, English language teachers in India, particularly beginning teachers are faced with many professional challenges during their initiative years of service. The children at the most crucial stage of education in the state are being handled by untrained and unskilled teachers. This lacuna created at the elementary stage of education cannot be compensated even by educational exposure at later stage. Thus there is an urgent need to conduct a research study to examine the causes underlying the poor

performance of English teachers in District Jammu. Keeping this in view the present study was designed.

In Indian school English should be taught as a Language and a literature. It is very important for an English teacher to know what he is trying to achieve by teaching language. He should know the aim of teaching English. He will be enabling to decide his methods and technique of teaching English. Because the English teacher lay the foundation in early childhood stage of the students forms the basis for future achievement.

Objectives of the Study

1. To study the present position of English with respect to the following aspects:

(a) Implementation	(f) Teaching Strategies
(b) Need for implementation	(g) Extra activities
(c) Teaching Schedule	(h) Areas emphasized
(d) Adverse effect	(i) Teaching aids
(e) Method	(J) Evaluation procedure

2. To find out the problems / difficulties faced by teachers in teaching the English

(a) Areas   (c) Causes responsible for teaching English

(b) Communication with students in English   (d) Poor previous background (Academic)

3. To find out, whether the teachers are fully satisfied with present English syllabus.

4. To find out whether the teachers go for refresher courses in order to develop English.

5. To give suggestions for the improvement of teaching English at Elementary Level.

Hypotheses of the study

As the present study is of descriptive in nature, hence the hypotheses cannot be formulate

Sample of the study

The population for this study was described as the beginning English teachers with more than five years teaching experiences regular teachers in Government institutions of District Jammu.

The study comprised of fifty one Government schools of district Jammu of Jammu Province out of which the sample was drawn. In the present study, total sample of 100 teachers were selected (both male and female) separately for the research work. Schools and teachers were selected on the basis of convenient sampling.

Tools used for data collection

In the present study the questionnaire was not developed by the researcher. It has been taken from the earlier research work, which was done by Jyoti Devi in 2006. And some changes have been made by the investigator under the guidance of experts.

Procedure

After deciding the design of the study and the selection of sample the investigator visited each school and contacted Headmasters or Principal and discussed the purpose of the study with them. The investigator collected data from English teachers. The data gathered with the help of questionnaire was scored by counting frequencies for each item and then tabulated accordingly. These frequencies were converted into percentages and the data was analyzed and interpreted item wise.

Results and Discussion

Information Regarding the Teachers

The responses of the teachers regarding their information as given below:

Elementary Teachers Qualification

The responses regarding the Academic Qualification, Training, and schooling of the teachers teaching English are given below in Table - 1, 2, and .3.

Table – 1 Academic qualification of Elementary Teachers

S. No.	Academic Qualification	N = 100	
		Frequencies of responses	Percentage Responses
1	Metriculation	7	7%
2	10+2	5	5%
3	B.A	32	32%
4	M.A	51	51%
5	M.Phil	5	5%

Table - 1 reveals that majorities (51%) of Teachers are Postgraduates and (32%) Teachers are Graduate. Further it may be noted that (7%) Teachers are Matriculate on the other hand (5%) Teachers are 10+2 and (5%) Teachers are Masters in Philosophy. It means maximum Teachers are academically well qualified to teach English in present time.

Table – 2 : Training of Elementary Teachers

S. N0.	Training	N = 100	
		Frequencies of Responses	Percentage responses
1	E.T.T	32	32%

2	B.Ed	42	42%
3	Vidya Upasak	1	1%
4	Both E.T.T & B.Ed	25	25%

Table - 2 reveals that 42% of the Elementary teachers are B.Ed and 32% Teachers are E.T.T and 25% Teachers are both E.T.T and B.Ed and only 1% Teachers is Vidya Upasak. This table shows that majority of Elementary Teachers are professionally trained.

Table – 3: Schooling of Elementary teachers

N = 100

Sr. No.	Academic Qualification	Frequencies of responses	Percentage Responses
1	Private	21	21%
2	Government	79	79%

Table - 3 shows that 79% of Teachers have studies from government schools whereas remaining 21% Teachers have got their education from private schools. It shows that maximum numbers of teachers have had their schooling in government schools, where Hindi language is used for communication and least enthusiasm is used to speak in English.

Teaching Experience of Elementary Teachers

Teaching Experience of Elementary Teachers of Government Schools of District Jammu is presented in table - 4.

Table – 4: Teaching Experience of Elementary Teachers

Sr. No.	Experience	N = 100 Frequencies of responses	Percentage responses
1	Up to 10 years	31	31%
2	10 to 20 years	62	62%
3	20 and above	7	7%

Table - 4 indicates that 62% teachers have 10-20 years teaching experience. 31% Teachers have 10 years teaching experience whereas only 7% Teachers have above 20 years teaching experience. Thus it is clear that majority of the teachers having good teaching experience but

the implementation of the new syllabus of English at Elementary Level creates a problem for them.

INFORMATION REGARDING IMPLEMENTATION OF TEACHING OF ENGLISH AT ELEMENTARY LEVEL.

The percentage of responses of Teachers in terms of implementation of English in schools are given in **Table - 5**

Table – 5: Implementation of English in Schools

Sr. No.	Experience	N = 100	
		Frequencies of responses	**Percentage responses**
1	Yes	65	65%
2	No	35	35%

It is evident from **table - 5** that 65% of teachers responded that English at elementary level is fully implemented in government schools. Whereas 35% teachers indicated that English is not fully implemented in schools.

Item No. 2: Reason for Non implementation of English

Percentage of responses of teachers in term of non-implementation of English in schools are given in table - 6

Table – 6: Reason for Non implementation of English

Sr. No.	Reasons	N = 35	
		Frequencies of responses	**Percentage responses**
A	Unwillingness of Teachers	-	-
B	More work load on teachers	10	10%
C	Inadequate professional education in- service training	2	2%
D	No, interest of children in English	8	8%
E	All above	15	15%

From the **Table - 6** it may be interpreted that 15% of the teachers are of the opinion that the reason for non-implementation of English are; unwillingness of Teachers, inadequate professional education in- service training and no interest of children in English. However 10% of teachers were of the view that workload is one of the reasons for non-implementation

of English at elementary schools. 8% teachers expressed no interest of children in English and 2% felt inadequacy in professional education in- service training as one of the reasons.

Hence, the conclusion can be drawn from the above result that non-implementation of English is because of all the above cited factors together such as unwillingness of teachers, more workload on teachers, inadequate professional education in- service training and no interest of children in English as has been reported by majority of the teachers.

Item no.3: Need of Teaching of English at Elementary Level (Class 1st to 3rd)

Percentage of responses of teachers in term of Need of Teaching of English at Elementary level in schools is given in **table – 7**

Table 4.7. Reason for Non implementation of English

Sr. No.	Reasons	N = 100	
		Frequencies of responses	**Percentage responses**
A	Social pressure	-	-
B	Public school equivalency	10	10%
C	Demand of the Time	30	30%
D	All above	60	60%

It has been reported in the above results **(Table - 7)** that majority of the teachers have expressed social pressure, public School equivalency and demand of the time are the collective factors for need of teaching English. However, 30% teachers expressed that it is the demand of the time.10% said that it because of public school equivalency.

Hence it is revealed from the **table - 7** that majority of the teachers felt the need of English teaching due to all the reasons which is mentioned in the above table.

Item No. 8: Number of Classes taught per Day

Various responses given by the teachers regarding number of classes taught in a day are presented in table - 8

Table – 8: Number of classes taught per day

Sr. No.	Class taught	N = 100

		Frequencies of responses	Percentage responses
A	Single class	9	9%
B	Two classes	38	38%
C	Three classes	33	33%
D	Four classes	17	17%
E	Five classes	3	3%

Majority of teachers (38%) were of the view that they teach two classes per day followed by 33% teachers who said that they teach three classes per day and 17% teachers stated that they teach four classes in a day. 9% teachers expressed that they teach single class. Only 3% teachers are such who teach five classes in a day.

Hence, the conclusion can be drawn from the above result that **(table - 8)** majority of the teachers taught 2 classes in a day.

Item No. 5: Teaching of all subjects, its effects and Reasons on teaching of English

Percentage of responses of the teachers in terms of teaching of all subjects, its effect and responses on teaching of English.

Table 4.9: Reason for Non implementation of English

Sr. No.	Reasons	N = 100	
		Frequencies of responses	Percentage responses
1	Teaching all subjects	Yes – 60	60%
2	If yes its adverse effect on teaching of English	N = 60	
		F	%age
		Yes 33	55%
		No 27	45%
3	If yes, specify the reasons	N = 33	
		F	%age
A	Time bondage	19	31.67%
B	Give more time to his own subject of interest	8	13.33%
C	No, preparation before teaching English due to more subjects	6	10%

Majority of the teachers (60%) teach all subjects. On the other hand 40% of teachers don't teach all subjects. Further it may be noted than 55% teachers have expressed that while

teaching of all subjects has an adverse effect on teaching of English. 45% teachers are of the opinion that there is no adverse effect on teaching of English while teaching all subjects.

Those teachers who responded yes were further asked to mention the reason for an adverse effect of teaching all subjects on teaching of English. 31.67% teachers felt that time bondage is the main reason for an adverse effect on teaching English. 13.33% teachers expressed that they give more time to their own subject of interest. 10% of teachers admitted that they had no preparation before teaching of English.

Hence, the conclusion can be drawn from the above results that majority of the teachers teach all subjects. Further they expressed that time bondage is the major reason for the adverse effect on teaching of English.

Item no. 6: Teaching Methods Adopted

The percentage of responses of teachers regarding the teaching method are given in table - 10.

Table – 10: Method adopted in teaching English at elementary level.

Sr. No.	Teaching Method	N = 100	
		Frequencies of Responses	Percentage responses
A	Play way/ learner centred- activity base	58	58%
B	Lecture cum story telling method	14	14%
C	Dictation and oral recitation	5	5%
D	Translation Method	6	6%
E	Confused	17	17%

It is clear from the **table - 10** that majority of the teachers (58%) responded that adopted play way/ learner centered – activity based whereas 14% of teachers expressed that they adopt lecture cum story telling method and 6% teachers adopted translation method. Only 5% teachers took dictation and oral recitation method. Beside these 17% of teachers are confused, which method they undertook in teaching of English.

Thus, it can be concluded from the above table that majority of teachers adopted play way method for teaching.

Item No. 7: Method Adopted to develop the Four Basic Skills

The percentage of responses of the teachers regarding the method adopted to develop the four basic skills are given in **table - 11**

Table – 11: Method adopted to develop the four basic skills.

Sr. No.	Teaching Method	N = 100 Frequencies of Responses	Percentage responses
A	Alphabetic Method	-	-
B	Through writing	-	-
C	Through charts, pictures, flash cards	47	47%
D	All above	53	53%

Table - 11 stated that majority of the teachers (53%) adopted all the three methods i.e through writing, Alphabetic method, and through charts, pictures, flash cards. While 47% of teachers stressed on Through Charts, Pictures, Flash Cards.

Hence the conclusion can be drawn from the above table that majority of the teachers use all the above cited methods.

Items No. 8: Method Adopted by Teachers to develop Reading Skills

The Percentage of responses of the teachers regarding the method adopted to develop the reading skills are given in table - 12.

Table – 12: Method adopted by Teachers to develop reading skills

Sr. No.	Reading skills	N = 100 Frequencies of Responses	Percentage responses
A	Book reading	16	16%
B	Assignment	-	-
C	Group reading	15	15%
D	Pronunciation drill	-	-
E	All above	69	69%

It is evident from table - 12 that majority (69%) of teachers used all four methods to develop the reading skills and 16% of teachers stressed on book reading in order to develop the reading skills followed by 15% teachers stated on group reading to develop reading skill.

Thus the conclusion may be drawn from the above table that majority of the teachers used all the above cited methods such as book reading, assignments, group reading and pronunciation drill.

Item no. 9: Strategies Used to teach Alphabets for 1st And 2nd Class

The percentage of responses of the teachers regarding the strategies used to teach alphabets are given in table - 13.

Table – 13: Strategies used to teach alphabets for 1st and 2nd class.

Sr. No.	Strategies	N = 100 Frequencies of Responses	Percentage responses
A	Blackboard writing	10	10%
B	Charts, pictures	47	47%
C	Workbook	-	-
D	Flashcards	18	18%
E	All above	25	25%

Table - 13 indicates that 47% of teachers used charts, pictures to teach the alphabets for 1st and 2nd class children while 25% teachers used the entire four strategies i.e blackboard writing chart pictures, workbook and flashcards to teach alphabets. 18% teachers used flash cards and only 10% teacher's use blackboard writing to teach the alphabets to1st and 2nd class children.

Hence, it can be summarized that majority of teachers use charts, pictures to teach alphabets followed by 25% teachers used all the four strategies together such as black board writing, chart, pictures, work books and flash cards.

Item No. 10: Strategies used by Teachers to Teach English Poems

The percentage of responses of the teachers regarding the strategies used by teachers to teach English poems are given in table - 11

Table – 14: Strategies used by teachers to teach English poem.

Sr. No.	Teaching Strategies	N = 100 Frequencies of Responses	Percentage responses
A	Sing the poem in the form of song	-	-
B	Read the poem	-	-
C	Group singing	-	-
D	Singing by the teachers and Followed by the students	100	100%

Table - 14 reveals that 100% of teachers were of the view that they adopt the strategy of singing by the teachers and followed by the students (recitation by pupil).

Hence, the conclusion may be drawn from the above table that 100% teachers use recitation and repetiion strategies for teaching English poems.

Item no. 11: Use of Extra activities at the end of Lesson

The percentage of responses of the teachers regarding the use of extra activities at the end of lesson are given in table - 15

Table – 15: Extra activities in teaching of English

Sr. No.	Extra activities uses by teacher	N = 100	
		Frequencies of Responses	**Percentage Responses**
1	Activities uses by Teacher in Teaching of English	Yes – 38	38%
		No – 62	62%
2	If yes, specify the activities	N = 30	
		F	%age
A	Role Play	13	%age
B	Dramatization	-	-
C	Quiz competition	25	65.78%

Table - 15 indicates that majority of the teachers do not use extra activities in order to develop the English language of the students at elementary level. While 38% teachers use extra activities in order to develop English language.

The teachers who responded yes were further asked to specify which type of activities they generally used to develop English language among the students. Among these 65.78% teachers used quiz competition while 34.22% teachers reported that they used role play activities.

Thus, it can be summarized from above table that majority of teachers do not take any interest to involve the students in extra activities through which they can improve English language.

Item no. 12: Areas Emphasized by the teachers in Teaching of English

The percentage of responses of the teachers regarding the area emphasized by the teachers in teaching English are given in table - 16.

Table – 16: Area emphasized in teaching of English

Sr. No.	Area emphasized	N = 100	
		Frequencies of Responses	**Percentage responses**
A	Grammar	4	4%

B	Pronunciation	5	5%
C	Textbooks	-	-
D	Both A and B	91	91%

Table - 16 reveals that maximum number of teachers i.e. 91% emphasized both on grammar and pronunciation and 5% teachers emphasized on pronunciation. While only 4% teachers emphasized only on grammar.

Thus, it can be concluded that majority of the teachers emphasized both on grammar and pronunciation.

Item No. 13: Area stressed by the Teachers to develop Effective Teaching Learning Material

Percentage of responses of the teachers regarding the Areas stressed by teachers to develop effective teaching learning material is given in table - 17.

Table – 17: Area stressed by teachers to develop effective teaching learning material.

Sr. No.	Area emphasized	N = 100 Frequencies of Responses	Percentage responses
A	Language and memory games	-	-
B	Group/ class contests	8	8%
C	Charts and models	32	32%
D	Character representation	-	-
E	All above	60	60%

Table - 17 indicates that 60% of teachers stressed on all the four areas motioned in the above cited table and 32% of teacher stressed on charts and models to develop effective teaching learning material in order to develop better English. Only 8% of teachers stress group/ class contests.

Hence, it may be concluded that majority of the teachers stressed on all above cited factors such as language and memory games, group contests, character representation and chart and models.

Item no. 14: Modes of Evaluation

The percentage of the responses regarding the modes of evaluation adopted by teachers are presented in table - 18

Table – 18: Evaluation of Students performance

Sr. No.	Evaluation	N = 100 Frequencies of Responses	Percentage responses
A	Verbal/oral	9	9%
B	By checking notebook	16	16%
C	Group conversation	34	34%
D	Written exercise	41	41%

Table -18 indicates that majority of the teachers evaluate student's performance through written exercise. Whereas 34% of the teachers use to evaluate the students performance through conversation and 16% teaches evaluate by checking note books, only 9% teaches by verbally/orally.

Thus, it is clear from the above table that majority of teachers used written examination to evaluate the student performance.

Item on. 15: Difficulties of Teaching of English in Various Areas

Responses of teachers regarding the difficulties faced by teachers while teaching of English and the areas of the difficulties are presented in table - 19

Table – 19: Difficulties of teaching in various areas

Sr. No.	Responses	N = 100 Frequencies of Responses	Percentage responses
1	Difficulty faced while teaching of English	Yes – 42	42%
		No – 58	58%
2.	Area of difficulty in teaching of English	N = 42	
		F	%age
A	In teaching grammar	2	2%
B	In pronunciation	4	4%
C	Spoken areas	32	32%
D	In basic rule of teaching English	4	4%

Majority of the teachers do not face difficulties while teaching of English. Instead of this 42% of teachers face difficulty while teaching of English. Further the teachers who

responded yes were asked to mention the particular area in which they felt difficulty. Further the teacher expressed the particular area of difficulty i.e 32% of teachers expressed that they felt difficulty in spoken areas/ communication / verbal expression and 4% teachers felt difficulty in basic rule of teaching of English and 2% teachers in grammar. Only 4% teachers felt difficulty in pronunciation.

Item no. 16: Communication with Students in English

Responses of the teachers regarding the communication with students are listed in the table - 20.

Table – 20: Communication with students in English

| Sr. No. | Communication in English | N = 100 | |
		Frequencies of Responses	Percentage responses
1	Yes	30	30%
2	No	70	70%

Table - 20 revealed that majority (70%) of teachers does not communicate with students in English inside and outside the classroom and 30% of teachers communicate in English with the students.

Hence, it can be summarized that maximum number of teachers does not communicate or unable to create interest for English among students.

Item no.17: Factors responsible for Difficulties in Teaching of English at the Elementary Level

Responses regarding the factors responsible for difficulties in teaching of English at elementary level are given in table - 21

Table – 21: Factors causing difficulties in teaching English as depicted by teachers

| Sr. No. | Factors | N = 100 | |
		Frequencies of Responses	Percentage responses
A	Illiteracy	-	-
B	Lack of basic knowledge	2	2%
C	Unwillingness of teachers to communicate in English	17	17%
D	Combination of all	81	81%

It has been reported in the above **table - 21** that majority (81%) of teachers responded that all the three factors i.e. illiteracy of parents, lack of basic knowledge, unwillingness of teachers to communicate in English are responsible for that. While 17% of teachers have their views that unwillingness of teachers to communicate in English is the basic cause of difficulty in teaching English. Only 2% of teachers reported that lack of basic knowledge as the suitable factor.

Thus it is clear from the above table that difficulty of teaching English at elementary level is because of all the above cited factors as has been reported by the majority of the teachers.

Item No. 18: Performance Affected by Previous Background of Students

The percentage of the responses regarding the performance affected by previous background of students are presented in table - 22.

Table – 22: Performance affected by previous background of students.

Sr. No.	Reasons	N = 100	
		Frequencies of Responses	**Percentage responses**
1	Yes	92	92%
2	No	8	8%

It is evident from **table - 22** that majority of the teachers (92%) are fully agreed with the statement that the previous knowledge affects the students' performance in learning of English. 8% teachers are not agreed with this statement.

Item No. 19: Reasons for their Poor Previous Background

The percentage of the responses regarding the reasons to their poor previous background are presented in table - 23

Table – 23: Reasons to their previous background

Sr. No.	Reasons	N = 100	
		Frequencies of Responses	**Percentage responses**
A	Inappropriateness of vocabulary	10	10.86%
B	Lack of basic knowledge	49	53.27%
C	Lack of interest	14	15.22%
D	All above	19	20.65%

It is evident from the above table that 53.27% of the teachers expressed the reasons for their poor previous background due to lack of basic knowledge of students. While 20.65% were of the view that all the three reasons i.e in appropriateness of vocabulary, lack of basic knowledge (Recognition, understanding), lack of interest in English are the responsible factors of their poor previous background. Whereas 15.22% of teachers believed that due to lack of interest in English is responsible. Only 10.86% of teachers felt that inappropriateness of vocabulary is the main responsible factor of poor previous background.

Thus, it can be summarized from the above table that majority of the teachers expressed lack of basic knowledge as the main reason for their previous background.

Item no. 20: Satisfaction with present syllabus

The responses of the teachers regarding satisfaction with the present syllabus are presented in the table - 24.

Table – 24: Satisfaction with present English syllabus

Sr. No.	Responses	N = 100	
		Frequencies of Responses	Percentage responses
1	Yes	49	49%
2	No	51	51%

It is evident from the above **table - 24** that majority (51%) of the teachers are not satisfied with the present English syllabus and 49% of the teachers are satisfied with the present English syllabus.

Hence, it may be summarized that majority of teachers are not satisfied with the present English syllabus.

Item No. 21: Reasons for Dissatisfaction

The responses of the teachers regarding reasons for dissatisfaction with the present syllabus are given in the table - 25.

Table – 25: Reason for dissatisfaction

Sr. No.	Responses	N = 100	
		Frequencies of Responses	Percentage Responses
A	Not equip the students to write clearly and	17	33.33

	effectively		
B	Not equip the learners for their future need	15	29.41
C	No provision for teaching spoken aspects of English language	19	

The **table - 25** reveals that 37.26% of the teachers were of the view that there is no provision for teaching of spoken aspects of the English language. While 33.33% teachers were of the view that course does not equip the students to write clearly and effectively. Whereas 29.41% of teachers considered that course does not equip the learner for their future needs.

Thus, it can be concluded that maximum number 37.26% of teachers expressed that there is no provision for teaching of spoken aspects of the English language followed by 33.33% teachers were of the view that course does not equip the students to write clearly and effectively.

Item no. 22: Refresher Courses Attended by Teachers to develop English

The percentage of the responses regarding the refresher courses attended by the teachers in order to develop English are presented in table - 26

Table – 26: Refresher courses attended by teachers

Sr. No.	Responses	N = 100 Frequencies of Responses	Percentage Responses
1	Teachers attended refresher courses	Yes – 47	47%
		No – 53	53%
2	If yes, mention courses	N = 47	
A	Sarva Shiksha Abhiyan	40	85.11%
B	SCERT	1	2.13%
C	Volunteer teachers training	6	12.76%

However, 53% of teachers were of the view that they do not attend the refresher courses in order to develop English language and 47% of teachers go for refresher courses. Among those who attended the refresher courses, responded that 85.11% teachers attended Sarva Shiksha abhiyan. While 12.76% attended volunteers teacher training course. Only 2.13% of teachers attended language development course by SCERT .

Hence, the conclusion can be drawn from the above table that majority of teachers did not attend refresher courses.

Item no. 23: Suggestions for the improvement of English in Regarding Teachers Qualification and training

The percentage of the responses regarding the suggestions for the improvement of English in regarding the teacher's qualification and training are presented in table - 27.

Table – 27: Suggestion regarding Teachers qualification and Training

Sr. No.	Responses	N = 100	
		Frequencies of Responses	**Percentage responses**
1	Teachers must be well qualified and Trained	80	80%
2	Teachers must be well versed in spoken	35	35%
3	Proper training should be given to the teachers especially in teaching of English	40	40%
4	Workshop should be conducted to improve the grammar, pronunciation and vocabulary	50	50%

The above table reveals that majority (80%) teachers believed that a teacher must be well qualified as well as trained and 50% of the teachers suggested that proper workshop must be conducted to improve the pronunciation, grammar and vocabulary 40% teachers suggested that a proper and specific training should be provided to teach English subject. Along with this 35% teachers suggested that teacher must be well versed in spoken.

Item No. 24: Suggestions Regarding School and Home Environment

The percentage of the responses regarding the suggestions regarding school and home environment are given in table - 28.

Table – 28: Suggestions regarding school and home environment

Sr. No.	Responses	N = 100	
		Frequencies of Responses	**Percentage responses**
1	Parents should be literate	90	90%
2	Basic structure of language should be taught at home	30	30%
3	There should be close contact of teachers and parents in order to improve English language	40	40%

Majority of teachers were of the view that parents of the child must be literate and 40% teachers suggested that there should be close contact of teachers and parents in order to improve English language. In this table 30% teachers were of the view that basic structure of language should be taught at homes.

Item No. 25: Suggestions Regarding the Course Structure

The percentage of the responses regarding the suggestions for the course structure are given in table - 29

Table – 29: Suggestions regarding the course structure

Sr. No.	Responses	N = 100 Frequencies of Responses	Percentage responses
1	The structure of the course should be easy and understandable	85	85%
2	It should be based on language learning	40	40%
3	Course should include more exercises for practice and must create interest in the child for learning	45	45%

Table - 29 reveals that majority of the teachers (85%) suggested that the structure of the course should be easy and understandable and 40% of the teachers suggested that it should be based on language learning. Whereas 45% teachers were of the view that it should include more exercise for practice and must create interest in the student for learning.

Item No. 26: SUGGESTIONS REGARDING EVALUATION

The percentage of the responses regarding the suggestions for evaluation are given in table - 30

Table – 30: Suggestions regarding evaluation

Sr. No.	Responses	N = 100 Frequencies of Responses	Percentage responses
1	Weekly test should be taken from the students	85	85%
2	Apart from writing skills, speaking competencies of the child should be tested	60	60%
3	The child's abilities towards composition and vocabulary should be tested	50	50%

Majority of the teachers (85%) suggested that weekly tests should be taken from the students in order to evaluate them and 60% teachers stated that apart from writing skills, speaking competencies of the child should be tested. Whereas 50% teachers suggested that the child's abilities towards composition and vocabulary should be tested for their evaluation.

Discussion of the result

Weekly tests   should be taken from the students as well as writing skills, speaking competencies of the child should be regularly tested.

Conclusion:

- Most of the teachers expressed that to teach an English language teachers must be well qualified and professionally trained.

- Majority of the teachers were of the view that English is fully implemented in the schools. But some teachers felt that it is not fully implemented due to unwillingness of teachers, inadequate professional education in-service training, more work load on teachers and no interest of children in English.

- Majority of the teachers felt that English is present need of the time.

- Maximum number of teachers expressed that they taught all subjects due to lack of teaching faculties.

- Majority of the teachers used play way method in order to make English language better. But some teachers were not able to use the appropriate method.

- Most of the teachers did not take any interest in involving the students in extra activities apart from the text exercises.

- Majority of the teachers did not use proper method to evaluate the student's performance. Because teachers expressed that they did not have particular method to evaluate the students' performance.

- The teachers faced difficulties mostly in the spoken areas. Because they do not have any kind of training particularly in speaking.

- Majority of the teachers reported that they are not satisfied with the present English syllabus. The reasons for their dissatisfaction are as:

- Chapters are too lengthy;chapters which do not cater future need are added in curriculum.

- Maximum number of teachers reported that they do not attend the refresher courses in order to develop English language. Because there is no provision of the refresher courses in a particular language.

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