

CHAPTER - VI

DISCUSSION, IMPLICATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

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6.1 Discussion of the Findings

English language is a skill subject, teaching of such a language is relied on various factors such as teachers' competencies, educational background, medium of instruction in which they pursued, use and availability of teaching aids, strength of pupils in the class, interest of students to learn, etc.

The findings of the study revealed that majority of the English teachers possessed their graduation from the science discipline (see Table 5.1) and it also showed that majority of the teachers studied their secondary education (76%) and graduation (50%) in vernacular medium (Telugu). Undoubtedly, the medium of instruction has affected teacher's proficiency and teaching learning English in the classroom. Even though the present English textbook is designed to teach through the communicative language teaching method, the study found that 52% of the teachers were employing the bilingual method while teaching English. It indicates that teachers might not have competency and also proper training on use of appropriate methods for teaching English. It was found through interview with teachers that majority of the English teachers demanded the training on how to develop language skills in pupils.

Availability and usage of teaching aids is another significant aspect for effective teaching learning English in the classroom. Students do learn easily and be motivated towards learning English if teaching is facilitated by employing aids and activities in the class. The study revealed that most of the teachers (96.80%) were using teaching aids and more than half of the teachers (54.25%) were using teaching aids repeatedly. Such findings have been revealed by Farroq (2000), Vaishali (2011), Saikia (2013), Andiema (2014), Khamri et al. (2014). The possible causes might be inadequate time for teaching English, inability to use teaching aids and non-availability of aids. The study also found that majority of the teachers were using charts and pictures related to content of lesson while teaching English. Also they

expected that schools should be equipped with language laboratory, charts, television, pronunciation CD's, radio, pictures, English newspaper, and computers in order to make teaching learning environment more lively. In this regard, it was observed that there was scarcity of such teaching aids in the schools. Such findings have also been observed by George (1966) and Nanda (1982). These studies, apart from shortage of teaching aids have also indicated the cost of teaching aids and heavy syllabus was coming in the way of teaching and learning of English. Unless teaching is accompanied with aids, effective teaching learning English may not occur in the class. These findings were corroborated with George (1966), Nanda (1982), Azhar (2004), Hasan et al. (2011), Jadal (2011), Teevno (2011), Golam (2012), Hossain (2012), Ahmad et al. (2013).

Another significant aspect in teaching learning English is allocation of time and conducive environment for learning English language. In the present study, it is unveiled that 38% of the teachers were facing problems in implementing activities for teaching English due to lack of time. From the study, it is observed that more than half of the English teachers were demanding additional teaching hours per a week. Similar findings were also revealed by Nanda (1982), Hossen (2008), Teenvo (2011), Vaishali (2011), Noomura (2013), Khamri et al. (2014). Thus, it can be understood that allocation of time for teaching English must be increased in vernacular medium schools. Although, such a finding is desirable to improve English teaching and learning in schools but whatever is it feasible or plausible? In addition to this, the study also found that 66% of the English teachers perceived that English syllabus was vast and lengthy for teaching within an academic year. Additionally, the text contained rich and strong vocabulary which was another hindrance for the students to comprehend. As a result the class was becoming monotonous and demotivating for the students. That's why, Majority of the teachers (60%) expressed that they were facing difficulties for improving speaking skill in students.

Along with the above findings, the study also revealed that 79% of the teachers were teaching English where the strength of class was outsized (it is recorded that minimum strength of class was 55). For language teachers, it really was a very difficult task to manage such large strength and facilitating pupils to learn in the class. The heterogeneous classroom and deficient time was posing challenges for teachers to

carry out prescribed activities and tasks during teaching learning process. George (1966), Mohire (1989), Azhar (2004), Hasan et al. (2011), also reported the same results. Saikia (2013) also revealed that most of the schools (81%) had overcrowded classes. Thus, it can be stated that large size classes pose a major problem in conducting activities, assessments and also taking responsibility about each student in the class. The teacher-students ratio should be appropriate especially for English class otherwise the objectives of teaching and learning may not be realized. The present study also found that 75% of the teachers were facing problems with regard to paying individual attention to pupils due to large strength. The findings are in consistent with Bahanshal (2013), who reported that students in large classes receive less individual attention than their peers in small classes and with growth of class size, student have less chance to effectively participate and use the target language in class.

With regard to conducive environment in schools, it was found that 46.62% of the students expressed that nobody speaks in English in the class, lack of opportunity in the class (28.12%), no encouragement by English teacher (16.37%) and if any one speaks in English, students make fun of him/her (30.50%). From these findings, it is clearly understood that there is a necessity of creating congenial environment and motivation by teachers while teaching English in class. Vaishali (2011) also found that 50% of the teachers felt that students did not have atmosphere and encouragement from home to learn English. Noomura (2013) concluded that students were lacking opportunities for English exposure outside class. Due to the absence of conducive environment, the pupils may also lose their interest towards learning English. These findings are in consistency with Nurhanifah et al. (2012) and Nassar (2010).

In learning second language, pupils punctuality, sincerity and hard work do fetch the better improvement and as form positive attitude towards English as well. From the present study, it is observed that 50% of the teachers were facing problems with pupils' irregularity, lack of parents' care (parents illiteracy also) and negligence of homework. The current findings are also matched with Gosh (1977) who reported the causes of poor performance were absenteeism, unsuitable teaching methods, poverty, lack of books, teaching aids and poor attainment in English at primary stage.

With regard to usage of reference material for teaching English, most of the English teachers (92.55%) were found to use grammar books and English newspapers (80.85%). From these findings, it can be estimated that grammar books and English newspapers were the main reference material for teaching English in sampled schools. It may be English teachers' belief that teaching grammar enhances language competencies in students. On observing the availability of reference material, most of the English teachers replied that they had dictionaries (92.50), grammar books (76.59%), English newspaper (71.27%) and English textbooks (69.27%).

With respect to writing skill, the study revealed that 85% of the teachers had adopted various writing tasks such as letter writing, copy writing, diary writing and essay writing for developing writing skill in pupils. A few teachers opined that many pupils were good at writing skill but do commit minor mistakes. The very common reasons they attributed were the non-availability of specialized teacher in English and inadequate recruitment of English teachers at the primary stage.

The study also assessed the perception of English teachers towards methods and approaches, medium of instruction, teaching aids, activities, strength of class, syllabus and students participation. It was observed that 96% of the teachers were interested to adopt new methods and approaches in teaching English. It shows that English teachers had positive opinion towards making an attempt with new methods and approaches. The study also found that more than 60% of the teachers were not interested in adopting structural approach and also denied to follow their own style of teaching English in the classroom. It was observed from the study that 90% of the teachers believed communicative language teaching was appropriate to teach English. Majority of the teachers were found adopting the bilingual method in their teaching. It indicates that teachers may not have adequate training on new approaches and methods. The adoption of suitable method and approach largely depends on teacher's competencies, training, allocation of time, and strength of the classroom. From the study, it was also noticed that majority of the English classes consisted of more than 55 pupils per class. The study also observed that 53% of the teachers had opined that strength of language classroom mattered a lot for effective teaching learning English. Therefore, it can be concluded that strength of the class was one of the major challenges for teaching English in the sampled schools.

With regard to medium of instruction, majority of the English teachers (62%) had preferred to teach English subject through English medium and also 66% of them believed that vernacular medium of instruction did not enhance the participation of learners in English class. The medium of instruction was also one of the significant factors to boost students' participation in English language classroom because except English language class, rest of the subjects were being taught through vernacular medium only. If school follows English as the medium of instruction, students could get more opportunity to expose to English language through others subjects and there may be more chances to acquire fluency in English. Shende (2015) found that students in English Medium schools and colleges get more exposure to English rather than the students in Non-English Medium schools and colleges and this exposure leads the students to acquire and learn English faster and in a better way than the students in non-English medium schools.

Regarding allotment of periods for teaching English, the study found that 5 to 6 periods were allotted per week to standard IX in Zilla Praja Parishad High Schools. This study unveiled that 60% of the English teachers opined that allotted periods were inadequate and needs to be increased. Furthermore, students were not getting opportunity to expose to English language due to lack of English speaking environment in school. These circumstances might have influenced student's attitude towards learning English as it showed that 84% of the teachers reported that students were afraid of them in English classroom and 76% of the teachers also stated that students were not having interest to learn English language.

All English teachers had a positive opinion about using aids and also trusted that teaching would be effective with their use. But, it was found in the study that half of the English teachers perceived that using teaching aids was time consuming for teaching English in their classes. It means teachers were apprehensive about the course completion. This situation was further compounded by large class size and insufficient teaching time. Thus, for effective English teaching adequate language learning facilities with additional time are highly desirable.

Perception of teachers with regard to satisfaction in teaching English, the study indicated that 72% of the teachers were satisfied with teaching present English textbook and also perceived that their way of teaching English had been liked by pupils'. But, half of them claimed that existing English syllabus did not meet the

needs of the learners. With regard to language learning, teachers (87%) believed that learners talk time in classroom should be greater than teachers.

With respect to motivating students towards learning, it was found that 98% of the students expressed that they were being encouraged and motivated by their teachers while teaching English lesson in the classroom. Such finding have also been observed by Latu (1994) that 50% of the sampled students considered that they were well motivated in English classes to work hard on English. Together such findings supported that motivation is an essential aspect in teaching learning of any language. In the view of encouragement, students were suggested to read English newspaper and story books. Majority of the students (76%) stated that they were facing problems while learning English language. They cited their challenges such as difficulty in learning content of English, comprehending the lesson, understanding of new vocabulary, and grammar rules. The findings are in consonance with Gadgil (1978), who also observed that the students were poor in comprehension and understanding of the language. Shahzada et al. (2012) and Zharkahye et al. (2014) found that majority of the respondents approved that English is the difficult subject. Kacani and Mangelli (2013) found that learners find it difficult to use the language accurately in both written and spoken communication. Noomura (2013) observed that students were having problems with writing, lacking confidence in speaking English, and having problems with listening and pronunciation. The present study also found that 50% of the students had problems to speak in English because nobody was speaking in English in the class. Thus, it can be stated that it is not only the incompetent teachers but also a host of other factors like lack of congenial environment, inadequate allocation of time for practicing speaking in English are responsible for such a situation.

The study also assessed the attitude of students towards learning English by focusing on specific aspects such as general attitude towards English language, cognitive domain, affective domain, conative domain and interest and anxiety in English language. Students attitude play a key role in learning a foreign / second language. An attitude is influenced by many factors like environment, way of teaching, peers, society, sex etc. From the study, it was found that 72% of the students affirmed that they really like to learn English language. But, they were not agreeing to pursue English as a compulsory subject at the school level. Further, they expressed their belief that English was a difficult language to learn and they just studied it to get pass marks.

But, when the student's attitude was assessed with respect to affective domain, it showed that more than half of the students felt that they were anxious to speak in English in the class as they feel shy due to an unfriendly assumption that they will be ridiculed by the peers. The other side of this situation was quite different, where majority of the students were skipping homework and demotivated to learn English due to various reasons mentioned earlier. Thus, it can be stated that given a conducive atmosphere the situation may turn completely positive.

Regarding students' interest and anxiety in English, 92% of the students were using small sentences and phrases like thank you, good morning, good afternoon, good evening, good night frequently and they were also looking forward to get an opportunity for pursuing English in future. The study also found that students (85%) felt happy to introduce themselves in English whenever they got an opportunity. From this, it is understood that students have been aware of benefits of learning English and also are interested to use it in their day to day life.

6.2 Educational Implications of the Present Study

On the basis of discussion of findings and conclusion, the following implications have been drawn.

- For effective teaching English, teachers must be provided training on advanced approaches and methods, use of activities and audio-visual teaching aids. The study revealed that more than half of the teacher were using bilingual method. Further it was also found that teachers demanded training on how to develop language skills in pupils. If teachers are more competent with the use of various methods, their teaching can be more interesting for learners and student's attitude may turn positive towards learning English in the classroom.
- On the basis of findings of the study, it can be observed that language laboratory needs to be set up in the schools for improving the learners pronunciation and listening skills. It was found from the study that majority of the teacher were using visual aids only (charts, pictures and newspaper

cuttings) while teaching English and therefore it can be suggested that schools should be equipped with required audio - visual aids for teaching English.

- Teacher - Pupils' ratio is a significant factor for teaching English language especially in vernacular medium schools. Although the teacher - pupils' ratio should be 1:35 as per policies guidelines, the study revealed that the minimum strength of a class was 55. It is very difficult to handle such large size classes, to execute prescribed activities, tasks and assessment and taking care of each individual progress in the class. The sampled teachers stated that the ideal strength of English class should be 20 to 25. It is suggested that teacher - pupil's ratio must strictly be implemented in order to overcome the challenges of teachers as well as the learners in teaching learning English in the class.
- From the study, it was found that six periods have been allotted for teaching English subject per a week. It indicates that pupils were having opportunity to expose to English for forty five minutes a day in the class as these schools are following vernacular medium instruction. So, shortage of time and lack of English speaking environment pose challenges for learners to improve speaking skills and comprehend the content of the lesson. The study suggest that allocation of time for teaching English should be increased in vernacular medium schools.
- Learning English is affected by many factors such as environment, cooperation, encouragement, facilities, attitude, etc. Nearly half of the students stated that nobody speaks in English in the class and they were feeling shy because of an unfounded assumption, to be ridiculed by the peers. The English teacher must create conducive environment and also should encourage pupils by interacting with them in a friendly manner to speak in English in the class. So that, students would have interest to complete assignments and tasks given in the class.
- Teachers reported in the study that standards of students are poor in English language skills and most of the teachers opined that special English teacher should be recruited at primary level for teaching English, so, they emphasized that teaching handwriting, rhymes, rhythm and reading and speaking skills

would be taught in a better way by specialized teacher than the non-English language background teacher.

6.3 Suggestions for Further Research

- The present research was delimited to standard IX Telugu medium schools of Zilla Praja Parishad High Schools. It can be replicated to study the rest of the classes' VIII and X in Zilla Praja Parishad High Schools as well other management schools.
- The current study is confined to teaching learning of English at secondary schools of Krishna District, it can be carried out in the remaining Districts of Andhra Pradesh.
- This study focused on the teaching and learning of English language. Further research can be taken in other languages such as Hindi and Telugu.
- The present study adopted a descriptive survey method which pulled a large amount of data quantitatively. For further exploration qualitatively, a case study can be conducted on teaching- learning process of English at standard IX.
- A survey can be taken to study the Attitude of teachers towards teaching English language in vernacular medium of Zilla Praja Parishad High Schools of Andhra Pradesh.
- The present study mainly focused on problems faced by teachers and pupils while teaching - learning of English language. An investigation can be taken to examine the factors affecting teaching learning of English language at secondary level.

6.4 Conclusion

The study dealt with the teaching learning of English in the wider perspective of challenges of teachers and their perceptions and problems of learners in learning English and their attitude towards English. With regard to teaching English, the study

revealed that teachers were using bilingual method and pictures, charts and newspaper cuttings as teaching aids. This reflected that teachers were not well versed with use of appropriate approaches and methods for teaching English, in conducting activities and employing audio-visual aids. It also indicates that the teaching English focuses to complete syllabus rather than achieving the objectives of teaching and learning. The study also revealed that large size class and shortage of time were major challenges for teaching English because of these obstacles teachers perceived that conducting activities was no use and time consuming. This study suggest that teachers should be trained on development of skills of pupils by using various approaches and methods and schools also must follow teacher-pupils ratio and to be provided required teaching learning material and audio-visuals aids.

With regard to learning English, it was found that students were suggested to read English newspaper, and story books. Students were taught English lessons through silent reading technique, explaining the grammar points, pronunciation of words and meanings of new vocabulary. It indicates that use of activities while teaching English is totally neglected by the teachers. This way of teaching English makes English learning monotonous, demotivates and form negative attitude in pupils. Due to large strength, teacher also could not pay individual attention towards everyone in the class and all students also may not get opportunities to interact with the English teacher. The study revealed that students were facing problems to comprehend content of the lesson, vocabulary, grammar rules and non-English speaking environment. It shows that the rich vocabulary and vast syllabus were major problems in teaching learning of English in the class. In order to improve learning English, student should be motivated in daily classes and given activities must be executed. Apart from that syllabus of English subject needs to be reduced and also suitable vocabulary to be prescribed.

The study revealed that students perceived that English was a difficult language to learn and they were studying English subject just to pass in the examination. It was revealed that pupils were feeling shy to speak in English with

their peers in the class. It reflects the way of teaching coupled with lack of guidance, encouragement, facilities at the school, and congenial environment are responsible factors to form this kind of attitude. In vernacular medium schools, lack of English speaking environment is a major challenge as most of the subjects taught through vernacular medium except English subject. For forming positive attitude towards learning English, teachers should be competent, motivator and are able to teach lesson effectively by drawing the attention of learners in the classroom. More attention needs to be paid on the findings of this study while providing training to the teachers, modifying the syllabus, teaching learning material, teacher- pupils' ratio of class etc. The findings of the study needs to be taken in to consideration by policy makers and language experts to improve teaching learning of English at secondary level.