

CHAPTER - V

**DATA ANALYSIS AND
INTERPRETATION**

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5.1 Introduction

The present chapter deals with the analysis and interpretation of data which was procured from teachers and students through Questionnaires, Observation Schedule, Interview Schedule and Rating scale. The data analysis has been presented in four sections. Data gathered from teachers pertaining to problems faced by them with regard to teaching of English is presented under section - I. The problems encountered by students in learning English is analyzed in section - II. The perception of English Teachers with respect to Methods and Approaches of Teaching English, Medium of Instruction, Teaching Aids, Activities, Syllabus, Content of English subject, Strength of class, Students and their Participation is presented in section - III. The data pertaining to Attitude of the Students towards learning English language is presented in section - IV. The data analysis has also been done with collaboration of responses collected through interview and classroom observation.

5.2 Section -1 Problems Faced by Teachers for Teaching English

Information from 94 teachers was obtained relating to the problems by teachers faced while teaching English. The Table 5.1 provides the profile of the English teachers who have responded to the questionnaire.

Table 5.1 Profile of English Teachers (N= 94)

| Specification of Teacher | Number of Teacher | Percentage |
|--|--------------------------|----------------------|
| Gender | | |
| Male | 51 | 54 |
| Female | 43 | 46 |
| Demographical Distribution | | |
| Urban | 8 | 8.5 |
| Rural | 80 | 85.10 |
| Semi-Urban | 6 | 6.53 |
| Bachelor Degree Qualification of English Teachers | | |
| B. A. English Literature | 24 | 25.53 |
| B.A. | 26 | 27.65 |
| B.Sc. | 31 | 32.97 |
| B.Com | 13 | 13.82 |
| Professional Qualification of English Teachers | | |
| M.Ed. | 20 | 21.27 |
| PGCTE | 18 | 19.14 |
| PGDTE | 1 | 1.06 |
| Teaching Experience | | |
| 1 to 5 Year | 16 | 17.02 |
| 6 to 10 Year | 17 | 18.82 |
| 11 to 15 Year | 13 | 13.82 |
| 16 to 20 Year | 34 | 36.17 |
| Above 21 Year | 14 | 14.89 |
| Medium of Instruction in Studies | | |
| Secondary level (Medium) | Telugu: 76 (80.85%) | English: 18 (19.14%) |
| Graduation level (Medium) | Telugu: 50 (53.19%) | English: 44 (46.80%) |

Note. Post-Graduation Course in Teaching English (PGCTE), Post Graduate Diploma in Teaching English (PGDTE).

From the Table 5.1, it is seen that more than half of the English teachers (54) were male and 43 were female. Out of the total 94 teachers, 85% of the English teachers were found to be working in rural area schools of Krishna District. With regard to Bachelor Degree qualifications of English teachers, it can be observed that only 25.53% of the teachers had English literature as their major / main subject whereas rest of them had graduated in other disciplines. It can also be seen that 19.14% of them had done Post-Graduation course in teaching English. Further, it can be observed that 21.27% of teachers had Post-graduate qualification and nearly 15% of them had more than 21 years of teaching experience. Majority of the teachers had

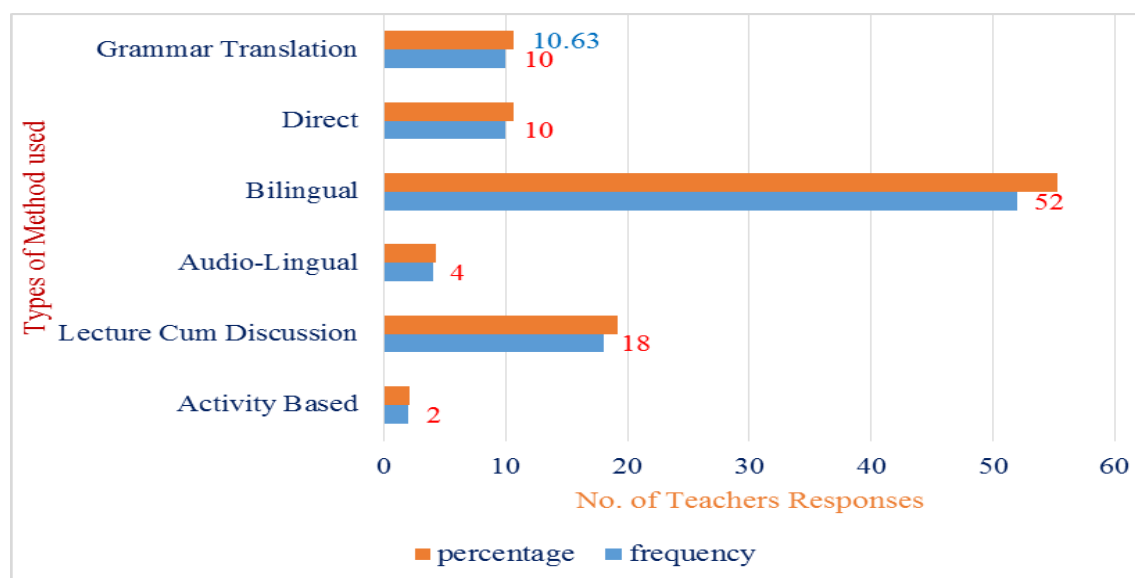
16 to 20 years of teaching experience. Exploring further their schooling background, it is observed that as far it is concerned nearly 81% of them had studied through Telugu medium whereas for graduation 47% of them had studied through English medium. Though, all of them were professionally qualified to teach English, majority of the teachers (74.44%) had done their graduation in other disciplines.

Keeping in view, the above profile, the following section presents the analysis pertaining to the use of methods and approaches by the teachers for teaching English.

5.2.1 Dimension -1 Use of Methods and Approaches for Teaching English

To study the problems faced by teachers in teaching English, the data obtained through Semi- structured Questionnaire, Interview with Teachers and Classroom Observations by the investigator have been analyzed. With regard to methods employed by teachers, the multiples responses have been collected and presented in Figure 5.1.

Figure 5.1 Methods employed by Teachers for Teaching English



From the Figure 5.1, it can be seen that the more than half of the teachers (55%) were adopting the bilingual method for teaching English, whereas activity method had been given less priority (2%). It was also found from the classroom observation done by investigator that majority of the teachers were employing bilingual method while teaching English. With regard to teacher's opinion on methods, it was found through from the interview that 32% of them stated that question and answer method was best one for teaching English to their students and

rest of them indicated the demonstration (6%), discussion (6%) and grammar translation method (7%), bilingual (16%), communicative language teaching (21%), and direct method (12%) were helpful. It was also found from the interview that out of 35 teachers, 28 said use of vernacular language was necessary and it had been employed while teaching English. When investigator observed the purpose of using vernacular language, majority of the teachers had used mother tongue for explaining difficult words (68%), when students failed to understand and faced difficulty to respond to teachers' questions (32%). It can be assumed that teachers may be more comfortable with the usage of bilingual method for teaching English.

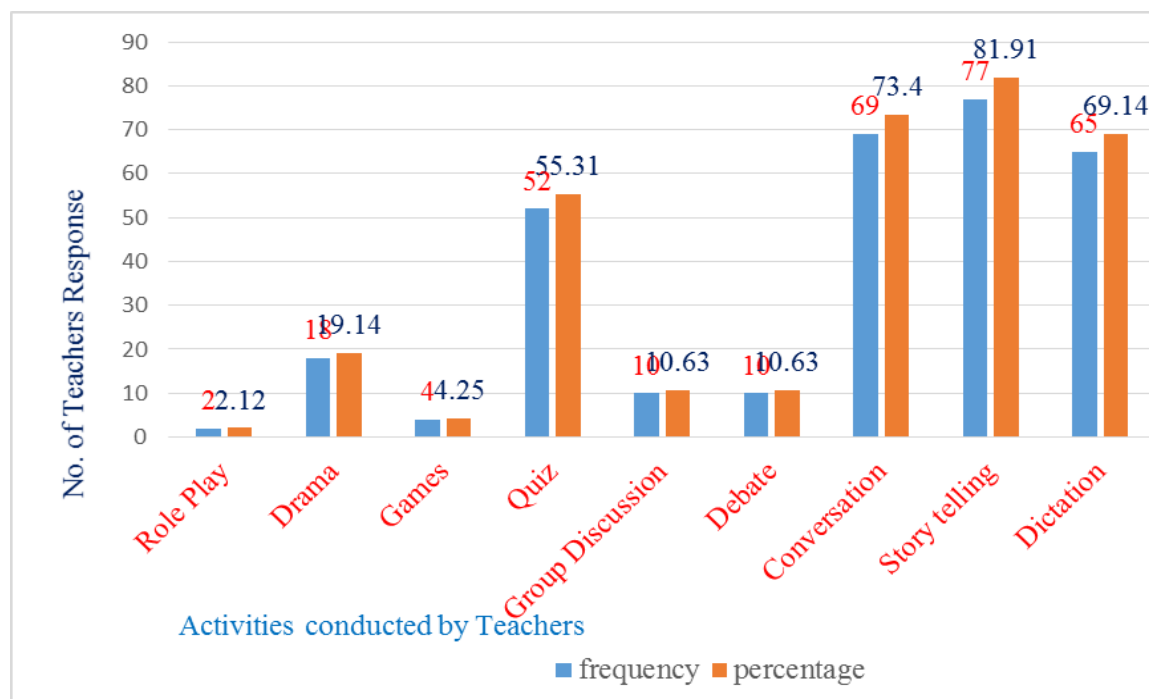
With regard to adopting approaches for teaching English, multiple responses had been collected from 94 teachers. The Table 5.2 provides the multiple responses of teachers towards adopting approaches.

Table 5.2 Approaches Adopted by Teachers in Teaching English

| S. No. | Approaches Adopted | Number of Responses (Frequency) | Percentage |
|--------|--------------------|------------------------------------|------------|
| 1. | Structural | 23 | 24.46 |
| 2. | Communicative | 62 | 65.95 |
| 3. | Functional | 25 | 26.59 |
| 4. | Situational | 4 | 4.25 |

From the Table 5.2, it can be seen that the majority of the teachers (66%) were using a communicative approach for teaching English, whereas the less number of teachers (4%) had adopted the situational approach. When English teachers were interviewed with regard to best approach for teaching English, they stated that communicative approach (35%) and structural approach (12%) were the best for teaching English to their students.

From the analysis, it can be presumed that student may be benefitted to improve their communication skills in English language classroom. It also reflects that majority of the teacher were following the instructed approach in textbook for teaching content of the English language. Further, the questionnaire also intended to examine the type of activities executed by teachers under methods for teaching English. The Figure 5.2 provides multiple responses of teachers on conducting the activities while teaching content.

Figure 5.2 Activities conducted by Teachers while Teaching English

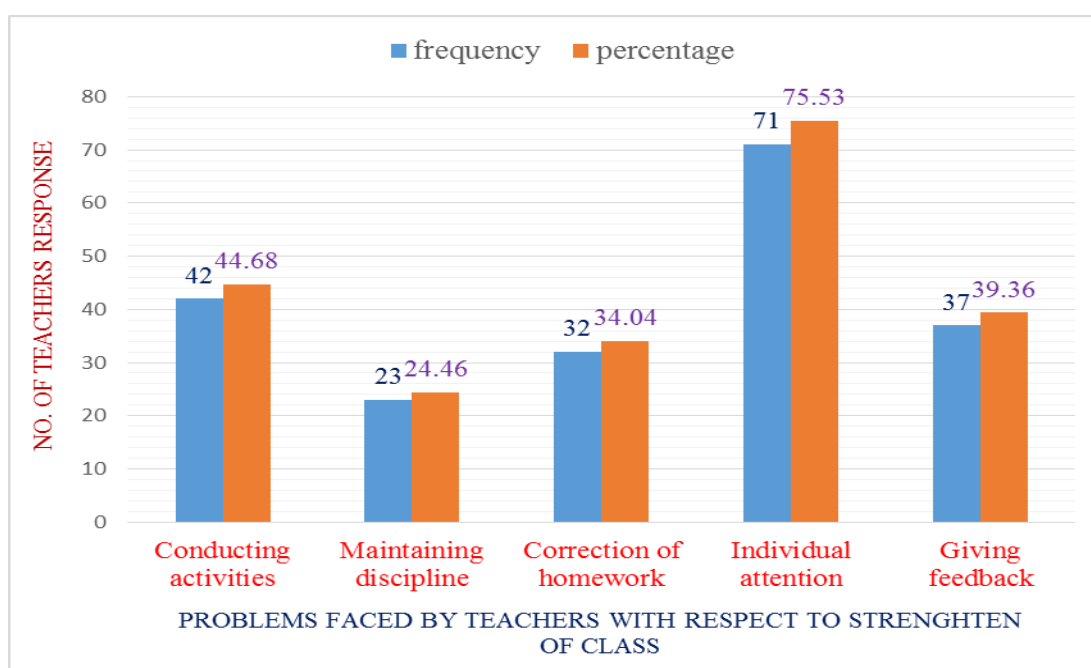
From the Figure 5.2, it can be seen that majority of the English teachers was found using role play (86.17%), storytelling (81.91%), and conversation (73.40 %) while teaching English in the class. It was also found from the interview that 85% of the teachers said that they were conducting various activities for developing writing skills in pupils such as letter writing, copy writing and essay writing. It was observed from the classroom that majority of the teachers were giving homework for reading and writing at the end of each class. It was also found from the interview that 38% of the teachers expressed that conversation technique was being followed for enhancing speaking skills. The other responses were textbook exercises (26%), Group activities (24%), and project work (12%).

It can be revealed from the analysis that speaking skill and writing skill were being focused by teachers for improving students' competencies while transacting content. The interview also was held for relating to problems faced by teachers while conducting activities in the class. A total of 35 interviews were conducted with English teachers. The Table 5.3 shows various responses on problems faced by teachers while conducting activities.

Table 5.3 Problems faced by Teachers while conducting Activities in Class

| S. No. | Problems Faced | Number of Responses (Frequency) | Percentage |
|--------|---|------------------------------------|------------|
| 1. | Lack of time | 13 | 38 |
| 2. | Overcrowded strength | 20 | 59 |
| 3. | Students lack of basic knowledge in English | 9 | 26 |
| 4. | Lack of facilities and resources | 12 | 35 |
| 5. | Pupils feel shy | 6 | 18 |
| 6. | Pupils do not have interest to learn | 7 | 21 |

From the Table 5.3, it can be seen that 59% of the teachers responded that they were facing problem with overcrowded strength in class for conducting activities whereas 18% of them voiced that pupils were feeling shy to participate in activities. 38% of the teachers communicated that shortage of time was problem for conducting activities. From the teachers' written responses, it was also found that lack of student's participation and crowded classes were challenges for organizing activities. The investigator also identified through the classroom observation that each classroom was having the strength from minimum 55 to maximum 65. The Figure 5.3 denotes the multiple responses of teachers on problems faced with regard to strength of class.

Figure 5.3 Problems faced by Teachers with Respect to Strength of Class

From the Figure 5.3, it can be seen that 75% of the teachers were facing problems to provide individual attention in the class. It was also found that 45% of the teachers encountered problems for executing activities whereas less number of the teachers (24.16%) were facing challenges to maintain discipline in the class. It was found from the classroom observation that majority of the teachers were rarely conducting activities to teach English.

It can be noticed from the analysis that the major challenge confronted by teachers in the classroom was paying individual attention. It can be assumed that teachers may be rendering prominence just to the complete syllabus on time rather paying individual attention and carrying activities while teaching English. It can be also understood that all students may not be showing interest towards learning English due to lack of interaction between teacher and students. The absence of interaction may also affect student's interest and sincerity towards completion of the given tasks for learning English. When the teachers were requested to respond to the question related to ideal strength of English class, they gave their different responses. The Figure 5.4 shows teachers multiple opinions on it.

Figure 5.4 Opinion of Teachers on Ideal Strength of English Class (N=94)

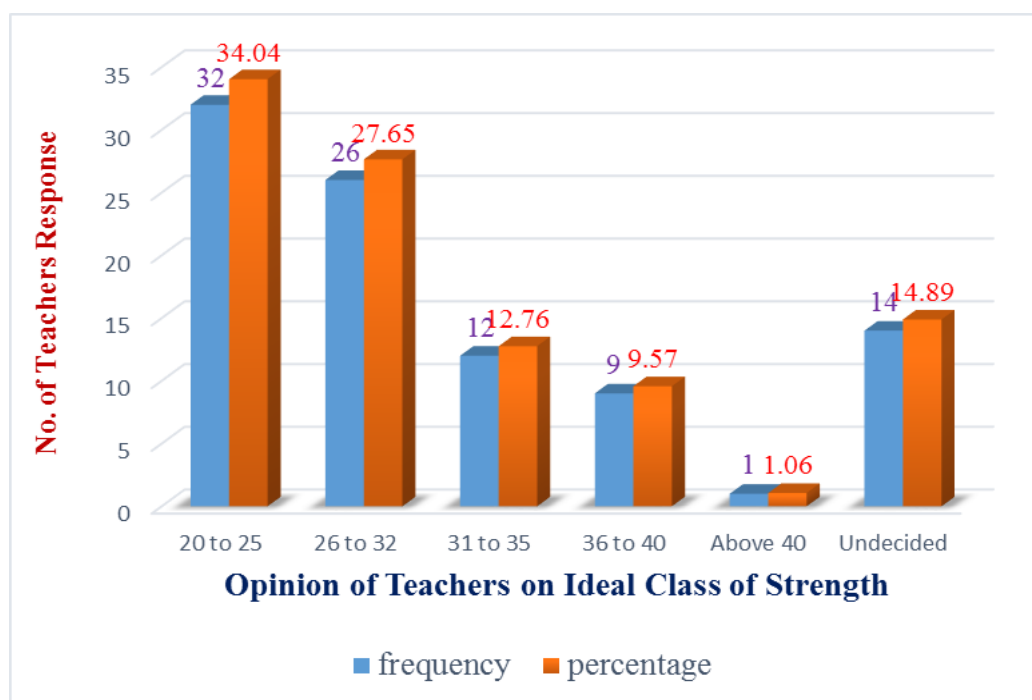


Figure 5.4 indicates the opinion of teachers with respect to ideal strength of an English class. It can be seen that 34% of the teachers believed that the ideal strength of class must consist of 20 to 25 pupils whereas one percent of them reported that it could be above 40 pupils. But 15% of the teachers could not decide the ideal strength for an English class.

It was found from the observation that the strength of each English class was minimum 55 and maximum 60 students. The English teachers dealt with large number of pupils for teaching English. The large strength of the class may affect, the student's participation while learning English, for conducting evaluation, teaching lessons comprehensively and completion of syllabus on time. It can also be predicted that they might be spending more time on managing classroom, checking student's homework and evaluating answer sheets. The data was collected through interview related to problems faced by the teachers in teaching English. The responses of English teachers were given in Table 5.4.

Table 5.4 Problems confronted by Teachers in Teaching English (N=34)

| S. No. | Type of Problem | Number of Responses (Frequency) | Percentage |
|--------|---|------------------------------------|------------|
| 1. | Absenteeism | 17 | 48.57 |
| 2. | Pupils unable to understand (spoken English, words of meanings, lesson) | 7 | 20 |
| 3. | Pupils do not read with correct pronunciation (lack of reading skill) | 14 | 40 |
| 4. | Irrelevant syllabus to pupil (boring) | 6 | 17.14 |
| 5. | Parents illiteracy (do not care and mind) | 12 | 34.28 |
| 6. | Pupils standard is low | 4 | 11.42 |
| 7. | No opportunity for pupil to learn English | 5 | 11.28 |
| 8. | Pupils lack of speaking skill in English | 7 | 20 |

Table 5.4, shows the teachers' response collected through interview pertaining to problems faced by teachers in teaching English. It can be seen that nearly fifty percent of teachers (48.57) voiced that students absenteeism was problem in teaching English. It was also found that 40% of teachers expressed that students were lacking reading skill whereas 11% of them pronounced that standards of pupils was low and lack of environment for learning English.

From the analysis, students' absenteeism was found to be main challenge in teaching English for teachers. It is also noteworthy to mention here that the majority of the sampled schools were found to be situated in rural areas. It reflects that student's absenteeism might be taking place mostly in rural schools. For absenteeism, various factors might be influencing the students such as poor economic conditions, lack of guidance and encouragement, parent's illiteracy etc. A few teachers also commented through interview that students were coming to school just to kill time and were not interested to learn English.

With regard to student's participation in class, Out of total 94 teachers, 70.22% of the teachers stated that students were participating in class while teaching English whereas 29.78% of them reported that students were not participating in the class. When teachers were probed with questionnaire with regard to nature of participation of students in class, 65.99% of teachers stated that some students were answering to questions whereas 34.01% of them responded that some students were rising questions in the class.

It reflects that teaching of English in schools may be following the question and answer method and it also provides opportunity to students to participate in the class. The investigator also surveyed with regard to availability of teaching aids in the schools. The following dimension is about the availability of teaching aids and their use.

5.2.2 Dimension – II: Teaching Aids

In concern of availability of teaching aids, requirement of aids and their usage while teaching, the data has been collected through Questionnaire, Interview Schedule and Classroom Observation. The Table 5.5 shows the multiples responses of English teachers collected with the help of questionnaire from 94 teachers.

Table 5.5 Accessibility of Teaching Aids for Teaching English

| S. No. | Availability of Aids | Number of Responses (Frequency) | Percentage |
|--------|----------------------|------------------------------------|------------|
| 1. | Blackboard | 93 | 98.93 |
| 2. | Charts | 85 | 90.42 |
| 3. | Pictures | 78 | 82.97 |
| 4. | Objects | 43 | 45.74 |
| 5. | Flash Card | 53 | 56.38 |
| 6. | Filmstrips | 7 | 7.44 |
| 7. | Radio | 56 | 59.57 |
| 8. | Cassette Recorder | 18 | 19.14 |
| 9. | Language Lab | 10 | 10.63 |
| 10. | Television | 68 | 72.34 |
| 11. | Video Player | 30 | 31.91 |
| 12. | Computer | 56 | 59.57 |
| 13. | Films | 14 | 14.89 |

From the Table 5.5, it can be seen that majority of the teachers responded that they had availability of blackboard (99%), charts (90%), pictures (83%), television (72.34%), radio (59.57%), computer (59.57%) and flash cards (56.38%) whereas only 7% and 14.89% of them were having accessibility of film strips and films respectively for teaching English in their schools. It was found from the classroom observation that most of the teachers were using blackboard for writing new vocabulary meanings, answer to questions and grammar points. It is thought that these obtainable aids were being used for teaching English. The Table 5.6 indicates the

various responses of teachers which were collected through interview about the requirement of teaching aids for teaching English in their schools.

Table 5.6 Need of Aids for Teaching English in Schools (N=35)

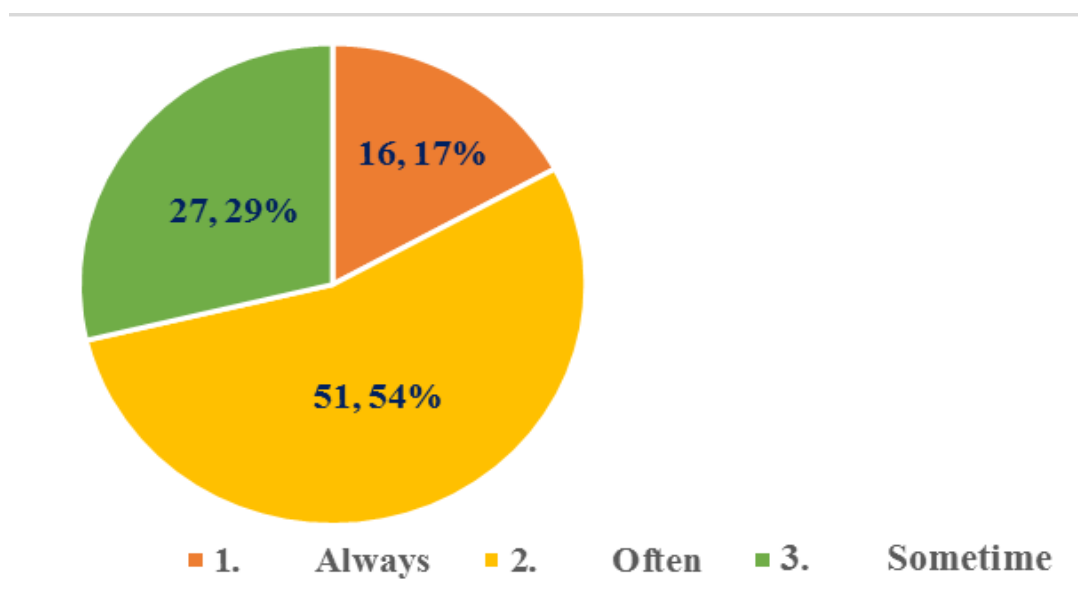
| S. No. | Requirement of Teaching Aids | Number of Responses (Frequency) | Percentage |
|--------|------------------------------|---------------------------------|------------|
| 1. | Audio visual aids | 15 | 42.85 |
| 2. | Language lab | 12 | 34.28 |
| 3. | Pronunciation CD's | 9 | 25.71 |
| 4. | Charts | 12 | 34.28 |
| 5. | Television | 7 | 20.58 |
| 6. | Story telling activity book | 6 | 17.14 |
| 7. | Radio | 5 | 14.28 |
| 8. | Picture/Photos | 5 | 14.28 |
| 9. | Newspaper | 4 | 11.42 |
| 10. | Computers | 4 | 11.42 |
| 11. | Magazines | 3 | 8.57 |
| 12. | Projector | 3 | 8.57 |
| 13. | CD player | 3 | 8.57 |
| 14. | Dictionary | 2 | 5.71 |
| 15. | Puppet show | 2 | 5.71 |

Table 5.6 denotes various teaching aids are demanded by teachers for teaching English in their schools. It can be seen from the Table 5.6 that 42.85% of the teachers claimed the audio-visual aids and the other specific requirements were language laboratory (32.28%), charts (35.28%), pronunciation CD's (25.71%) and television (20.58%). A few teachers had revealed the requisite of puppet show (5.71%), dictionary (5.71%), magazines (8.57%), and projector (8.57%).

Relating to use of teaching aids, it was found that 98% of the teachers stated that self-made and readymade teaching aids had been employed for teaching English whereas 2% of them responded that no teaching aid was used. The readymade

teaching aids means that teaching aid which are relevant to lesson as well as available in school. When the readymade aids were not available, teachers prepared the self-made aids and used for teaching English. It was found from the interview that charts (53%), newspaper cuttings (38%) and pictures (35%) were being employed mostly by teachers in teaching English whereas 3% of them had used story books as teaching aids. It can be noticed that teachers have been using visual aids largely for teaching English. The same finding was also found from the classroom observation that most of the teachers had employed pictures, charts and blackboard while teaching English. It can be taken granted that teachers may not be well-versed with usage of audio-visual aids and they might have used them rarely while teaching English. When the teacher were enquired with questionnaire further how frequently teaching aids had been employed in teaching English, they provided their response related to it. The Figure 5.5 presents teachers responses.

Figure 5.5 Frequency of Using Aids while Teaching English (N= 94)



From Figure 5.5, it can be seen that more than half of the teachers (54%) responded that they were using teaching aids regularly whereas 17% of them stated that they were employing aids often while teaching English lesson. When the teachers were probed through questionnaire regarding the sort of teaching aids had been employed, it was found from the written responses that 17% of the teachers highlighted the use of English newspapers, magazines, charts, authentic material,

pictures and flash cards. In this concern employment of audio - visual aids, television, computer, mobile videos were also cited by them (5.31%).

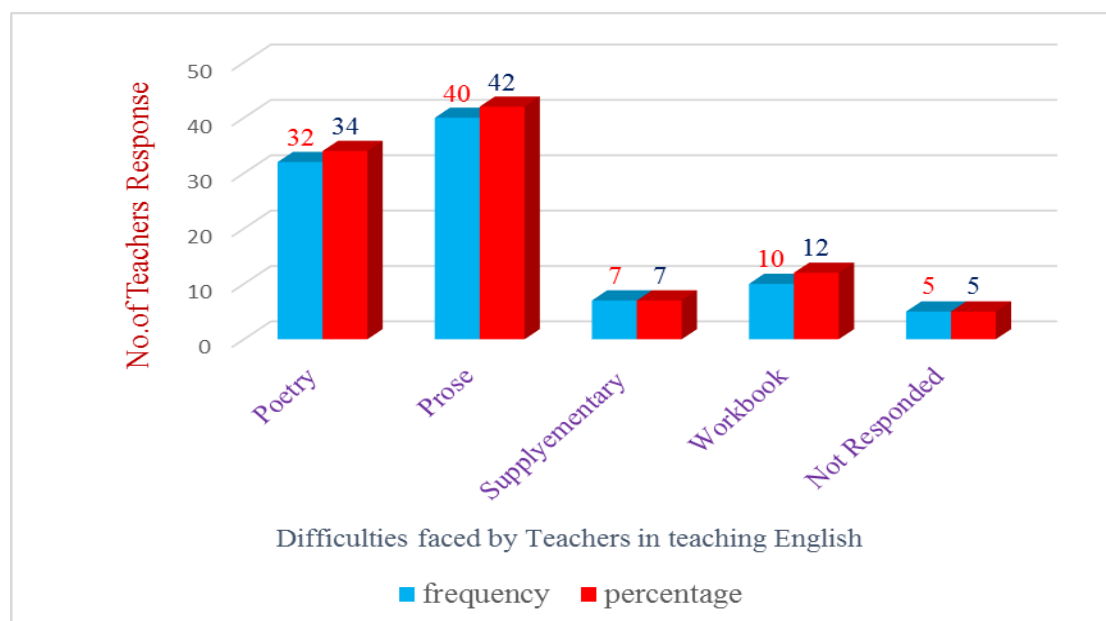
From the analysis of the data, it can be assumed that teachers might have given much importance for teaching content of syllabus rather using aids. There may be other factors such as lack of time and overcrowded classes those might have influenced them for using aids. The succeeding dimension deals with the difficulties faced by teachers in teaching English syllabus as well as enhancing skills among pupils.

5.2.3 Dimension -III: Syllabus and Improving Skills

For teaching present English syllabus, out of 94 teachers, 51% of the teachers responded that they were not facing any difficulty for teaching syllabus whereas 49% of them agreed that they were facing difficulties with it.

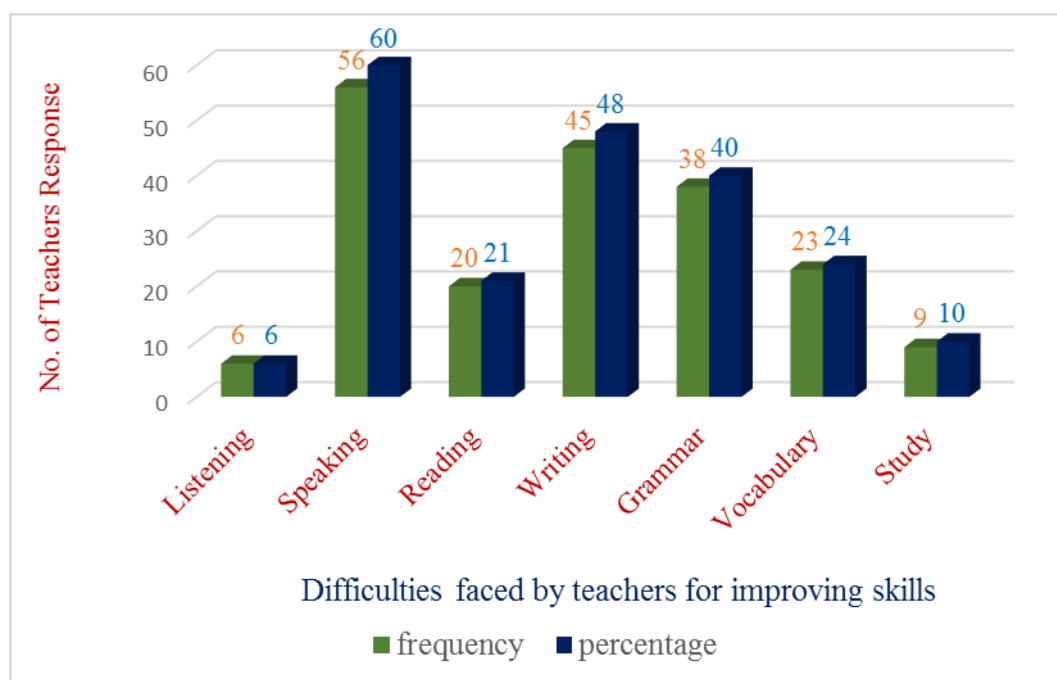
It can be assumed that the problems faced by teachers may vary from teacher to teacher with regard to teaching content of English and enhancing skills among pupils. The investigator also obtained data from teachers related to difficulty part/area of syllabus for teaching English through questionnaire and their multiples responses have been denoted in the Figure 5.6.

Figure 5.6 Difficulties encountered by Teachers for Teaching English Syllabus (N=94)



From the Figure 5.6, it can be seen that 42% of the teachers stated that they were facing difficulty for teaching prose part of English textbook whereas 34% of them agreed with poetry. Few teachers (7%) reported that they were confronting difficulty for teaching supplementary textbook. It can be understood that majority of the teachers were found to be meeting difficulty in teaching of prose. It is assumed that teachers face difficulties to teach content of the lesson, in improving prescribed skills, vocabulary and grammar aspects etc. The questionnaire also intended to find out about the most difficult skill to improve in pupils through syllabus. The Figure 5.7 displays the multiples responses related to difficulties confronted by teachers for improving skills through present syllabus.

Figure 5.7 Difficulties faced by Teachers for Improving Skills in Pupils



From the Figure 5.7, it can be seen that 60% of the teachers responded that they were facing difficulties for improving speaking skill of pupils. Nearly half of the teacher (48%) were found to face difficulties for developing writing skill whereas less number of teachers (6%) reported that they were encountering troubles in improving listening skill. It was observed from interaction with teachers that a few teachers stated many pupils were not good at writing skill and had not learned the basics of English in their preceding classes. It was a comment of many teachers that a specialized English teacher should be recruited for teaching English at primary level.

It is understood that teachers were found facing more difficulties for enhancing productive skills (speaking and writing) than receptive skills (listening and reading). It was also found that lack of interest from students, large strength, unavailability of resources and shortage of time were causes for facing difficulties for improving these skills. It was learnt from the interview that 50% of the teachers claimed that they needed training on teaching for developing various language skills in their students.

With regard to completion of syllabus English syllabus, it was found that 85% of the teachers stated that they had been teaching whole syllabus in an academic year whereas 15% of them dissented with it. Eleven percent of teachers responded that 10 to 20 percent of syllabus was remaining incomplete. Despite of their challenges such as lengthy syllabus, overcrowded classrooms, the majority of the teachers (85%) were able to complete the syllabus in an academic year. It shows that teachers may be monitored by administrators to complete prescribed syllabus within allocated time in an academic year. The Table 5.7 presents different opinions of teachers collected through interview on syllabus of English.

Table 5.7 Opinion of Teachers on completion of English Syllabus (N=35)

| S. No. | Opinion | Number of Responses (Frequency) | Percentage |
|--------|---|------------------------------------|------------|
| 1. | Syllabus is good | 9 | 25.71 |
| 2. | Lessons beyond the level of learner | 3 | 8.57 |
| 3. | Grammar is difficult and to be reduced | 4 | 11.42 |
| 4. | Nativity of learners culture is lacking | 7 | 20 |
| 5. | Prose lessons are lengthy | 4 | 11.42 |
| 6. | Theme of poetry has no clarity | 3 | 8.57 |
| 7. | Difficult/ Rich vocabulary used | 25 | 71.42 |
| 8. | Syllabus is vast / lengthy | 23 | 65.71 |
| 9. | Indian authors writings to be adopted | 4 | 11.42 |
| 10. | Periods needs to be increased | 19 | 54.28 |

From the Table 5.7, it can be seen that 71.42% of the teachers voiced that difficult and rich vocabulary was prescribed in present English syllabus. It can also be found that 65.71% of the teachers articulated that English syllabus was vast and lengthy for teaching within an academic year. Few teachers (8.57%) said that prescribed lessons were beyond the understanding level of learners and it lacks clarity in poetry lessons. It was found from the written responses that teachers faced problems for teaching vocabulary (13.82%), poetry (9.57%), teaching prose (4.25%), and teaching grammar (6.39%).

From the analysis of the data, it can be assumed that students may also be facing difficulty to learn prescribed vocabulary since teachers felt the textbook contains many hard words. It can also be said that the vastness and length of syllabus also might have compelled the teachers to complete the portion by overlooking the effective teaching - learning in the classroom. It can also be expected that lengthy syllabus and lack of time might be affecting the assessment and evaluation process which had to be carried out rigorously.

Pertaining to satisfaction of teaching English syllabus, it was detected from the interview that 40% of the teachers expressed that they were satisfied with teaching of English syllabus whereas 29% of them reported the dissatisfaction. Thirty one percent of teachers could not decide with it. The data collected related to allotment of periods divulged that 65% of the teachers opined that allocated periods were insufficient for teaching English whereas 35% of them did not agree with the statement. It was found from the interview with teachers that 40% of the teachers expressed that allocation of time for teaching English needs to be increased.

For teaching any language subject, adequate time, appropriate teacher students ratio, and accessibility of teaching aids are essential elements. Forty percent of teachers expressed the inadequate time rendered shows that majority of the teachers might have adjusted with particular way of teaching which focuses to complete tasks in time. Probably, this way of teaching English might have created tediousness for students due to these all challenges.

The information gathered related to assigning workload for teachers unveiled that 68% of the teachers stated that they had not been entrusted any other work apart from their regular teaching whereas 32% of them revealed that they were assigned

some extra workloads such as supervision of Midday meal, examination incharge, filling the progress reports, and issuing of transfer certificates. The following dimension deals with the various evaluation techniques espoused by teachers in teaching learning process.

5.2.4 Dimension - IV: Types of Evaluation Adopted by English Teachers

The data had been gathered through questionnaire from teachers (94) related to evaluation techniques adopted for conducting internal and external examinations. The Figure 5.8 shows multiple responses of teachers on types of evaluation followed.

Figure 5.8 Kind of Evaluation Techniques Employed by Teachers

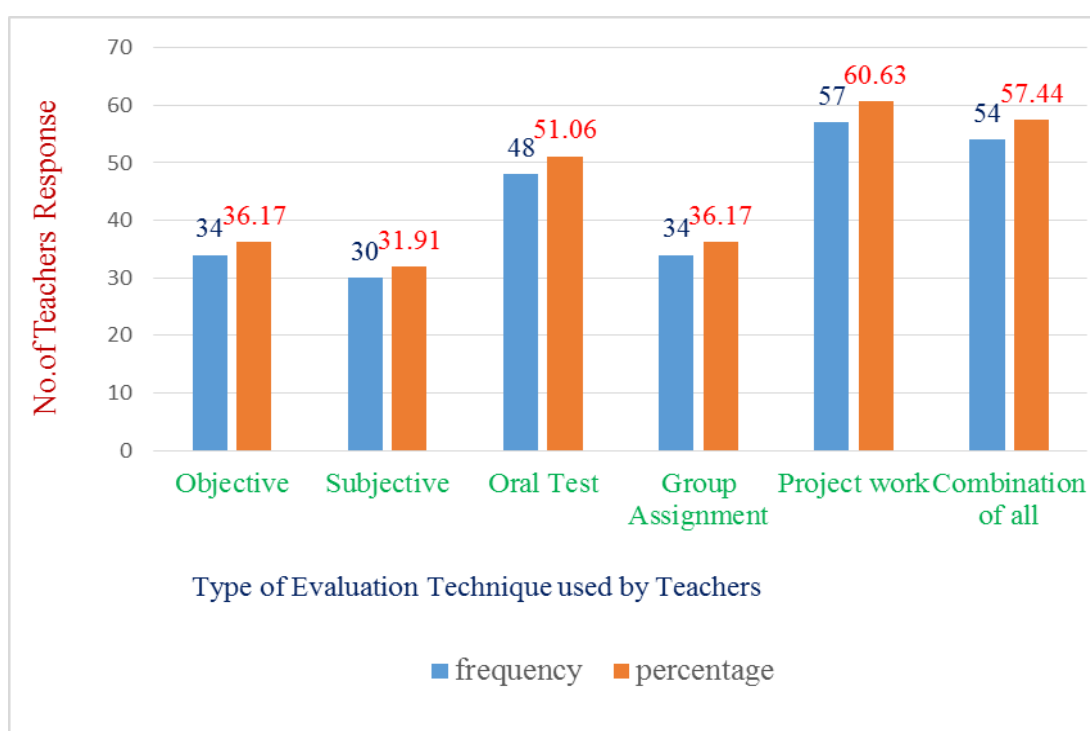


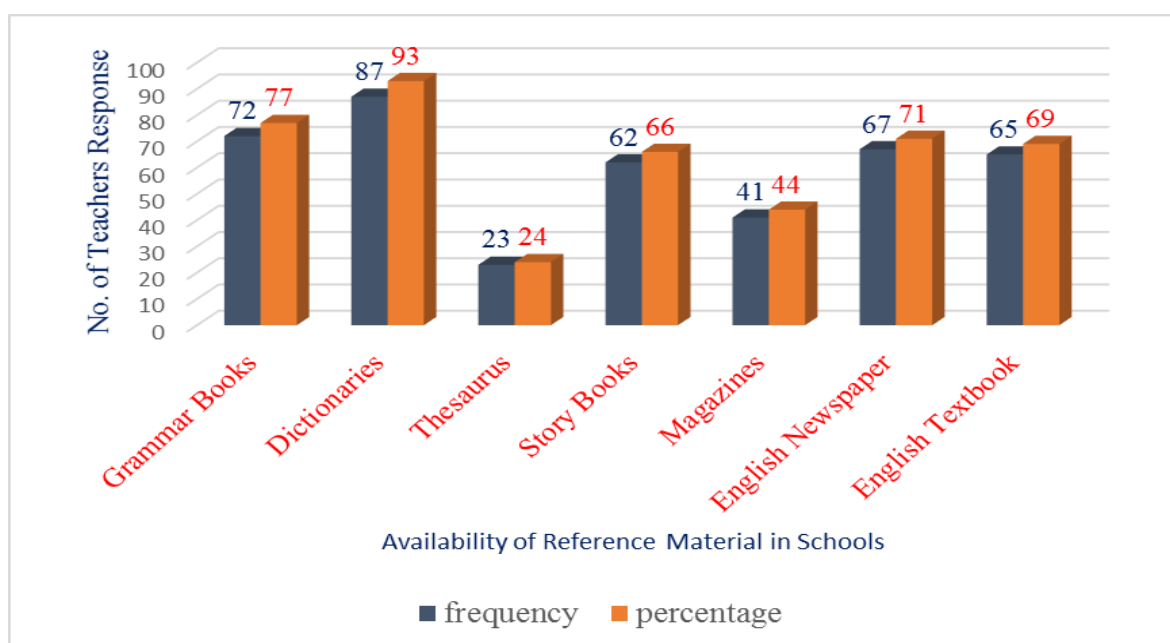
Figure 5.8 indicates various evaluation techniques adopted by teachers for assessing students' performance in the class. From the figure, it can be seen that out of 94 teachers, 57 (61%) project work and oral test 48 (51%) were found to be used majorly for evaluation whereas subjective tests were used by few teachers 30 (32%). It was also found that 54 (57%) teachers reported that they were applying combination of aforementioned tests. From the classroom observation, it was also found that teachers had been assigning project work to students which was prescribed at the end of lesson. Students were also maintaining separate notebook for the said

purposes. When teachers were surveyed through questionnaire, whether they encounter any problem while conducting internal and external evaluation. 65% of the teachers responded that they had not faced any problem whereas 35% of them reported that they were encountering problems. A few teachers conveyed their problems through in written form that strength of classroom (13.84%), students' inability (5.31%) and lack of time (5.31%) were problems in conducting evaluation.

It can be understood from the above analysis that more than half of the teachers were found to use mainly two types of evaluation techniques i.e. project work and oral test. The prime aim of these tests are to improve writing and speaking skills. It assumed that teachers may be focusing more on evaluation of writing and speaking skills of students. It can be perceived that majority of the teachers may be having more knowledge in employment of oral tests and project techniques. All language skills are integrated and interrelated, neglecting any one of the skills impact on rest of them. From the above analysis, it can be drawn that students might not be getting feedback with regard to improvement of reading and listening skills because the exercised evaluation techniques were focused on productive skills.

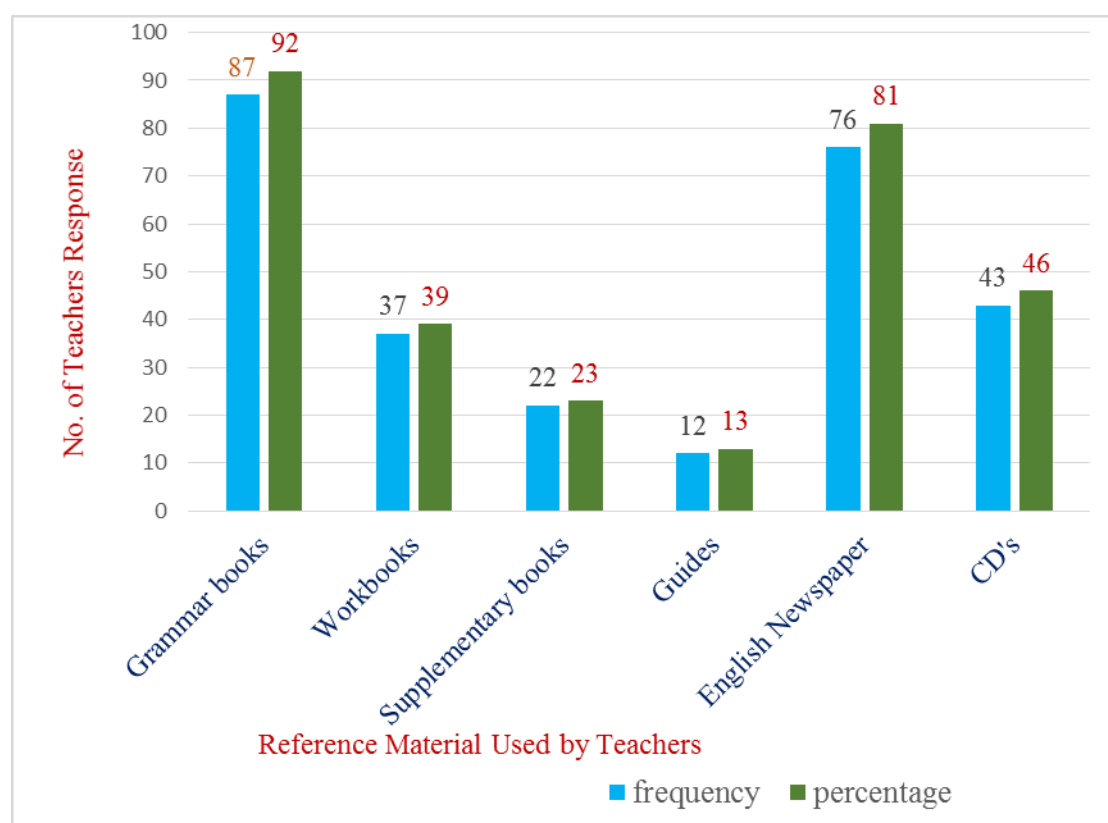
The questionnaire was also revolved on availability of reference material for teaching English in the schools. The Figure 5.9 denotes the multiple responses of teachers on availability of reference material at school.

Figure 5.9 Availability of Reference Material in Schools (N=94)



From the Figure 5.9, it can be revealed that majority of the teachers responded that dictionaries (93%), grammar books (77%), English newspaper (71%) and story books (70%) were obtainable for teaching English in schools. Some teachers (24%) stated that thesaurus was accessible in their schools. For effective teaching English, various resources are required and also should be used. It can be assumed that English teachers might be using these reference material for teaching English in the classroom. It is also thought that students might have opportunities to build up their vocabulary and improving skills in English language. The Figure 5.10 provides teachers multiple responses on use of reference material for teaching English.

Figure 5.10 Reference Material Used by Teachers while Teaching English



The Figure 5.10 indicates various reference material employed by teachers for teaching English. It can be seen that the majority of the teachers 87 (92%) were using grammar books and English newspaper 76 (81%) whereas 12 (13%) of them had been employing guides while teaching English. From the analysis of data, it can be understood that teachers might be thinking teaching grammar is more important which focuses on improving writing skill. The reason would be that students might be

requiring competency in this skill than others. It can be assumed that the use of English newspaper can be taken as one of the reading exercises for students.

Section -1 describes the problem faced by teachers while teaching English in the classroom. Among a total of 94 teachers, majority of them (81%) studied through Telugu medium and are working in rural schools. Many of them have employed the bilingual method and communicative approach for teaching English. It was also noted that the majority of teachers were employing vernacular language while teaching English for the purpose of explaining difficult words, whenever students fail to understand and face difficulty to respond to the teacher's questions. The major techniques used by teachers for teaching English were role play, storytelling, and conversation. Many teachers were conducting various activities for developing writing skills in pupils such as letter writing, copy writing, essay writing and homework. More than half of the teachers were facing problems with overcrowded strength for conducting activities, lack of time, providing individual attention and student's absenteeism found as a major hurdle for teaching English. The availability of audio - visual aids for teaching English were blackboard, charts, pictures, television, radio, computer and flash cards etc. in the schools. The study found that the teachers were encountering difficulties in teaching present syllabus because of the difficult and rich vocabulary that has been prescribed. Hence, they were facing difficulty to improve speaking and writing skills in pupils and they also show their dissatisfaction on the vastness and length of the syllabus.

5.3 Section - II Problems Faced by Students in Learning English

For achieving the formulated objective, the data were obtained from 800 students (400 boys and 400 girls) through semi-structured questionnaire. Data collected through questionnaire has been analyzed under six dimensions: Motivation and Encouragement, Teaching Learning of English, interaction between Teacher and Students, Activities and Facilities and Opportunities for Learning English. The Table 5.8 indicates the profile of the students.

Table 5.8 Profile of the Sampled Students

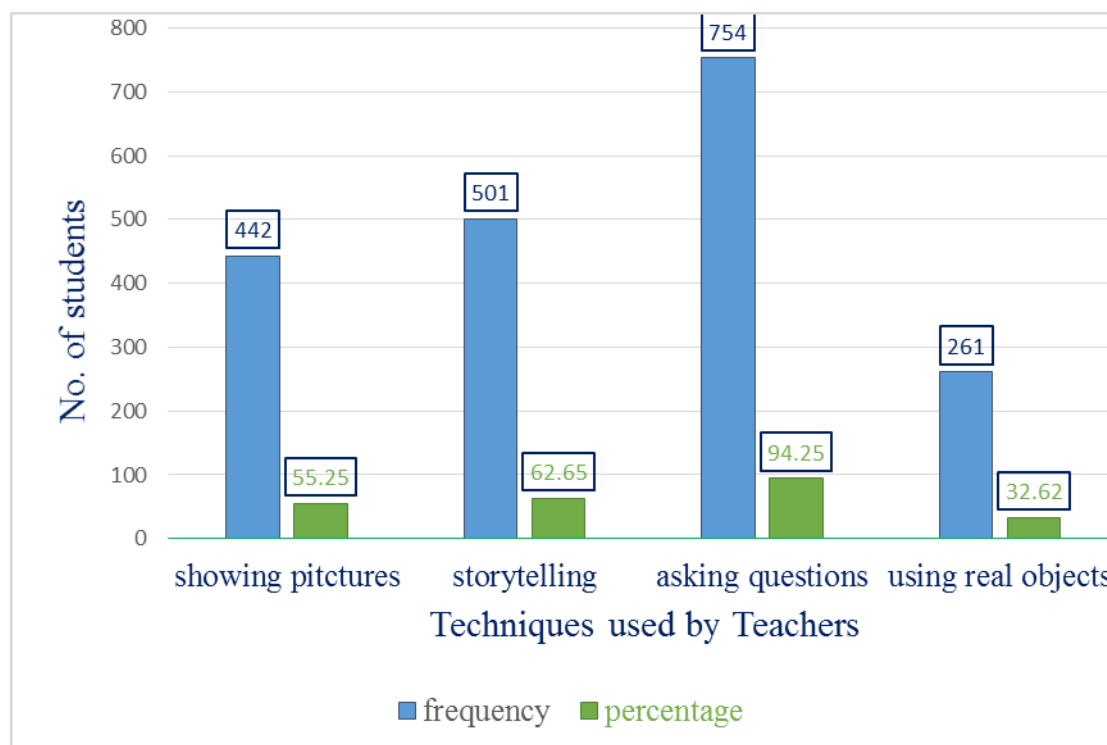
| Location of Students | Total Students (N=800) | Percentage |
|--------------------------------------|-------------------------------|-------------------|
| Urban | 55 | 7 |
| Rural | 601 | 75 |
| Semi-Urban | 144 | 18 |
| Caste of the Sampled Students | | |
| General | 151 | 19 |
| Backward class | 395 | 49 |
| Schedule caste | 213 | 27 |
| Schedule Tribes | 41 | 5 |

From the Table 5.8, it can be seen that 75% of the students (601, out of 800) were pursuing in rural area schools whereas 7% of them were studying in urban area schools. With regard to caste of sampled students, it can be seen that 49% of the students were belonging to backward class (BC) and 27% students were from schedule caste (SC). Thus about the students profile, it can be observed that majority of the students were backward class rural area students. Proceeding further, dimension wise analysis of students' questionnaire follows the analysis of students' profile.

5.3.1 Dimension - I: Motivation and Encouragement in Learning English

With regard to motivation and encouragement, 98% of students responded that they were being motivated by teachers in learning English whereas 2% of them did not agree with the statement.

The Figure 5.11 presents the students multiple responses regarding type of techniques being used by the teachers to motivate and encourage them for learning English.

Figure 5.11 Techniques Used by Teachers for Motivating Students

From the Figure 5.11, it can be seen that 94.25% of the students responded that they were being motivated by using questioning technique. 62.62% of the students stated that storytelling technique was employed by teachers for motivating purpose whereas 33% of the students reported that real objects were used for encouragement in learning English. It was also noticed through the classroom observation that teachers were found asking questions while teaching English in the class. Further, it was also observed that students were being encouraged to give reply in English.

Overall, it can be said that questioning technique had mostly been employed as compared to storytelling and other techniques while teaching English. Interaction with teachers revealed that mostly bright and above average students were participating at most of the time in the classroom interaction process.

With regard to the encouragement to the students for reading English, it was found that 96% of the students stated that teachers were encouraging them for reading by using various text material in English whereas 4% of them dissented with the statement. The Table 5.9 provides the various responses of students related to reading material recommended by teachers for reading in English.

Table 5.9 Type of Material suggested by Teacher for Reading in English

| S. No. | Suggested Material | Number of Responses (Frequency) | Percentage |
|---------------|---------------------------|--|-------------------|
| 1 | Story books in English | 550 | 71.61 |
| 2. | English Newspaper | 580 | 75.52 |
| 3. | Magazines | 281 | 36.87 |

Table 5.9 shows that majority of the students responded that teachers were encouraging them to read English newspaper (75.52%) and story books in English (71.61%). Ninety eight percentage of students responded that they were being encouraged by their teachers while teaching English in the class. It can be understood that majority of the students were being suggested to read English newspaper and story books for improving reading skill in English.

Data was also collected with regard to encouragement by teachers to speak English in classroom. The subsequent Table 5.10 provides the students multiple responses on means of encouragement while teaching English in the class.

Table 5.10 Encouragement of Teacher in English Class

| S. No. | Means of Encouragement | Number of Responses (Frequency) | Percentage |
|---------------|----------------------------------|--|-------------------|
| 1. | Interaction among peer groups | 688 | 86 |
| 2. | Asking questions | 552 | 69 |
| 3. | Clarification of students doubts | 403 | 50.37 |

From the Table 5.10, it can be seen that 86% of the students responded that they were being encouraged in the classroom by providing opportunity to interact among peers whereas 69% of them reported that they were encouraged through asking questions. It can be assumed that students might have interaction between teacher and students, and effective teaching learning process to place there. The type of encouragement might have influenced the student's attitude towards learning English. The next dimension deals with the students' opinion on teaching-learning of English.

5.3.2 Dimension - II: Teaching Learning of English

Under this dimension, data was collected pertaining to the way of teaching English, usage of vernacular language, problems faced by students while learning, opportunities met for learning English and skills enhancement.

With regard to the use of vernacular language while teaching English, 97% of the students unveiled that teachers were using vernacular language while teaching English. It was also found from the classroom observation that teachers were using bilingual methods for making the content intelligible to students. The Table 5.11 shows students' multiple responses on intention of using vernacular language by teachers while teaching English.

Table 5.11 Purpose of employing Vernacular Language in Teaching English

| S. No. | Purpose | Number of Responses (Frequency) | Percentage |
|--------|-------------------------------|------------------------------------|------------|
| 1. | For explaining new words | 308 | 39..69 |
| 2. | For giving summary of lesson | 633 | 81.57 |
| 3. | For teaching the whole lesson | 656 | 84.53 |

It can be seen from the Table 5.11, that 85% of the students responded that teachers were using vernacular language for teaching the whole lesson and also for giving the summary of lesson. It was also found from the written response of students that teachers were using vernacular language for explaining difficult words, pronunciation of words, and whenever students fails to comprehend lesson. Few students also commented through written form, "We are from village background so we do not understand directly in English". "English teacher translates lesson in Telugu language because we cannot understand it".

From the analysis of the data, it is inferred that use of Telugu language seems to be inevitable for teaching English in vernacular medium classes. Because of incompetence's of students, teachers might have faced difficulties to teach lesson directly in English therefore they switched over to bilingual method which helps students to understand meanings of vocabulary and lesson accurately and feel comfortable in English classroom.

For learning English, 57% (456 out of 800) of the students articulated that they were facing difficulties for learning English whereas 40% (320) of them did not agree with this question. 3% (24) of students were not responded to it. When the students were asked to mention their difficulties specifically in learning English, they unveiled their problems for learning the content of English subject. The Figure 5.12 shows students' various difficulties in learning English.

Figure 5.12 Difficulties faced by Students in Learning Content of English (N=459)

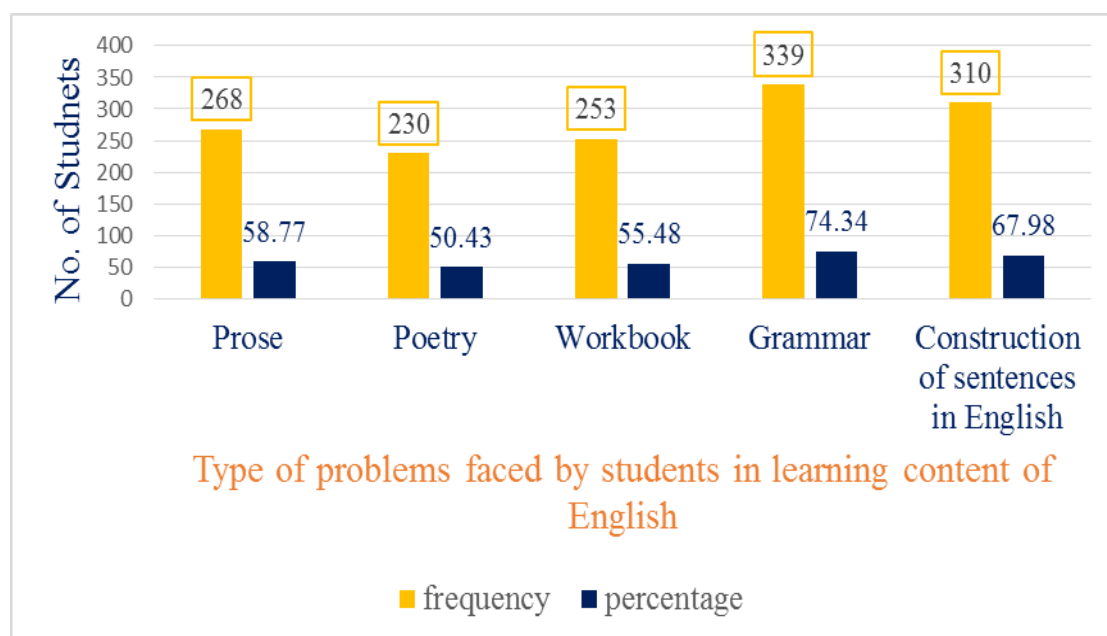
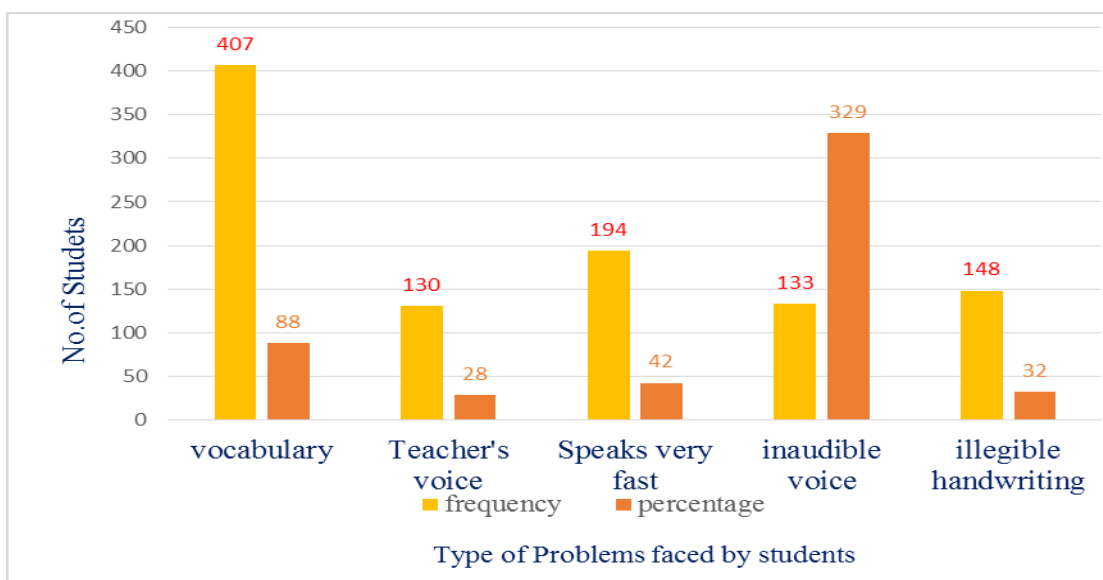


Figure 5.12, shows that 74.34% (339 out of 459) of the students responded that they were facing difficulties for learning English grammar whereas 68% (310 out of 459) of them stated that construction of sentences in English was difficult. Fifty nine percent (268 out of 459) of the students indicated that they were confronting hitches to comprehend prose lessons in English.

The above analysis of data reveals that majority of the students were encountering difficulties in learning English grammar, construction of sentences and comprehending the prose lesson. Due to these reasons teachers focused to improve writing skill of pupils. Probably, studying all subjects in Telugu except English subject, difference between Telugu and English language, lack of environment, syntax etc. may be the possible causes for students' difficulties in learning.

When students were enquired through questionnaire whether they were being encouraged in learning English, few students communicated their responses through written form that teachers were encouraging them by teaching grammar (2.25%), by asking copywriting (3.50%), giving meanings of new words (1.78%), teaching lesson in understandable way (10.75%), conducting activities (1.75%), providing reading material (1.50%), suggesting various books for reading in English (5.12%), encouraging to watch English channels (1.25%) and referring dictionary (1.25%). With regard to understanding of lesson, 57% (460 out of 800) of the students responded that they were facing problem for comprehending of English lesson whereas 39% (312) were disagreed with it. 4% (28) students did not respond to this item. The subsequent Figure 5.13 shows students multiple responses related to different types of problems confronted in understanding English lesson.

Figure 5.13 Type of Problems faced by Students in Understanding English Lesson (N= 460)



From the Figure 5.13, it was found that 88% (407 out of 460) of the students stated that they were encountering problems in terms of understanding the vocabulary whereas some students 28% (130 out of 460) said that they were facing problem to understand the teachers' voice because of low pitch of voice used while teaching lesson.

It can be seen that more than half of the students (460, out of 800) were facing problems to understand the English lesson. It was also revealed that understanding of

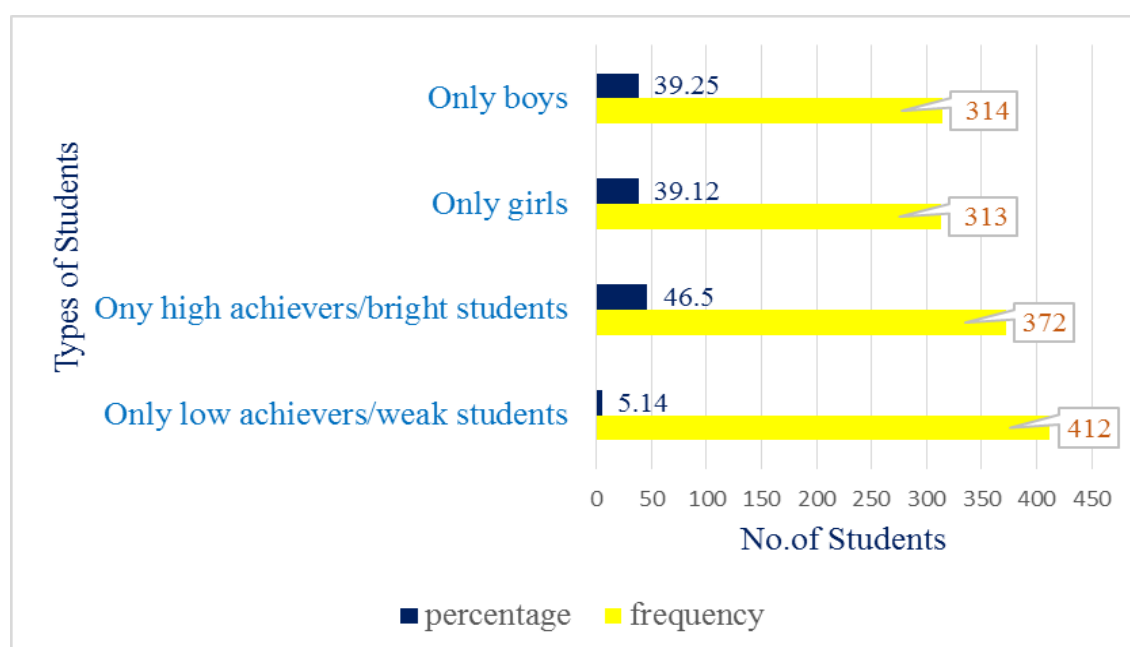
vocabulary was a major problem for the learners. Even, teachers also expressed that the prescribed vocabulary was rich and difficult for teaching students. Another problem stated by nearly half of the students (42%) that English teachers had used high speed of speaking while delivering the lesson. It can be assumed that teachers might be thinking to complete lesson as soon as possible because English syllabus was found to be lengthy and huge (it was already declared by teachers).

In connection with reading English lesson by students, it was shown that 84% (672 out of 800) of the students responded that they were being asked to read English lesson while teaching. But, when they were enquired through questionnaire whether all students had been provided opportunity for reading lesson in class, 58% of the students replied with positive response.

From the analysis, it is revealed that only 58% of the students were getting opportunity for reading English lesson while teaching. Perhaps, only selected and favored students were being provided opportunities or else, the large strength of the classroom might be the reason for not giving chance to all students.

The questionnaire was also intended to know exactly whom the opportunity had been given among all students for reading lesson in the class. The Figure 5.14 displays multiple responses of students' on opportunities given them for reading lesson in the class.

Figure 5.14 Providing Opportunity for Reading Lesson (N=800)

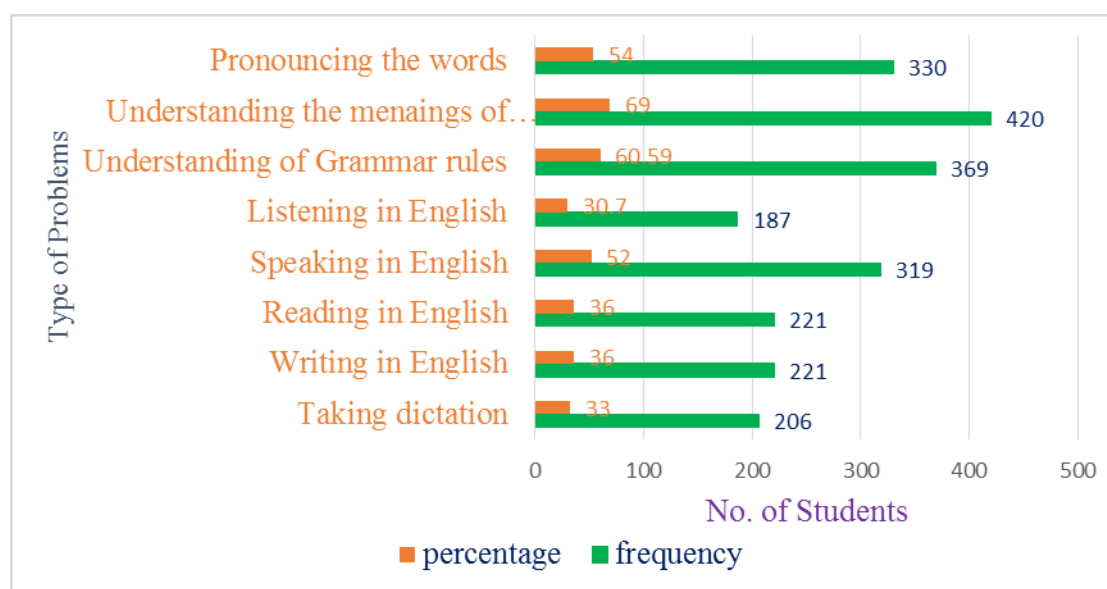


From the Figure 5.14, it can be seen that 51.5% of the students responded that only low achievers / weak students were being given opportunity to read English lesson whereas 47% of them disclosed that only high achievers / bright students had been given chance for reading English lesson. It was observed from the classroom interaction that many teachers were asking students to read English lesson irrespective of gender while teaching.

From the analysis of students' responses, it is revealed that teachers were asking only low achievers to read lesson, it shows that teachers may be trying to improve reading skills of low achievers specially.

When the students had been queried whether they faced problems in improving skills of English, 76% of the students (609, out of 800) agreed that they were facing problems in learning English whereas 20.37% (163 out of 800) disagreed with it. 4% of students (28) did not respond to this item. The Figure 5.15 indicates students' multiples responses on problems faced in learning English.

Figure 5.15 Types of Problems confronted by Students while Learning English (N=609)



From the Figure 5.15, it is found that 69% of the students responded that they were facing problems in understanding the meanings of new words in the lesson whereas few students (31%) were facing problem with listening in English. It can also be seen that 61% of the students stated that they were confronting problems in

understanding of grammar rules. The same finding was also revealed from teachers through interview. More than half of the students conveyed that they were facing problems in pronouncing words correctly and speaking in English. It can be inferred from the analysis that majority of the students were found facing problems in understanding the meanings of the new words and grammatical rules. The students were also asked through questionnaire about the way of teachers' explanation of the lesson while teaching in the class. 97% (776 out of 800) of students stated that teachers were explaining various aspects while teaching lesson whereas 3% (27 out of 800) did not agree with it. The Figure 5.16 displays multiple responses of students on lesson explained by teachers.

Figure 5.16 Students Response on Lesson Explanation by Teacher (N=773)

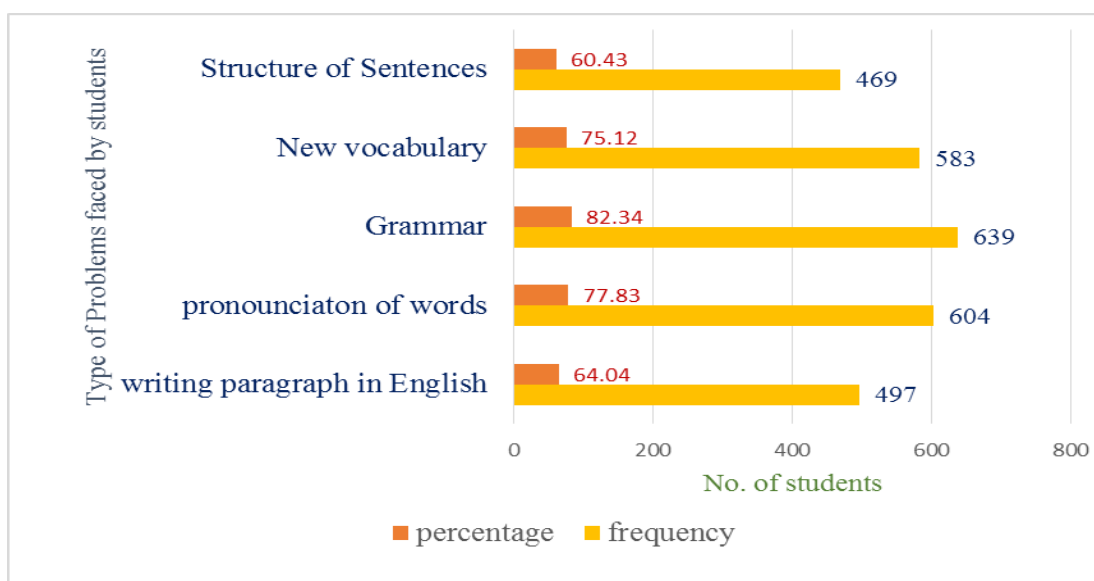


Figure 5.16 shows the students' responses with regard to explanation of various aspects while teaching lesson. Majority of the students responded that English lesson had been explained by teacher through explaining grammar, new vocabulary, pronunciation of words and writing paragraph in English. Teachers might be thinking that these aspects are more significant for learning English so the teachers focused on them.

Further, students were probed through questionnaire about the priority given by the teachers among four skills while teaching English. The Table 5.12 shows the students opinion on skills development.

Table 5.12 Students Opinion on Skills Development by Teachers

| S. No. | Skill of Language | Most important | More Important | Some extent | Least important | Not Responded |
|--------|-------------------|------------------|-----------------|-----------------|-----------------|-----------------|
| 1. | Listening Skill | 42.25% (338) | 14.37% (115) | 16.00% (128) | 10.00% (80) | 17.35% (139) |
| 2. | Speaking skill | 13.62% (109) | 24.50% (196) | 21.37% (171) | 16.12% (129) | 24.37% (195) |
| 3. | Reading skill | 25.37% (203) | 25.25% (202) | 20.50% (164) | 5.87% (47) | 23.00% (184) |
| 4. | Writing skill | 6.50% (52) | 10.62% (85) | 15.25% (122) | 41.50% (332) | 26.00% (208) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.12, it can be seen that 56.62% of the students responded that listening skill was given more importance whereas only 17.12% of them opined that writing skill was given more importance while teaching English. With regard to reading skill, 50.62% of the students responded that reading skill had been given more importance by teachers while teaching English. It can be assumed from the data analysis that teachers were giving more priority to improve listening skills of students. It is also understood that according to student's opinion writing skill was paid less attention.

The students were also asked in a questionnaire whether they liked the teacher's way of teaching English. It was found that 87.27% of the students replied that they were liking teacher's style of teaching English whereas 7.37% of them did not express their opinion. Students had expressed their opinions for liking teaching lesson. From the students' written responses, it was found that 45.25% of the students expressed that teacher was teaching lessons in understandable way that is why they liked teachers teaching. The other responses revealed by students that teachers repeat the lesson (2.87%), teach how to speak in English (1%) make everybody to read English lesson (3.12%), teach how to write in English (1.12%), teaching grammar (2.37%), teaching meanings of new words (7.25%), teach how to pronounce the English words (1.25%) and translate English lesson in Telugu language (5%).

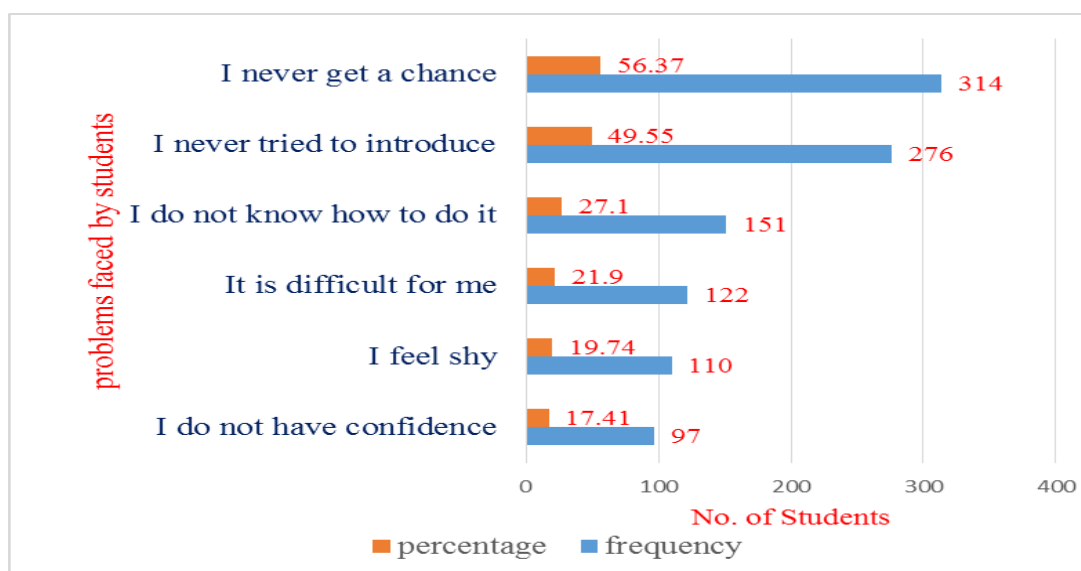
It is revealed that majority of the students were liking their English teachers way of teaching in the class. The main reason behind it is that English lesson was

taught in comprehensive way. It means that students might be comfortable with their teachers' style of teaching English in the class. The next dimension discusses the interaction between teacher and students.

5.3.3 Dimension - III: Interaction Between Teacher and Students

Four questions were framed under this dimension and these questions revolved students' interaction among peers to speak in English, getting opportunity to speak in English, interaction between teacher and students while teaching lesson and receiving feedback from teachers. When the response of students was observed regarding whether they are able to introduce themselves in English with others. 70% (560 out of 800) of the students responded that they were able to introduce themselves in English with others/friends whereas 25% (200 out of 800) of them replied negatively. 5% of them did not respond to this question. When they were asked about what problems were faced by them for introducing in English, they stated their problems related to it. The Figure 5.17 shows students multiple responses on problems faced for introducing in English.

Figure 5.17 Problems faced by Students for Introducing in English (N=560)



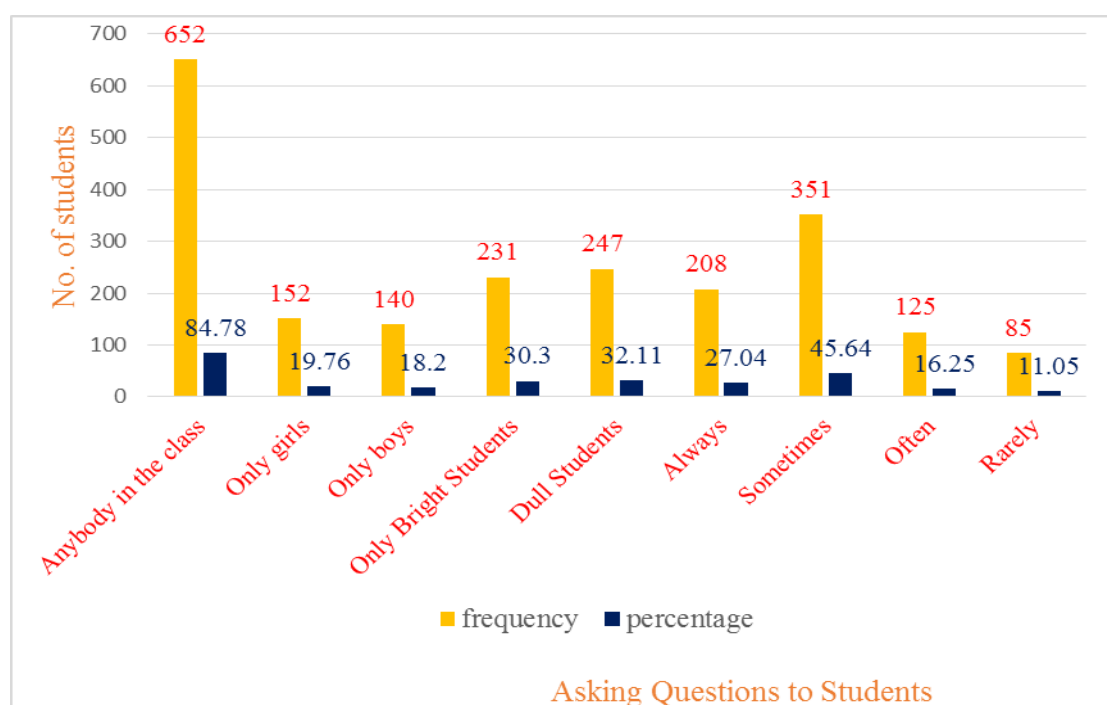
From the Figure 5.17, it can be seen that 56.37% of the students responded that they never got a chance for introducing in English with others / friends whereas 17% of them stated that they did not have confidence to do it. 49% of the students announced that they never tried to introduce in English with others. It was revealed

from the interview with teachers that overcrowded classes and shortage of time were challenges for teachers for conducting activities and providing individual attention.

It was divulged from the analysis that more than half of the students stated that they never got a chance for introducing in English with other / friends and they also never tried it. It can be understood that students might not be having speaking environment inside school as well as outside. From students' responses, it can also be noticed that teaching English was not focusing on improving speaking skills of pupils and also seemed that there may be lack of motivation to speak in English.

With regard to questions asked by teachers while teaching lesson in the class, it was found from the responses of students that 96% (768 out of 800) of them replied that teachers were employing questioning technique while teaching lesson whereas 4% (32 out of 800) of them responded negatively. The Figure 5.18 presents the students' various opinions on teachers' way of asking questions in the class.

Figure 5.18 Students Opinion on way of Asking Questions by Teacher (N=769)



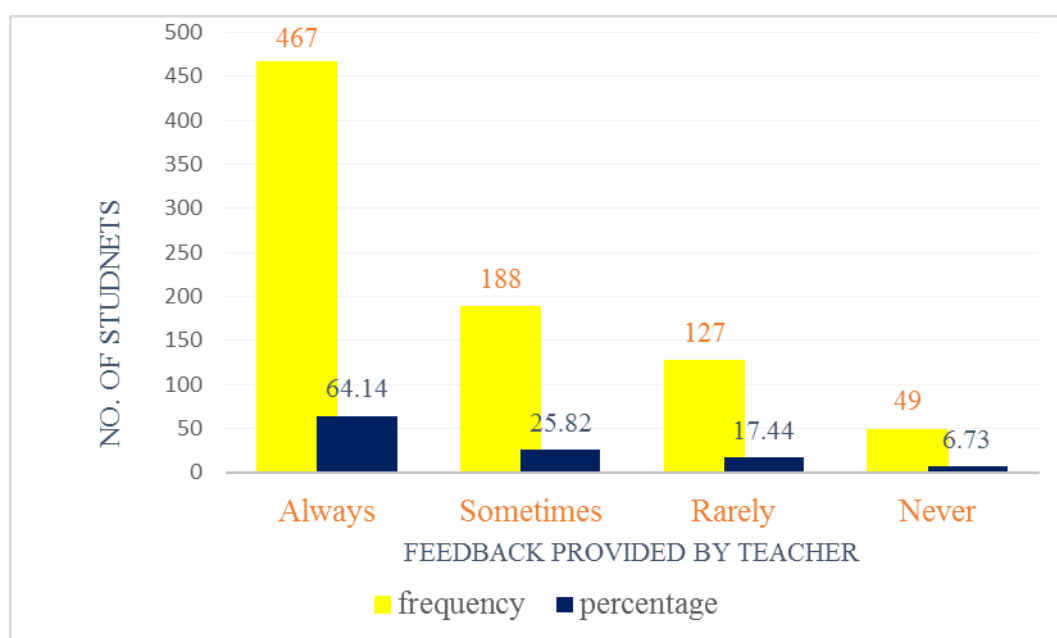
From the Figure 5.18, it can be seen that 85% of the students emphasized that English teachers were asking questions to anybody in the class whereas 18% of them reported that boys were only being asked questions while teaching lesson. It was also found that 46% of the students stated that teachers were asking questions sometimes

only whereas 11% of them replied that they had been asked questions rarely while teaching lesson.

From the analysis of above data, 85% of the students stated that English teacher was asking questions to anybody in the class. It indicates that teachers were asking questions irrespective of gender and their ability in English. It was also found that 46% of the students responded that students were being asked questions sometimes only while teaching lesson. It reflects that there may be less interaction between teacher and students while teaching English lesson.

The data was also gathered from the students related to providing feedback by English teachers. It was found that 91% (728 out 800) of the students agreed that they were getting feedback from teachers once homework/task/assignment/exam appraised whereas 9% (72 out of 800) of them disagreed with it. The Figure 5.19 provides the various responses on feedback given by teachers.

Figure 5.19 Frequency of Feedback Provided by Teachers (N=728)

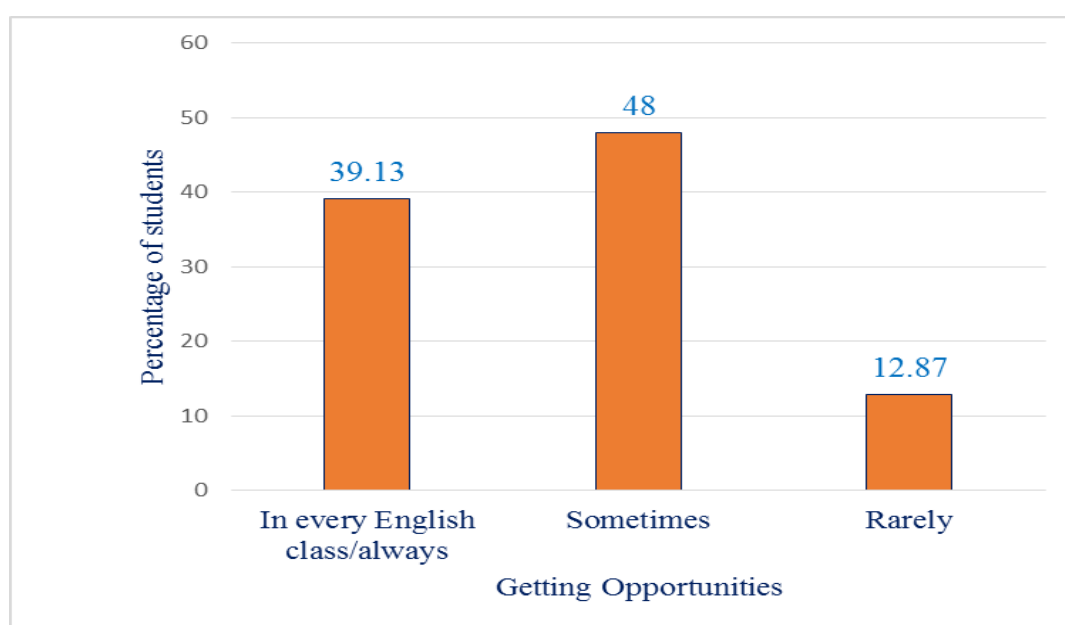


From the Figure 5.19, it indicates that 64% of the students were getting feedback always from their teachers on homework / task / assignment / exams after evaluation whereas 7% of them responded that students were never provided feedback. The feedback is more helpful to students for improving their skills in language and it is essential task of any language teacher to give continuous feedback

for enhancing students' performance. But, the data reveals that only half of the students were found to be getting feedback from teachers. The strength of classroom may be one of major obstacles being unable to provide feedback for all students.

With regard to getting opportunity to speak in English, it was found that 90% of the students responded that they were getting opportunity to speak in English in the class. The Figure 5.20 reveals students opinion regarding rate of getting opportunity to speak in English.

Figure 5.20 Frequency of Getting Opportunity to Speak in English



From the Figure 5.20, it can be found that 48% of the students replied that they were getting chances to speak in English sometimes only whereas 13% of them mentioned rarely. It also indicates that only 39.13% of the students were getting opportunity to speak in English in every class. For learning, all skills should be paid adequate attention and should be improved simultaneously while teaching. All skills of language are interrelated and interconnected. Among these interrelated skills, if any skill is overlooked, it affects the learning of other skills. The language skills (LSRW) can be improved only through practice so adequate devotion should be given for conducting activities in the teaching English. School is the finest place for pupils to improve skills because most of their time has been spent there. The following dimension discusses the activities employed by the teachers.

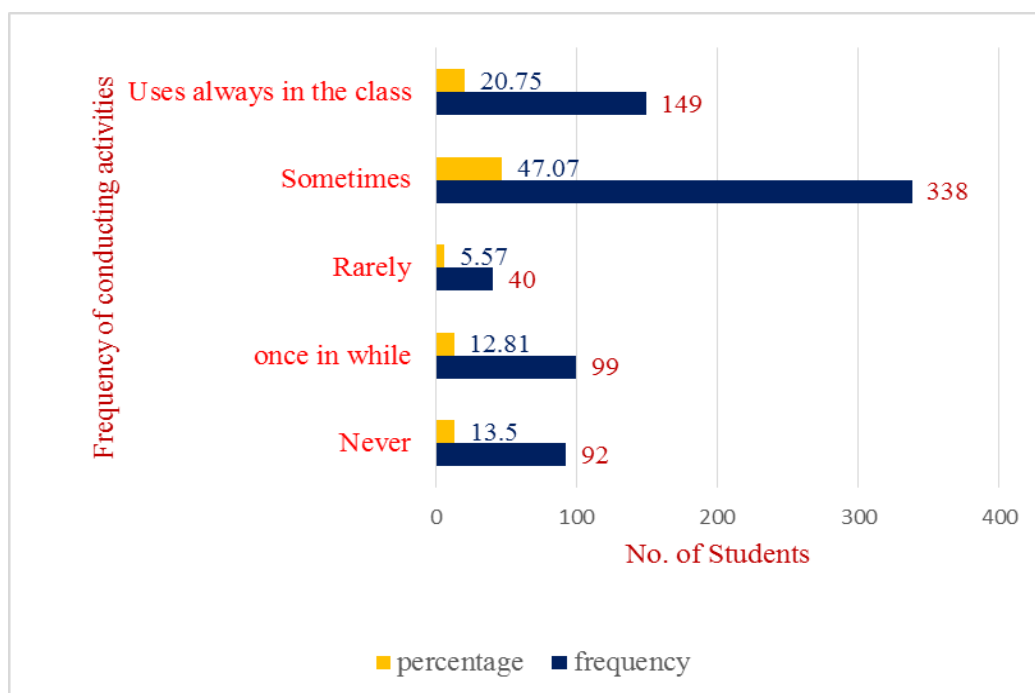
5.3.4 Dimension - IV: Activities Employed while Teaching English

This dimension exclusively centered on employment of various activities by teachers and occurrence of using them while teaching. From the obtained data, it reveals that 90% of the students stated that English subject was taught through conducting activities whereas 10% of them responded that no activity was being employed. It seems that teachers may be conducting activities which had been prescribed in the textbook and students might be participating in those activities. The Table 5.13 denotes the multiple responses of the students on various activities employed by teachers.

Table 5.13 Opinion of Students on type of Activities carried by Teachers (N=718)

| S. No. | Type of Activity Used | Number of Responses (Frequency) | Percentage |
|--------|-----------------------|------------------------------------|------------|
| 1. | Games | 236 | 32.86 |
| 2. | Group work | 526 | 73.25 |
| 3. | Pair work | 265 | 36.90 |
| 4. | Role Play | 199 | 27.71 |
| 5. | Drama | 164 | 22.84 |
| 6. | Puzzle | 299 | 41.61 |
| 7. | Songs in English | 159 | 22.14 |
| 8. | Story telling | 371 | 51.67 |

From the Table 5.13, it can be seen that 73.25% of the students stated that group work had been employed in teaching English whereas few students responded that drama had been used for teaching English. It was also found that 51.67% of the students opined that story telling was being used in teaching English. Among all the activities conducted by teachers, the opinion of the students reveals that group work was found to be recorded as major activity which was used in teaching English. It can be predicted that the intention of organizing group activities might be large strength of class and that activities give opportunity to all students for participating and improving skills. The Figure 5.21 shows students various responses on using activities for teaching English.

Figure 5.21 Frequency of conducting Activities in Teaching English (N=718)

From the Figure 5.21, it can be perceived that 47.07% of the students responded that activities were being conducted sometimes only by teachers while teaching English whereas 13% of them conveyed that activities were never conducted. Few students (20.74%) stated that English was always being taught by using of activities in the class.

It can be understood from analysis that the use of activities while teaching English seems to be given less significance. It revealed from the analysis that only 21% of the students stated that activities were being used always for teaching English. It indicates that majority of the students had been taught English subject without conducting activities. Perhaps, teachers may be lacking competencies in the employment of activities while teaching English.

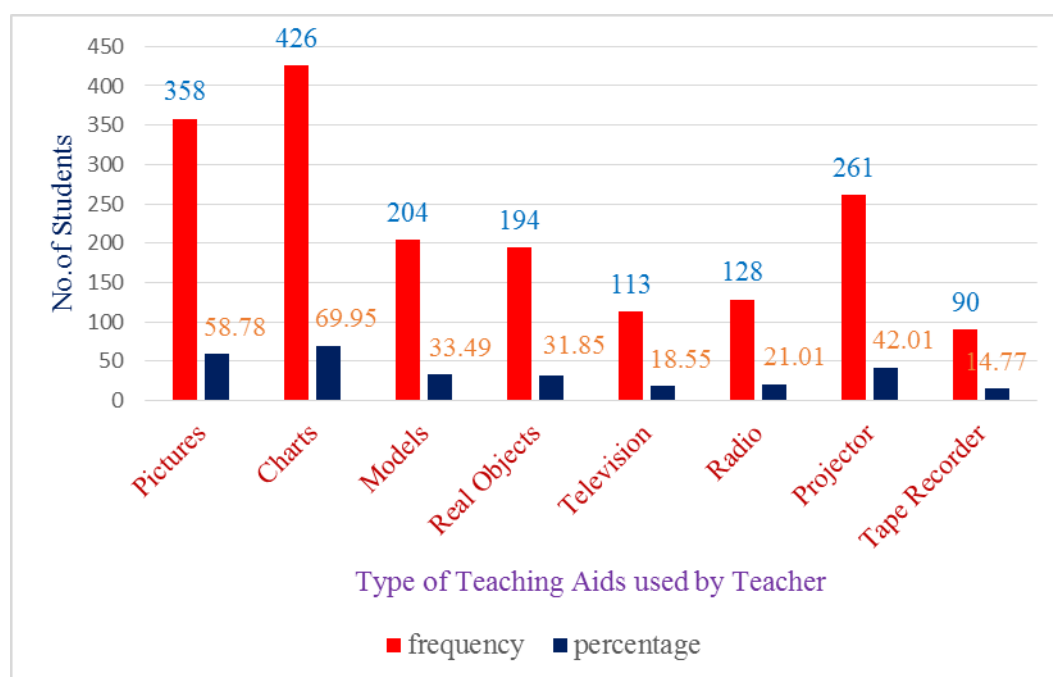
From the teacher's interview, it was found that 50% of the teachers were demanding requirement of training for improving skills of students. Further, they stated that lack of resources, large strength and insufficient time were also challenges for teaching English. But, when students were surveyed regarding participation in activities while teaching English, it was found that 63.87% of the students expressed that they were interested to participate in activities whichever were conducted in

English class whereas 36.13% of them were not interested. The following dimension 5.3.5 deals with students' opinion on using teaching aids by teachers.

5.3.5 Dimension - V: Students' Response on Using Teaching Aids while Teaching English

This dimension of the questionnaire had focused to accumulate the responses of students towards using aids in teaching English. It was revealed from the data that 76% of the students (609, out of 800) announced that teaching aids were being used by teachers for teaching English whereas 19% (149 out 800) of them said teaching aids were not employed. 5% (42 out of 800) of students were not responded to this item. It was also confirmed with teachers' responses that self-made and ready-made aids had been used for teaching English. The Figure 5.22 shows the students multiple opinions pertaining to frequency of using aid for teaching English.

Figure 5.22 Students Opinion on type of Teaching Aids Used by Teachers (N=609)

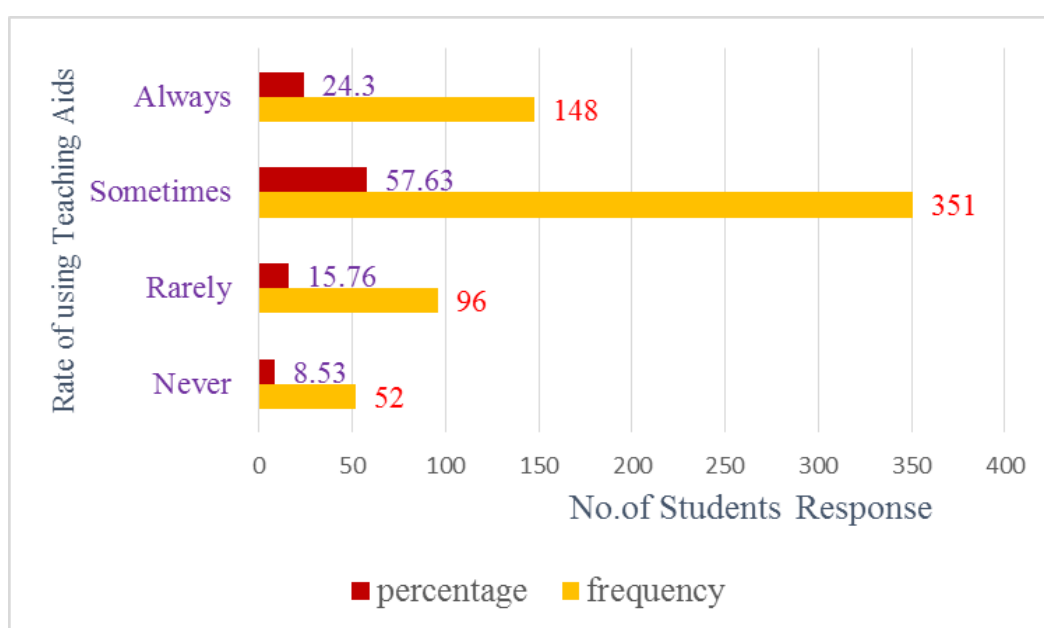


From the Figure 5.22, it can be found that 70% of the students specified that charts were being used by the teachers while teaching English whereas 18% of them noted that tape recorder had been used. It can also be seen that more than half of the

students (59%) conveyed that pictures were being employed by teachers and 43% of them replied that projector had been used while teaching English.

It shows that transaction of content of English had been taking place majorly by using charts and pictures only. The same thing was also detected from the responses of the teachers (pictures and charts were mostly used). It indicates that teachers may be in want of audio - visual aids for teaching English. The Figure 5.23 presents the various responses of students towards frequency of using teaching aid.

Figure 5.23 Students Opinion on Rate of using Teaching Aids by Teachers



The Figure 5.23 indicates the opinion of students with regard to frequency of using aids in teaching English. It can be seen that 58% of the students communicated that teachers were using aids sometimes only whereas 24% of them noted that teaching aids were always being used while teaching English. A few students (8%) complained that teaching aids were never used by teachers while teaching. Teaching aids are essential to use for effective teaching learning especially in English language classroom because these stimulate, and motivate pupils towards learning. Data analysis shows that nearly 60% of the students stated that teaching aids were used sometimes only. This indicates that teachers may not be having positive perception towards usage of aids for teaching English.

It was found that 94% (752 out of 800) teachers had been using blackboard for writing meanings of new words whereas 6% (48 out of 800) stated that teachers were not using blackboard in the class. The investigator collected the responses pertaining to problem faced by students to jot down the teaching points from the blackboard. The Table 5.14 provides multiple responses of students on teachers' handwriting.

Table 5.14 Students Opinion on Teachers' Handwriting on Blackboard (N=752)

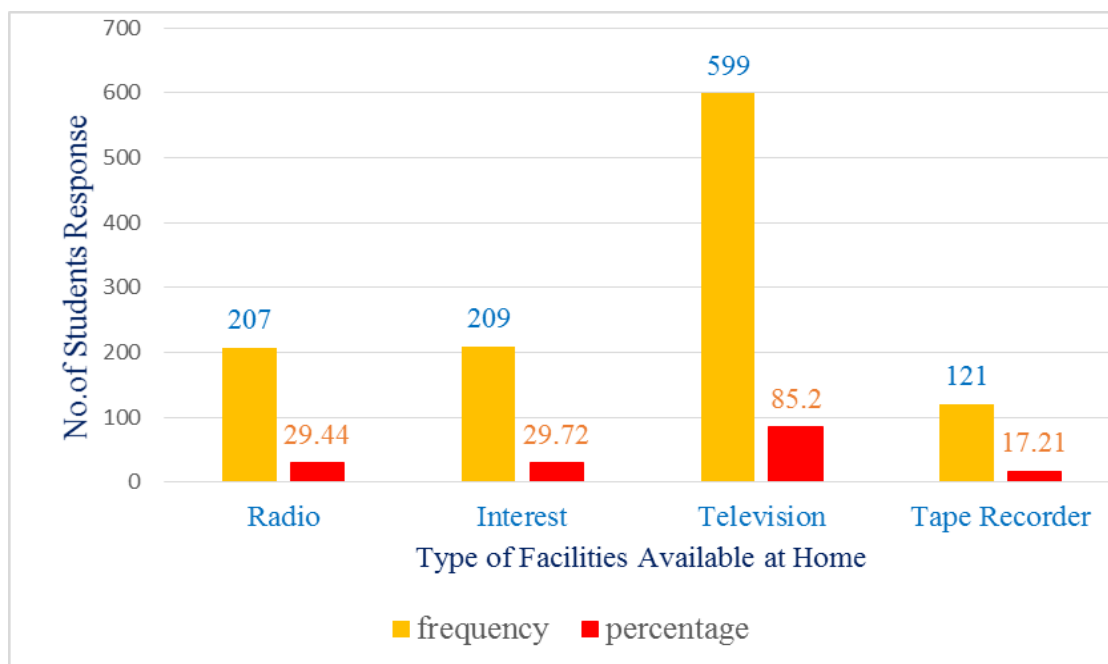
| S. No | Opinion | Number of Responses (Frequency) | Percentage |
|-------|---------------------------------------|------------------------------------|------------|
| 1. | Sufficient time is given to note down | 626 | 83.24 |
| 2. | Clarity in writing | 462 | 61.43 |
| 3. | Writing is understandable | 559 | 74.33 |

From the Table 5.14, it can be perceived that majority of the students (83.24%) stated that sufficient time was provided for noting down English text from blackboard. It was also found that more than half of the students stated that they were not facing any problem with respect to understanding of teachers' handwriting on blackboard. It shows that students were able to follow teachers and they were given adequate time to copy from the blackboard. It also reflects that teachers might be possessing good handwriting skill. The preceding dimension is dealt with availability of facilities and students' problems in learning English.

5.3.6 Dimension - VI: Facilities and Problems for Learning English

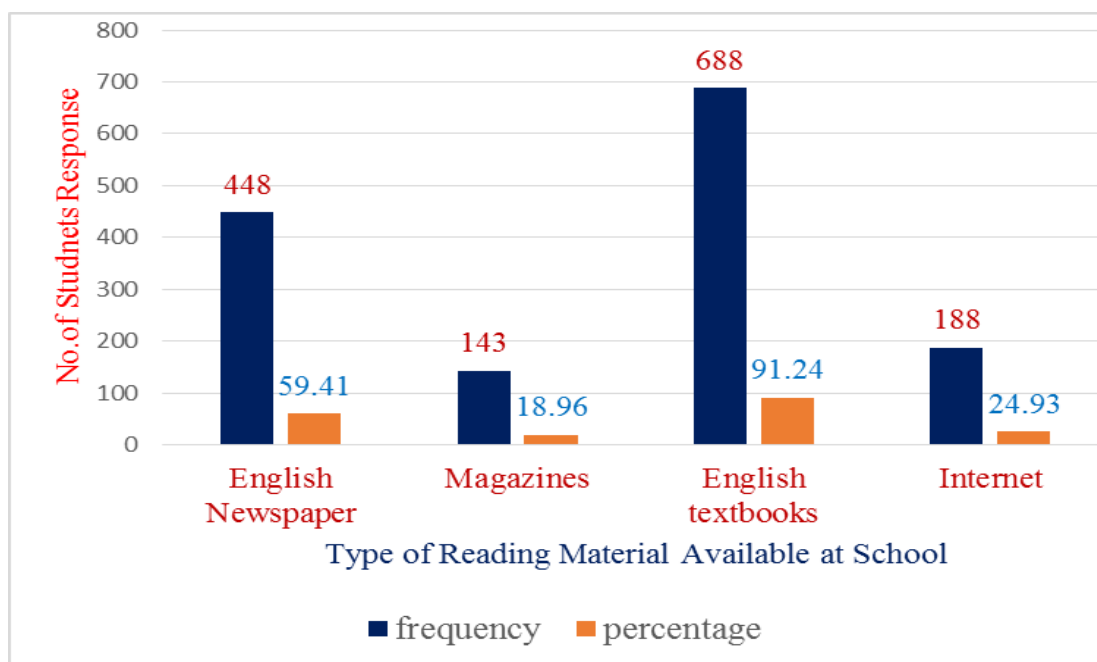
This dimension of the questionnaire had focused on collecting responses from students pertaining to available facilities for listening, reading material in English and problems faced by them to speak in English at school as well as at home. When the responses of students were observed, 88% (703 out of 800) of the students said that they had facilities for listening in English at their home whereas 9% (74 out of 800) of them replied that no facilities were available. Three percent of students (23 out of 800) did not respond to the question. Further, the investigator surveyed the types of facilities available for listening in English. The Figure 5.24 denotes various responses of students with respect to available facilities for listening in English at home.

Figure 5.24 Types of Facilities Available for Listening in English at Home (N= 703)



The Figure 5.24 shows the responses of students towards facilities available for listening English at home. It can be seen that 85% of the students stated that television was available at their home for listening English whereas 17% of them responded that they had availability of tape recorder for listening English. It shows that majority of the students have the facility of Television (audio - visual aid) which can be used to enhance speaking and learning skills primarily. When the responses of students were observed related to utilization of accessible aids, it was found that 53% of the students responded that they were using available facilities for learning English language. It also indicates that rest of students may be lacking interest to learn English. With regard to availability of reading material at schools, it was found that 94% (754 out of 800) of the students told that reading material was available for learning English at school whereas 6% (46 out of 800) of them responded non availability of reading material. The Figure 5.25 displays multiple responses of students on availability of reading material at schools.

Figure 5.25 Responses of Students on types of Reading Material Available at School (N=754)



From the Figure 5.25, it can be found that 91% of the students stated that English textbooks were available for reading English whereas 19% of them reported magazines only. It can also be seen that 57% of the students responded that they had availability of English newspaper in their schools. It indicates that students do not have availability of other reading material except English textbooks and newspaper. For developing reading skills, not only English newspaper and textbooks, but also various storybooks, magazines, general knowledge books in English are necessary to be supplied to students. It is assumed that students may be having habit of reading English newspaper at school and possessing positive attitude towards reading English text. Students also uncovered their problems through questionnaire with regard to speak in English at school. The Figure 5.26 shows problems faced by students during speaking in English at school.

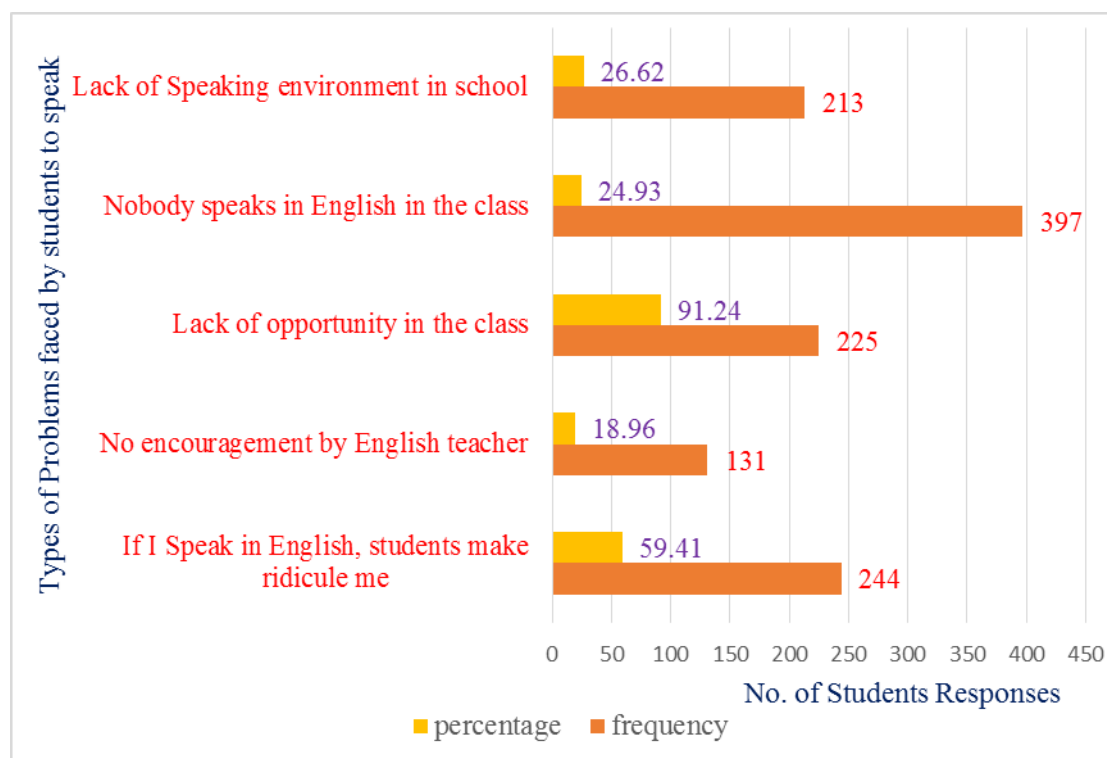
Figure 5.26 Problems Faced by Students to Speak in English

Figure 5.26 demonstrates the problems encountered by students with regard to speaking in English at school. It can be found that 50% of the students stated that nobody was speaking in English in the class whereas 16% of them expressed that they had not been encouraged by teacher for speaking in English. Some students (30%) responded that if they spoke in English, other students would ridicule them. It reveals from the data that half of the students (397 out of 800) responded that no student was using English while speaking in the class. It can be estimated that students may not be having environment to speak in English or there may be some other factors preventing them to speak in English. It is advised that English teachers must encourage the students and create the conducive environment for speaking in English inside and outside of the class.

Section - II delineates problems faced by students in learning English. The study shows that 75% of the students were pursuing in rural area schools. With respect to teaching - learning English, majority of the students were being motivated by teachers through using different techniques like storytelling and Questioning. Students were also being encouraged to read various English text material like newspaper, magazines, and story books for self-learning. Majority of the students

unveiled that teachers were using vernacular language (Telugu) for teaching English lesson and also for giving the summary of lesson. The study also found that students were encountering difficulties for learning English grammar, construction of sentences in English, comprehension of prose lessons and understanding of vocabulary. For reading English lesson, it was revealed that students were being asked to read English lesson while teaching but half of the students responded that only low achievers/weak students were being given opportunity to read English lesson in the class. English lesson was being taught by teachers through explaining grammar, vocabulary and pronunciation of words, writing paragraph in English, by employing teaching aids, and group work. Students expressed that they were being given sufficient time for noting down English text from blackboard and they were getting feedback from teachers after tasks were evaluated. The study revealed that students were liking teacher's style of teaching English in the class as lessons were delivered in comprehensible way. But, it found that for speaking, the students never got a chance for introducing in English with others/friends and also they lacked the kind of exposure they needed.

5.4 Section - III Perception of Teachers for Teaching English

For studying the perception of English teachers, five point Likert type scale was constructed and administered to ninety four teachers to elicit their perception with respect to approaches and methods of teaching English, medium of instruction, teaching aids, activities, syllabus, content of English subject, strength of class, students and their participation. The scale consisted of fifty one statements covering seven dimensions. Even though, scale consisted of five point, the analysis of responses had been done on three points (agree, neutral and disagree) because apparently not much variation was found between the responses of agree and strongly agree as well as disagree and strongly disagree. Dimension wise details regarding the analysis is presented in this section.

5.4.1 Dimension - I: Perception of Teachers towards Approaches and Method of Teaching English

Eleven statements were constructed under this dimension. The Table 5.15 provides teachers' opinion towards approaches and methods.

Table 5.15 Perception towards Approaches and Methods of Teaching English

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|--|----------------|----------------|-----------------|
| 1. | Adopting new methods / approaches | 95.70% (90) | 4.30% (4) | - |
| 2. | Following own style for teaching | 13.83% (13) | 17.02% (16) | 69.15% (65) |
| 3. | Preferring to adopt traditional methods | 29.79% (28) | 36.17% (34) | 34.04% (32) |
| 4. | unstick to any particular method | 63.82% (60) | 20.21% (19) | 15.96% (15) |
| 5. | Communicative approach is appropriate | 90.43% (85) | 8.51% (8) | 1.06% (1) |
| 6. | Adopting bilingual method | 19.15% (18) | 17.02% (16) | 63.83% (60) |
| 7. | Giving equal priority to LSRW | 96.81% (91) | 2.13% (2) | 1.06% (1) |
| 8. | Do not give priority to particular method and approach | 52.13% (49) | 24.47% (23) | 23.40% (22) |
| 9. | Adopting the structural approach | 12.76% (12) | 24.47% (23) | 62.77% (59) |
| 10. | Need of using various methods | 92.55% (87) | 6.39% (6) | 1.06% (1) |
| 11. | Speaking and Writing skills are important than others | 41.49% (39) | 20.22% (19) | 38.29 % (36) |

Note. Number within the parenthesis indicates frequency.

Table 5.15 show the perception of teachers towards the employing of various methods and approaches for teaching English. Out of 94 teachers, it was found that 95.7% of the teachers stated that new methods and approaches had been adopted for teaching English. It can also found that 69% of the teachers denied to prefer to follow their own way of teaching English. Further, it showed that 64% of the teachers did not keep themselves confined to any one method for teaching English and majority of them (90%) believed that communicative approach was appropriate for teaching English. With regard to perception of teachers towards LSRW skills, almost all teachers were found to be giving equal priority for integrating these fundamental skills while delivering the content but some of them (41.49%) believed that productive skills (speaking and writing) were more significant than others. The reason may be attributed to the lack of these skills among pupils. It can be seen from the

Table 5.15, shows that 62.77% of the respondents expressed that they were not employing structural approach for teaching English. It indicates that teachers had positive perception towards using of suitable approach and method, and also they were willing to adopt new ones.

From the analysis of above responses, it reveals that majority of the English teachers were trying to adopt new methods and approaches for teaching English. It was found that majority of the teachers (69%) stated that they were reluctant to follow traditional methods. It can be assumed that teachers may be having interest towards using appropriate and new methods and approaches for teaching English. It was also found that fourfold skills had been given equal weightage while teaching English.

5.4.2 Dimension - II: Perception of Teachers towards Medium of Instruction

Five statements had been asked pertaining to this dimension and responses were gathered from teachers who were teaching English subject in Telugu medium Zilla Praja Parishad High Schools. The Table 5.16 shows the teachers opinion towards medium of instruction.

Table 5.16 Perception of Teachers towards Medium of Instruction

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|---|----------------|----------------|----------------|
| 1. | Prefer to teach English through English medium | 60.64% (57) | 21.28% (20) | 18.08% (17) |
| 2. | Vernacular medium of instruction to increase the students participation | 15.96% (15) | 18.08% (17) | 65.96% (62) |
| 3. | Teaching English through vernacular medium is effective | 34.04% (32) | 22.34% (21) | 43.62% (41) |
| 4. | Use of mother tongue needs to be discarded in teaching English | 38.30% (36) | 24.47% (23) | 37.23% (35) |
| 5. | Learning English would be effective If it is taught through English medium only | 40.43% (38) | 20.21% (19) | 39.36% (37) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.16, it can be seen that 61% of the teachers stated that they were in favor to teach lesson through English as medium of instruction. It was also

found from the responses of teachers that teaching directly in English would be effective than using vernacular language. With regard to enhancement of students participation, it can be seen that majority of the teachers (65.96%) believed that mother tongue as a medium of instruction was not increasing students participation while teaching English. Teachers (36%) also believed that use of mother tongue was to be discarded while teaching English. It was noticed from the above Table that 40.43% of the teachers thought that learning English was effective if medium of instruction would be English.

It can be understood from the analysis that majority of the teachers were preferred to teach English through English medium. They also perceived that using mother tongue while teaching would not increase the students' participation to learn English and also 36% of them supported to discard using mother tongue. Even though, they believed in direct teaching in English, it was found from interview that majority of the teachers expressed that mother tongue was being used while teaching English. Perhaps, students may not able to understand lesson directly in English. Therefore, teachers had to use Telugu language for making students to comprehend the lesson. The next dimension deals with the perception of teachers towards use of teaching aids.

5.4.3 Dimension - III: Perception of Teachers towards use of Teaching Aids

In order to assess the perception of teachers with respect to using aids while teaching, five statements had been used in the scale and the data was collected. The Table 5.17 provides the teachers' opinion towards using aids while teaching.

Table 5.17 Perception of Teachers towards Use of Teaching Aids

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|--|----------------|----------------|----------------|
| 1. | Using aids for teaching English | 96.81% (91) | 2.13% (2) | 1.06% (1) |
| 2. | Try to prepare aids for teaching English | 80.85% (76) | 7.45% (7) | 12.70% (11) |
| 3. | Using teaching aids is time consuming | 48.94% (46) | 19.15% (18) | 31.91% (30) |
| 4. | Preparation of aids requires lot of competency | 55.32% (52) | 11.70% (11) | 32.98% (31) |
| 5. | Teaching is effective through using aids | 97.87% (92) | 2.13% (2) | - |

Note. Number within the parenthesis indicates frequency.

Table 5.17 displays the perception of English teachers with regard to using teaching aids in the classroom. It can be seen that majority of the teachers expressed that they were trying to prepare teaching aids as well as employing them while teaching English. But, half of the teachers (55%) believed that making teaching aids required a lot of competency. It was also found that around half of the teachers (49%) professed that using teaching aids was time consuming while teaching lesson. From the above Table, it can be inferred that almost all teachers had a same tone that teaching English had been effective by using aids.

From the analysis of Table 5.17, it was revealed that majority of the teachers agreed to trying to prepare aids and use them in teaching. But, what they perceived about teaching aids that preparation of aids is required lot of competency and also using them while teaching was time consuming. It reflects that teacher may be lacking of skill in preparation and using aids while teaching. Shortage of time for teaching English might be also reason for it as the study found that allocation of time needs to be increased for teaching English. The following Dimension 5.4.4 deals with the teachers' perception on the use of activities.

5.4.4 Dimension - IV: Perception of English Teachers towards using Activities

This dimension of scale had focused to examine the teachers' perception with respect to using activities in English class. The Table 5.18 shows the teachers opinion on use of activities while teaching English.

Table 5.18 Perception of Teachers towards conducting of Activities in Class

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|---|----------------|----------------|--------------|
| 1. | Conducting activities while teaching | 95.74% (90) | 2.13% (2) | 2.13% (2) |
| 2. | Activities are waste of time of the class | 89.36% (84) | 4.26% (4) | 6.38% (6) |
| 3. | Scope of conducting group work / pair work | 87.23% (82) | 10.64% (10) | 2.13% (2) |
| 4. | Learning English through activities effectively | 98.93% (93) | - | 1.06% (1) |

Note. Number within the parenthesis indicates frequency.

Table 5.18 presents the responses of English teachers regarding using language activities for improving skills of pupils. From the above Table, it can be seen that majority of the teachers were found preferring to conduct activities while teaching English and also believed that learning English would be effective through activities in class. But at the same time, it was also found from the teachers' responses (89.36%) that conducting language skills related activities while teaching was waste of time in the class.

For effective teaching - learning English in the classroom, perception of teachers need to be positive towards using activities. From the analysis, it was found that teachers thought organizing activities was simply time consuming although it is one of the core components of effective teaching. It seems that students might have lack of willingness to participate in activities and poor ability of students' may be contributing for teachers' such perception. The other factors for negative perception may also be teachers' lack of competence, crowded classes and shortage of time etc. The study also found teachers stating the requirement of training on developing skills of the students. It is advised that English teachers should be trained to conduct activities and preparation and implementation of teaching aids. The subsequent dimension 5.4.5 discusses the perception of teachers towards the strength of class.

5.4.5 Dimension - V: Perception of Teachers towards Strength of Class

Three statements had been constructed under this dimension to elicit the opinion of teachers towards strength of their class. The Table 5.19 discloses their responses.

Table 5.19 Perception of Teachers with regard to Strength of Class

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|--|----------------|----------------|----------------|
| 1. | Strength of the classroom does not matter for teaching | 30.85% (29) | 15.96% (15) | 53.19% (50) |
| 2. | Following strict discipline in class | 36.17% (34) | 23.40% (22) | 40.43% (38) |
| 3. | The strength of class hampers teaching | 24.47% (23) | 27.66% (26) | 47.87% (45) |

Note. Number within the parenthesis indicates frequency.

It can be seen from the Table 5.19 that 53.19% of the teachers opined that reasonable strength of class had been important for teaching English. Even though, each class was identified with minimum of 55 students, it was surprising to note that nearly half of the teachers (45) perceived that strength of English class was not hampering their ability for teaching English. It was found that 36.17% of the teachers conveyed that they were following strict discipline while teaching English in class.

It was revealed from the analysis that more than half of the teachers stated that strength of a class was important factor for teaching English. So, strength of classroom may be affecting while teaching English as well as their perception towards teaching. But, against it, the study revealed that nearly half of the teachers opined that strength of class was not hampering their ability for teaching English. It predicts that teachers may be following various strategies to manage the crowded classes while teaching English. But, English language classroom has to be more interactive, friendly and informal rather than formal or mechanical/monotonous. In the current study, the major challenge for teaching English was found to be the strength of class. Teachers also stated that their teaching could be effective if English language class was confined to 20 to 25 pupils per class. The next Dimension 5.4.6 deals with opinion of teachers towards syllabus.

5.4.6 Dimension - VI: Perception of Teachers towards Syllabus/Content of English

The scale examines the perception of teachers regarding syllabus and content of English prescribed for teaching English. For this purpose, nine statements were constructed pertaining to length of syllabus, easiness to motivate the learner, given exercises, satisfaction of teaching syllabus, relevance of syllabus to students, syllabus modification, and allotment of time for teaching. The Table 5.20 provides teachers opinion on syllabus of English.

Table 5.20 Perception of Teachers towards Syllabus/Content of English Subject

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|---|----------------|----------------|----------------|
| 1. | Syllabus of standard IX is too large | 35.10% (33) | 23.40% (22) | 42.48% (39) |
| 2. | Workbook consists of appropriate exercises for practice | 77.66% (73) | 13.83% (13) | 8.51% (8) |
| 3. | Satisfaction of teaching current English textbook | 72.34% (68) | 14.89% (14) | 12.77% (12) |
| 4. | Syllabus does not meet the needs of learners | 55.31% (52) | 18.09% (17) | 26.60% (25) |
| 5. | Lessons are easy to motivate to learn English | 77.66% (73) | 8.51% (8) | 13.83% (13) |
| 6. | Some lessons beyond the understanding level of pupils | 9.57% (9) | 12.77% (12) | 77.66% (73) |
| 7. | Syllabus is relevant to students' lives and culture | 67.02% (63) | 19.15% (18) | 13.83% (13) |
| 8. | Allotted periods need to increase | 63.82% (60) | 26.60% (25) | 9.57% (9) |
| 9. | Syllabus needs to be modified | 28.72% (27) | 15.96% (15) | 55.32% (52) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.20, it can be seen that majority of the teachers (77.66%) perceived about the syllabus that it had appropriate exercises for practice, easy lessons for motivating, and relevance of syllabus with pupil's life and culture. On the other hand, 55% of the teachers think that the syllabus did not meet the needs of the learners. It was found that 72.34% of the teachers expressed that they were satisfied with teaching of present English syllabus for standard IX. With regard to allocation of time for teaching English, 63.82% of the teachers opined that allotted periods needed to be increased. It is estimated from the analysis that majority of the teachers felt that English syllabus had adequate exercises, easy lessons to motivate learners, and it had also relevance of learner culture. From the teachers' perception, it can be understood that teachers may be feeling comfortable with present syllabus. What teachers (64%) demanded was raise in number of allotted periods for teaching English. The same finding was also revealed from the interview with English teachers. Allocation of time is significant for teaching whole content, conducting activities and assessment etc. Teaching- learning cycle does not go side by side, if inadequate time is allotted.

5.4.7 Dimension - VII: Perception of Teachers towards Students and their Participation

For assessing the perception of teachers with regard to students and their participation in classroom, fourteen statement had been employed in the scale. The collected responses from teachers are shown in the Table 5.21.

Table 5.21 Perception of Teachers towards Students and their Participation

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|--|----------------|----------------|----------------|
| 1. | Showing enthusiasm for learning | 91.49% (86) | 6.38% (6) | 2.13% (2) |
| 2. | Lessons are interesting for students | 75.53% (71) | 11.70% (11) | 12.77% (12) |
| 3. | Disinterested to learn English | 76.60% (72) | 17.02% (16) | 6.38% (6) |
| 4. | Paying attention towards low achievers in the class | 92.49% (86) | 5.32% (5) | 3.19% (3) |
| 5. | Passiveness of students in the class | 32.98% (31) | 17.02% (16) | 50.00% (47) |
| 6. | Students are afraid of teacher | 84.04% (79) | 9.57% (9) | 6.39% (6) |
| 7. | Students do group work / pair work | 95.75% (90) | 3.19% (3) | 1.06% (1) |
| 8. | Strength of class is manageable | 54.25% (51) | 12.77% (12) | 32.97% (31) |
| 9. | All students like my teaching | 76.60% (72) | 19.15% (18) | 4.25% (4) |
| 10. | Keeping restrictions to speak in English only in the class | 27.66% (26) | 29.79% (28) | 42.55% (40) |
| 11. | Providing individual attention is difficult | 34.04% (32) | 17.02% (16) | 48.94% (46) |
| 12. | Try to make all students to participate | 98.94% (93) | 1.06% (1) | - |
| 13. | Students talk time is greater than teachers talk time in teaching learning | 86.17% (81) | 7.45% (7) | 6.38% (6) |
| 14. | Do not allow students to speak in mother tongue | 27.66% (26) | 28.72% (27) | 43.62% (41) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.21, it can be seen that majority of the teachers perceived that students were showing enthusiasm in class and also prescribed lessons were interesting for them. But, it was also noted that 84.04% of the teachers conveyed that students were afraid of them in the classroom. It was also found that 76.60% of the teachers expressed the view that students were not having interest to learn English in their classes. It was also found that 50% of the teachers disagreed that students were passive in English class. But, majority of the teachers (86.17%) believed that students talk time was greater than teachers as far as teaching learning English was concerned. More than half of the teachers believed that students were liking their way of teaching and also felt that strength of English class was manageable for them.

From the above analysis, it can be understood that teachers' perceptions about students was revealing ambiguity whatever they perceived about their students' enthusiasm regarding learning English may not be true behavior exhibited by students in the class. As there contradictory opinion on students enthusiasm and fearfulness. Lack of interaction and learning environment in the class may be causes for this perception.

Section - III dealt with the perception of teachers in teaching English. A five point Likert type scale was administered to 94 English teachers. The perception scale had focused on methods and approaches of teaching English, medium of instruction, teaching aids, activities, syllabus, and content of English subject, strength of class, students and their participation. It was revealed that majority of the teachers expressed that they were interested in adopting new methods and approaches for teaching English and they were following prevailing way of teaching English. They believed that communicative approach was suitable for teaching English. With respect to medium of instruction, they favored to teach lessons through English as medium of instruction and believed that teaching directly in English would be effective than using vernacular language as medium of instruction. The teachers opined that mother tongue as a medium of instruction was not increasing students' participation while teaching English. The study found that English teachers were trying to prepare teaching aids as well as employing them while teaching English. But half of them thought preparing teaching aids was demanding work and required competencies. They were also of the view that employing teaching aids and conducting activities in the class was time consuming. Although teachers were satisfied with teaching English syllabus, they believed that the syllabus did not meet the needs of the learners. From their perceptions, it is understood that completing syllabus and conducting activities within allocated time seemed to be herculean task for them so they demanded to increase the number of English periods.

5.5 Section - IV Students Attitude towards Learning English Language

To find out the attitude of the students towards learning English, the investigator constructed the five point Likert type scale under five dimensions: general attitude towards English language, cognitive domain, affective domain, conative domain and interest and anxiety in English language. The scale was finalized with fifty statements and administered to sample of eight hundred students. Although, the attitude scale was developed on five points, the responses of the sample students was analyzed on three points as the obtained responses could not reveal much variance between strongly agree and agree as well as strongly disagree and disagree. The analysis of the attitude scale is presented under five dimensions.

5.5.1 Dimension - I: General Attitude towards Learning English

The intention of this domain is to inspect the general view of students learning English in their school education. Five statements were constructed under this dimension and collected opinions of the students have also been presented in the Table 5.22.

Table 5.22 General Attitude towards English Language

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|---|----------------|----------------|----------------|
| 1. | Equal weightage given to English subject | 94.38 (755) | 2.00 (16) | 3.62 (29) |
| 2. | All Indian pupils need to learn it | 90.12 (721) | 6.00 (48) | 3.88 (31) |
| 3. | English given more importance than other subjects | 49.87 (399) | 22.88 (183) | 27.25 (218) |
| 4. | Fetching more job opportunities in future | 90.5 (724) | 5.50 (44) | 4.00 (32) |
| 5. | Students must able to communicate in it | 77.63 (621) | 13.75 (110) | 8.62 (69) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.22, it can be seen that the majority of the students were found to be giving equal weightage to study the English subject along with others. While nearly 50% of the students replied that English subject had been given more

importance than other subjects. According to 90.12% of the students opined that all Indian pupils need to learn English and they also believed that learning English fetch more job opportunities in their future life. 78% of them perceived that everybody must be able to communicate in English. From the analysis, it can be observed that only half of the students were found to give more importance for English subject. It was also found that all pupils of India need to learn English and should be able to communicate in English language because proficiency in English provides job opportunities. It can be inferred that students were aware of importance of English language and also had an optimistic opinion towards learning English due to many employment opportunities linked with it. The following dimension deals with the students' responses related to cognitive domain.

5.5.2 Dimension - II: Cognitive Domain

This scale was also intended to examine the attitude of students associated with cognitive aspects. Under this cognitive domain, thirteen statements had been framed and the assembled responses are presented in the Table 5.23.

Table 5.23 Cognitive Domain

| S. No. | Statement | Agree | Neutral | Disagree |
|--------|---|----------------|----------------|----------------|
| 1. | Getting more knowledge through studying it | 77.00 (616) | 14.62 (117) | 8.38 (67) |
| 2. | Difficult language to learn | 46.50 (372) | 19.38 (155) | 34.12 (273) |
| 3. | Want to become a good speaker | 92.50 (740) | 4.12 (33) | 3.38 (27) |
| 4. | Studying English just to pass exam | 63.00 (504) | 18.25 (146) | 18.75 (150) |
| 5. | Learning it is a challenging task because it requires lot of time | 32.50 (260) | 20.50 (164) | 47.00 (376) |
| 6. | Getting good marks is important than learning it | 54.37 (435) | 16.88 (135) | 28.75 (230) |
| 7. | Not compulsory subject in secondary schools | 61.12 (489) | 15.88 (127) | 23.00 (184) |
| 8. | Friends speak it better than me | 23.37 (187) | 21.00 (168) | 55.63 (445) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.23, it can be seen that majority of the students (77%) believed that more knowledge can be acquired by studying English and they (92.50%) also wanted to become good speakers in English. But from the same Table, it was also noted that 46% of the students thought that English was a difficult language to learn and more than half of the students (63%) opined that they were studying English subject just to pass the examination. It was found that 67% of the students assumed the opinion that English should not be a compulsory subject in schools. More than half of the students said that securing good marks was more important than learning it.

It can be understood from the analysis that majority of the students had trust in learning English language because it helps them to gain knowledge. But, nearly half of them believed that English was a difficult language to learn and they opined that English should not be compulsory subject in secondary schools. The reason would be that students might be lacking guidance and motivation from teachers for learning English and teachers also might have neglected these students because of overcrowded language classroom. It was also found from the analysis that 63% of the students were studying English subject just to get pass marks. It can also be assumed that students may be learning English more through rote memorization rather than by heart. The reason behind owning of this notion might be lack of confidence, motivation and practice for learning English. The next dimension is about attitude towards affective domain.

5.5.3 Dimension - III: Affective Domain

This dimension had concentrated to know the students' likes and dislikes regarding learning English. To meet this purpose, fourteen statements had been constructed related to the affective domain. The Table 5.24 has shown the opinion of students related to affective domain.

Table 5.24 Affective Domain

| S. No. | Statements | Agree | Neutral | Disagree |
|--------|--|----------------|----------------|----------------|
| 1. | Like to read newspapers and magazines | 80.62 (645) | 10.00 (80) | 9.38 (75) |
| 2. | Feeling shy to speak in English | 59.88 (479) | 16.62 (133) | 23.50 (188) |
| 3. | Express feelings easily through it | 56.62 (453) | 23.25 (186) | 20.13 (161) |
| 4. | Getting excitement while speaking | 90.37 (723) | 4.75 (38) | 4.88 (39) |
| 5. | Like to listen and watch in English | 64.63 (517) | 16.25 (130) | 19.12 (153) |
| 6. | Do not like to speak because afraid of making mistakes | 45.25 (362) | 17.12 (137) | 37.63 (301) |
| 7. | Dislike to participate in conversation | 56.75 (454) | 18.50 (148) | 24.75 (198) |
| 8. | Prefer to study in vernacular language than English medium | 21.37 (171) | 17.75 (142) | 60.88 (487) |
| 9. | Making friends who speak it | 36.62 (293) | 16.75 (134) | 46.63 (373) |
| 10. | Dislike who speaks in English with me | 54.75 (438) | 20.50 (164) | 24.75 (198) |
| 11. | Really like to learn English | 92.88 (743) | 4.00 (32) | 3.12 (25) |
| 12. | Prefer to read it at particular time | 72.13 (577) | 13.75 (110) | 14.12 (113) |
| 13. | Put off home work as much as possible | 71.25 (570) | 13.75 (110) | 15.00 (120) |
| 14. | Feel free to ask questions in class | 71.00 (568) | 17.50 (140) | 11.50 (92) |

Note. Number within the parenthesis indicates frequency.

Table 5.24 shows the opinion of students related to the affective domain. It can be seen that many of the students expressed that they liked to read newspapers and magazines, listening and watching in English and also denied to study through mother tongue. It was also found that nearly 60% of the students disclosed that they were feeling shy to speak in English and disliked to participate in conversation. 45% of the students stated that they were not speaking in English because they were afraid

of making mistakes. With regard to reading English subject, 72% of the students responded that they preferred to read English at particular time in a day and also reported that they were avoiding their English homework as much as possible.

It is noticed from the analysis that majority of the students were liking to read newspaper, magazines, listening and watching in English. It can be inferred that students may be having more practice to improve receptive skills (listening and reading) through available resources. But, when it comes to speaking in English, about 60% of the students were found to be feeling shy and disliking to participate in conversations. It seems that students may not be getting opportunity or exposure, guidance and encouragement from teacher to speak in English because of it, they might be detesting to participate in discussion. It was also found that 72% of the students preferred to read English subject at particular time in a day and also expressed that they had tendency to keep the homework pending. It shows that students were spending less time for reading in English and doing homework. Therefore, lack of practice in speaking and smaller amount of reading in English would be the reasons to make them feel shy and afraid to speak in English. It was also seen that more than half of the students (55%) did not like if one speaks in English with them. The following dimension 5.5.4 shows the collected responses of students towards conative domain.

5.5.4 Dimension - IV: Conative Domain

Pertaining to this dimension, twelve statements had been asked in the scale and the responses of the students is presented in the Table 5.25.

Table 5.25 Conative Domain

| S. No. | Statements | Agree | Neutral | Disagree |
|--------|--|----------------|----------------|----------------|
| 1. | Using Radio, T.V., Tape Recorder to learn it | 58.87 (471) | 15.88 (127) | 25.25 (202) |
| 2. | Using free time for watching / listening in it | 60.00 (484) | 15.75 (126) | 24.00 (190) |
| 3. | Not able to concentrate on text while reading it | 46.25 (370) | 17.88 (143) | 35.87 (287) |
| 4. | Trying to listen carefully when others speak | 92.50 (740) | 4.12 (33) | 3.38 (27) |
| 5. | Using dictionary while reading English | 89.25 (714) | 5.87 (47) | 4.88 (39) |
| 6. | Never ask about missing English class work | 51.38 (411) | 9.75 (78) | 38.87 (311) |
| 7. | Feel happy if teacher asks questions | 83.00 (664) | 11.75 (94) | 5.25 (42) |
| 8. | Get nervous while speaking in it | 40.00 (320) | 20.37 (163) | 39.63 (317) |
| 9. | Correcting myself if notice mistake in spoken | 85.50 (684) | 8.13 (65) | 6.37 (51) |
| 10. | Ask teacher to repeat if do not understand | 90.00 (720) | 5.50 (44) | 4.50 (36) |
| 11. | Discuss English subject with friends | 82.00 (656) | 11.00 (88) | 7.00 (56) |
| 12. | Leave difficult part in English and study easier | 39.13 (313) | 14.37 (115) | 46.50 (372) |

Note. Number within the parenthesis indicates frequency.

It can be seen from the Table 5.25 that majority of the students responded that they were trying to listen carefully to the English speakers and using dictionary at the time of reading English. It was also showed that 60% of the students were using free time for watching movies and listening in English. It was found that 50% of the students indicated that they never asked anything about homework or the portion taught in English when they missed class. Majority of the students (83%) perceived that they were happy when they were asked questions in English class. Students also stated their efforts for learning English were correcting one's own mistakes, having discussion on English subject with friends and getting clarification from teachers.

From the analysis of the students' responses, it can be observed that students were making effort to learn English by using dictionary, listening carefully others and discussing subject with friends. But, it was found from the analysis that half of the students never bothered about their homework whenever they missed class. It might have happened due to lack of teachers' meticulous inquiry regarding homework and also lack of interaction between teachers and students. The succeeding Dimension 5.5.5 provides the responses of students towards interest and anxiety in English language.

5.5.5 Dimension - VI: Interest and Anxiety in English Language

The attitude scale had also focused to survey the students' interest and anxiety in English language. For assessing it, eleven statements had been used in this dimension and the Table 5.26 displays the opinion of students' interest and anxiety in English.

Table 5.26 Interest and Anxiety in English Language

| S. No. | Statements | Agree | Neutral | Disagree |
|--------|---|----------------|----------------|----------------|
| 1. | Afraid of speaking in English when opportunity is given | 42.00 (336) | 17.25 (138) | 40.75 (326) |
| 2. | Habit of reading English newspaper, magazines, story books etc. | 65.37 (523) | 15.63 (125) | 19.00 (152) |
| 3. | Feel happy if get chance to introduce in English | 85.87 (687) | 8.00 (64) | 6.13 (49) |
| 4. | If start speaking, do not bother about mistakes | 55 (439) | 17.75 (142) | 27.25 (219) |
| 5. | Make use of free time for learning English | 74.13 (593) | 14.87 (119) | 11.00 (88) |
| 6. | Use reference material whenever reading English | 67.75 (542) | 19.25 (154) | 13.00 (104) |
| 7. | Do not get anxious while answering | 66.12 (529) | 12.75 (102) | 21.13 (169) |
| 8. | Look forward to get opportunity for studying in future | 87.50 (700) | 6.25 (50) | 6.25 (50) |
| 9. | Use small sentences in English frequently | 92.37 (739) | 4.37 (35) | 3.26 (26) |
| 10. | Learning grammar is more important than LSRW | 13 (103) | 12.00 (97) | 75.00 (600) |
| 11. | Imitate others English speaking style | 80.13 (641) | 11.00 (88) | 8.87 (71) |

Note. Number within the parenthesis indicates frequency.

From the Table 5.26, it can be observed that more than half of the students (85.87%) expressed that they felt happy, if they were given opportunity to introduce in English and also 66% of them stated that they were not getting anxious while answering in English class. It was also found that majority of the students were using free time for learning English, using reference material while reading English and looking forward to study English in future. It was also found that majority of the students were using small sentences in English and imitating other's speaking style in English. It was revealed from the responses of students that 55% of the students stated that they did not bother about mistakes, if they started speaking in English.

From the above analysis, it can be noticed that majority of the students were attempting to introduce themselves in English and they were relaxed while answering in the class. It was also found that most of the students were using reference material and they had interest towards learning English. It is also observed from the analysis that students may be keeping efforts to learn English through reading newspaper, magazine, story books etc.

Section - IV focused on attitude of students towards learning English language. By analyzing the data, it was found that students considered English as an important subject as compared to others subjects. Knowing significance of English, they wished all the students should develop competencies in English that would help them to fetch job opportunities within and outside the country. Many of them thought English as difficult language so they study it for the sake of passing examinations. Owing to difficulty or having inferiority complex due to lack of exposure / opportunity they feel shy and dislike to participate in conversation. With respect to reading, students preferred to read English at a particular time in a day and also they were least bothered about their missed classes and assigned homework.

5.6 Major Findings of the Study

The following major findings of the study emerged from the data analysis and interpretation.

5.6.1 Objective - I

- The study recorded that majority of the standard IX of Zilla Praja Parishad schools were having pupils strength from 55 to 60 per a class.
- The study found that more than half of the English teachers (54.20%) voiced for increasing the allocation of time for teaching English subject (presently six periods given per a week).
- It was observed from the study that more than half of the English teachers (55%) were found to be employing bilingual and communicative method for teaching English at standard IX.

- Majority of the English teachers (82%) were found to use vernacular language for explaining difficult words, summary of the lesson and whenever students fail to understand or unable to respond to teachers questions. English teachers' emphasized that use of vernacular language was necessary and compulsory for teaching English at vernacular medium schools.
- Majority of the English teachers were found using silent reading technique for teaching English in the classroom.
- Few teachers were found conducting group activities while teaching English language.
- Most of the English teachers (92%) were using black board for writing meanings of new words, answer to questions, and grammar points.
- Majority of the English teachers were found using newspaper cuttings (90%) and pictures (83%) related to the content of the lesson while teaching English.
- It was also observed that majority of the English teachers were found to give homework to students at end of each class.
- It was noticed that most of the English teachers were giving the project work, reading questions and answers, diary writing, copy writing and preparing notes as homework for students. The teachers used to correct the given tasks in subsequent class.

5.6.2 Objective - II

- The study found that majority of the teachers were using role play (86.17%), storytelling (81.91%), conversation (73.40%) and dictation (69.14%) techniques while teaching English in the class.
- The study revealed that majority of the teachers (60.63%) were found using project work for evaluating students learning in English language.
- Majority of the teachers (75.53%) were facing problems to provide individual attention due to large strength in class IX.

- The study found that 59% of the English teachers were not able to improve speaking skill in pupils because of their skill deficiency and hence voiced for training in skill development in English language.
- Most of the teachers reported that they were using grammar books (92.55%) and English newspapers (80.85%) as a reference material while teaching English in the class.
- Most of the teachers stated that they had availability of dictionaries (92.5%), grammar books (76.59%), and English newspaper (71.27%) for teaching English in their schools.
- For developing language skills of pupils, the study revealed that majority of the teachers had stated that they were focusing on speaking (76%) and listening skills (71%) while teaching English in the class.
- Majority of the English teachers (66%) believed that the syllabus was vast and lengthy to teach within an academic year and also contained rich and difficult vocabulary.
- The study found through interview that majority of the English teachers emphasised that students' irregularity, parental illiteracy and incomplete homework were the main challenges for teaching English in Zilla Praja Parishad schools of Krishna District.

5.6.3 Objective - III

- Majority of the students responded that English teachers were motivating them by using techniques of asking questions (95.32%), and storytelling (64%) to learn English in the class.
- Majority of the students expressed that they had been suggested by the teachers to read English newspaper (72%) and story books (69%) as reading material for learning English.
- It was found from the study that more than half of the students (57%) expressed that they were facing difficulties in comprehending the content of English subject.

- The study also revealed that 88% of the students were encountering problems especially in understanding the vocabulary while learning English lesson.
- Majority of the students also stated that English lessons were taught by teachers through explaining the grammar points (83%), pronunciation of words (78%) and new vocabulary (75%).
- It was found from the study that 60% of the students were facing problems to understand the grammar rules in English language.
- 57% of the students informed that English newspaper was available as a reading material in the school.
- It was found from the study that 50% of the students (397, out of 800) were facing problems in speaking English due to lack of desirable speaking environment in the school.

5.6.4 Objective - IV

- The study revealed that almost all English teachers (97%) were found to have interest in adopting new methods and approaches for teaching English.
- It was opined by 90% of the teachers that communicative approach was appropriate for teaching English language to their pupils.
- Nearly 51% of the English teachers (39 out of 94) were found to perceive productive skills (speaking and writing) more significantly than receptive skills (listening and reading).
- Majority of the teachers (66%) believed that mother tongue as a medium of instruction was not increasing the participation of learners while teaching English.
- The study found that teachers preferred to use teaching aids while teaching English but half of the teachers (46 out of 94) opined that using aids while teaching was time consuming and they (52) also believed that more competency was required for preparing aids.

- The study also found that 89.36% of the teachers thought that executing language skills related activities while teaching English was waste of time in the class.
- Majority of English teachers (72%) were found to be satisfied with the teaching of present English textbook for standard IX.
- The study revealed that 55% of the English teachers perceived that syllabus of English subject was not meeting the needs of the target group (Standard IX).
- It was revealed from the study that 75% of the English teachers communicated that lessons of English subject were interesting for pupils of standard IX.
- It was found from the study that 76.60% of the English teachers perceived that students were not having interest to learn English language and also afraid of them in the English classroom.
- With respect to learning English, Majority of the English teachers (86.17%) opined that students talk time in English was greater than teachers in the classroom in the view of learning English language.

5.6.5 Objective - V

- The study revealed that the majority of the students (94%) were found to give equal weightage for studying English language along with other subjects.
- The study unveiled that majority of the students (621, out of 800) believed that every student must learn English language and everybody should be able to communicate in English language.
- It was found from the study that about half of the students (372, out of 800) perceived that English was a difficult language to learn and more than half of the students (60%) expressed that they were studying English subject just to pass the examination and securing marks in English subject was more important for them than to learn English.
- The study showed that many of the students (81%) expressed that they liked to read English newspapers and magazines.

- With regard to speaking in English, majority of the students (60%) responded that they were feeling shy to speak in English with their peers in the class.
- Majority of the students (90%) stated that they were getting excitement whenever they spoke in English language with others in the class.
- The study showed that 57% of the students revealed that they did not like to participate in English language conversation.
- When it comes to reading English subject, majority of the students (72%) responded that they preferred to read English subject at a particular time in a day.
- The study found that 71% of the students were least bothered to complete the assigned task in the class.
- It was found from the study that half of the students (51%) never enquired from their friends or English teachers regarding what was taught and assigned homework, if they were absent for a particular class.
- Regarding self-learning, majority of the students (86%) stated that they were trying to correct themselves, whenever they observe a mistake while communicating in English with others.
- 86% of the students stated that they were happy to introduce themselves in English with others whenever they got a chance in the class. But, they underlined that they were not having exposure to speak in English in school.
- More than half of the students (687, out of 800) responded that they did not bother about mistakes, if they started to speak in English.
- The study revealed that 88% of the students were found to look forward to get opportunity for pursuing higher studies in English.
- Majority of the students (92%) conveyed that they were using small sentences/ phrases in English like thank you, good morning, good afternoon, good evening, good night etc. in their day to day life frequently.
- Majority of the students (80%) articulated that they liked to imitate others' way of speaking style in English sometimes.