

CHAPTER - VII

SUMMARY

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7.1 Introduction

Language is a boon for humans and it acts as a tool for communication of emotions, feelings, ideas, and thoughts within community and outside. Language represents the culture and attitude of people, the way they think, speak and behave within community. It is a medium for thinking and communication. The word language is derived from Latin term “Lingua” which means tongue. Human beings ought to use language for surviving and expressing their ideas, thoughts, opinions and feelings in daily life. Andhra Pradesh State Council of Educational Research and Training (2011) observed “human beings are born with a language faculty and this enables them to acquire any number of languages at any point of time in their lives. It is true, however, that children acquire new languages much faster, in particular their sound systems”.

Significance of English has been prevailing steadily and people also perceived that learning of English is necessary to progress in life as most of the job opportunities are connected with it. Due to tremendous development of technology, and science and influence of advanced countries, everybody is demanded to learn English for accessing knowledge and utilizing their intellectuality. National Curriculum Framework (2005) observed that English is in India today a symbol of people’s aspiration for quality in education and a fuller participation in national and international life. In the globalized world, English language plays a prominent role in order to gain knowledge of science and technology, making business, and for communication throughout the world, etc. Sailaja (2009) also highlighted that the primary areas of English use are: Education, Administration, Law, Mass media, Science and Technology. In August 2009, the Indian Television channel CNN-IBN (as cited in Graddol, 2010, pp.64) carried out a ‘State of the Nation’ poll, it confirmed that 87% of Indians stated that knowledge of English is important to succeed in life and also revealed that 54% of them felt that those who can speak fluent English are

superior. It is understood that people of India had also favored learning of English language. Press Trust of India (2011) reported that in respect of Telugu medium, enrolment percentage in class I to class X for the period 2000-2001 to 2009-2010 in government schools reduced from 83.47 percent to 65.54 percent, while English medium enrolment increased from 13.77% to 31.66%. "It was observed that most of the parents in rural areas were withdrawing their children from government Telugu medium schools due to lack of English teaching".

7.2 English Language Teaching in India

In India, English language is taught in different modes under diversified circumstances from school level to college with variety of curriculum design. Every state has devised its own educational policies regarding integration of English as a second language, or giving as a status of foreign language. However, English language is constantly taught in education all over the country. The Education Commission (1964) has recommended that the study of English as a co-language should be compulsory up to class X. Therefore, English has to be taught as a compulsory subject at the school level and made an optional subject thereafter. National Knowledge Commission (2007) observed that the pedagogy of language learning as well as teaching should be suitably contextualized, to lend meaning to real situations and daily lives. Moreover, assessment should be carried out based on proficiency rather than specifying achievement targets that reward mastery of single texts acquired through rote learning. For teaching of the English language, different approaches and methods have been recommended by the policy makers, experts and researchers. But, state boards have the liberty in construction of the curriculum based on local needs of learners. All SCERTs have been providing training for their state language teachers on the teaching of the syllabus. But, some of the researchers reported about teaching learning of English, Ram (1989) found that though, the teachers were trained in the use of methods still they followed the traditional techniques and methods. Saikia (2013) found that most of the teachers (99.95%) used the grammar translation method. It shows that teachers may be perceiving traditional methods as sound than modern methods. The studies also pointed that though, majority of the schools have libraries none of them have the provision of English newspapers, magazines, journals etc. For espousing appropriate method for teaching

English language, it requires adequate training, competencies, and command over the language etc. The schools also must have provisions for teaching learning material, libraries, teaching aids etc. Learning English language also demands the motivation, interest, and positive attitude from learners' side.

Sindkhedkar (2012) observed that in the educational scenario of India, the abilities of teaching and learning English language seems to be sadly lacking. This lacunae can be attributed to a number of factors, the major one being the lack of motivation on the part of students due to various reasons such as lack of awareness regarding the importance and scope of the English language, faulty teaching techniques, lack of interest, lack of books which may not have practical application, stereotype kind of syllabi which not cater the needs of the students.

In the 21st century, English language teaching has included various approaches such as oral approach, communicative approach, structural approach, oral approach, the natural approach, and constructivism situational language teaching, audio lingual and the alternative approaches and methods which encompass the direct method, communicative language teaching, total physical response method, bilingual method, grammar translation method, and west method, etc.

7.3 Rationale of the Study

Many countries have recognized the significance of English language and started teaching at various levels of education. The world has become a global village, especially due to the progress in transport, technology and communication. English language is playing a pivotal role in accessing knowledge and to achieve success in many fields like engineering, commerce, medicine, technology and science etc., because English is the medium of instruction to procure degrees in those fields. The Report of University Education Commission (1948) recommended that English should be taught at the secondary level to keep ourselves in touch with the living stream of ever-growing knowledge. The Education Commission (1964 -1966) also observed that learning of English may be facilitated in the upper primary or secondary stages considering that this would be needed as a Library language in the field of higher education and consequently, a strong foundation in the language will have to

be laid at the school stage. By considering English as one of the subjects at school level, it will not accomplish the purpose of teaching English. It must achieve the prescribed aims and objectives through teaching English. Baruah (1984) opined that teaching of English in our schools was in an extremely chaotic state. The most unfortunate aspect was the lack of clear cut and attainable aim of teaching. This aimlessness was primarily responsible for the deplorable standard of achievement in English. The evils that often arose out of aggravated situation were substandard text books, unsatisfactory evaluation system and dearth of competent teachers. National Knowledge Commission (2009) has also recognized the significance of the English language, not only as a medium of instruction or means of communication but also a determinant of access. An understanding and command over the English language is most important determinant of access to higher education, employment possibilities and social opportunities. School leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. Bearing in mind about the importance of English language, it is made as a compulsory subject to be taught at school education in India. Most of the higher educational institutions are also having English as a medium of instruction. But, the teaching and learning of English language has become complicated.

The language teachers need to be trained to teach English by keeping in mind the objectives of teaching at each level but the teaching English language is affected by many factors. Teevno (2011) found that teachers did not have training on syllabi change, mostly teachers use grammar translation method, no awareness of communicative teaching method, no development of reading, writing, speaking and listening skills, a few teachers use pair work and group work techniques, the classes are overcrowded and English is being taught as a subject not as a language.

National Focus Group on Teaching English (2006) observed the shift to teaching language use in meaningful context that something more than grammatical competency was involved in language use. Effective teaching and learning of English does happen when suitable approach and method has been employed. For learning language, conducive environment, facilities and learners positive attitude towards learning English is compulsory.

Some of the significant findings from reviewed studies observed that Nasser, (2010) lack of environment for speaking English in schools and non-availability of audio-visual aids were the problems in teaching of English in the schools. Similarly, Jadal (2011) revealed that 90% of the schools did not have adequate facilities and were also lack of provisions for radio and television programme in the timetable. It can be assumed that these were the major hindrances for teachers in teaching of English in the schools. Nurhanisfah and Widayati (2012) found that many of the students were not enthusiastic in learning English. It is assumed that lack of motivation, encouragement and the attitude of the students may be the factors affecting the teaching and learning of English.

From these findings, some of the queries have been raised in the mind of investigator about how far teaching and learning of English will be done at secondary school level. What problems are teachers and students facing while teaching learning of English. Since, English is taught as a second language at the school level in Andhra Pradesh, the investigator eagerly to study the existing practices of teaching and learning of English language in Krishna District of Andhra Pradesh.

Andhra Pradesh is the fifth largest state in India both in area and population. Andhra Pradesh is formed of three regions Coastal Andhra, Telangana and Rayalaseema. There are twenty three Districts in Andhra Pradesh. After Telangana region was bifurcated, the total Districts of Andhra Pradesh (Coastal and Rayalaseema) are thirteen Districts. Out of thirteen districts of Andhra Pradesh, Krishna district which falls under coastal area is one of the educationally developed Districts in the state. Krishna District has recorded a literacy rate of 70.03 percent (Krishna District Profile). So, it is evident that the district is well advanced in the field of education. The Telugu Dialect of this region is often considered to be standard dialect of Telugu language. Krishna District had achieved places 5th, 4th, 8th and 8th in secondary schools performances especially in X class results from 2007 to 2011 respectively. This impressive educational performance of Krishna District prompted the investigator to probe deepen into the teaching learning process of English followed in secondary schools. This is because English language learning has become essential in today's world. The available literature in this regard indicate that there is a dearth of studies in this area and the findings of the existing studies are inconclusive. Hence the investigator decided to explore some of the pertinent questions presented below. Further,

The investigator could not come across any research undertaken related to teaching and learning of English at secondary level in the Krishna District of Andhra Pradesh.

7.4 Research Questions

1. Does the Transactional process have an impact on student learning English Language at the Secondary level?
2. What challenges do English teachers encounter while teaching of English at secondary school level?
3. What problems do students confront while learning of English at secondary schools level?
4. Does the Perception of the secondary school teachers have an impact on Teaching of English in the classroom?
5. How far the Attitude of students have a bearing on their classroom learning?

7.5 Statement of the Problem

A Study of Teaching and Learning of English at Secondary Schools of Andhra Pradesh

7.6 Objectives of the Study

1. To study the Transactional process of Teaching and Learning of English in the classroom.
2. To identify the problems faced by the Teachers in Teaching English Language.
3. To study the Problems faced by the Students in learning of English Language.
4. To assess the Perceptions of English Teachers with respects to Methods and Approach of Teaching English, Medium of instruction, Teaching Aids, Activities, Syllabus, Content of English subject, Strength of class, Students and their Participation.
5. To study the Attitude of the Students towards learning English Language.

7.7 Explanation of the Terms

7.7.1 Transactional Process: It is the natural way of Teaching English language by teacher in the classroom by using textbooks, methods and approaches, classroom interaction between teacher and students, activities and usage of audio-visual aids.

7.7.2 Problems: The problems which are faced by English language teachers and Students related to classroom interaction, methods and approaches of teaching of English, timetable, usage of teaching aids, teaching-learning material and syllabus

7.8 Delimitations of the Study

The proposed study had been delimited to the following aspects

- ❖ The study is delimited to standard IX of Zilla Praja Parishad High Schools only.
- ❖ The study is confined to Government Telugu medium schools of Krishna District in the Andhra Pradesh.

7.9 Methodology

The proposed study adopted the Descriptive Survey method to accomplish the determined objectives of the study. The investigator viewed that the adopted methodology was more appropriate to collect the data from selected geographical area.

7.10 Population of the Study

The population in this proposed study consisted of all Telugu medium, standard IX students and English subject teachers of Zilla Praja Parishad High Schools of Krishna District in Andhra Pradesh. There are 294 Telugu Medium of Zilla Praja Parishad High Schools in Krishna District under 50 Mandals'. In these Schools, there are around 54,769 standard IX Students and 588 English teachers in the schools.

7.11 Sample of the Study

For selecting sample of the study, Random Sampling technique was employed. There are fifty mandals, comprising a total of 294 Zilla Praja Parishad Telugu medium high schools throughout the all mandals' of Krishna District in Andhra

Pradesh. Each mandal consists of minimum of 2 and maximum of 10 Zilla Praja Parishad High Schools which followed medium of instruction vernacular. From the each mandal, one school was selected randomly and the total sample of schools was 50. From the each selected school, eight boy students and eight girl students of class IX were selected randomly. The total sample of students was 800 (Boy students 400 and Girl students 400). All the English teachers of selected schools were constituted as sample of the study. A total of 94 English teachers were considered as sample of the study.

7.12 Tools and Techniques Employed for Data Collection

The following tools were used objective wise for data collection.

7.12.1 Observation Schedule

For achieving the objective one, the investigator used observation technique to study the transactional process of teaching and learning of English in the classroom. It was confined to focus on certain aspects like methods of teaching English, approaches, interaction between teacher and students, activities and usage of audio-visual aids. The investigator employed notebook to observe classroom teaching - learning process. The strength of students in the class was also recorded.

7.12.2 Questionnaire for English Teacher

The investigator prepared a semi-structured questionnaire for collecting data related to the problems encountered by the teachers for teaching English. The questionnaire had focused on different areas under seven dimensions: Methods and Approaches, Activities, Teaching aids, Evaluation, Interaction between teacher and students and strength of class, Syllabus and skills improvement and Reference material.

7.12.3 Questionnaire for Student

The investigator prepared a semi-structured questionnaire to find out the problems faced by student in learning English. The questionnaire consisted of both open ended and closed ended items. The student questionnaire comprised a total of 21 questions with focus on six dimensions such as English teacher Motivation, Teaching

learning of English, Interaction between student and teacher, using of activities, usage of teaching aids, and facilities / opportunities.

7.12.4 Likert type Perception Scale for English Teacher

The Investigator developed Five point Likert type scale to know the Perception of English teachers. This scale was constructed by confining to methods and approaches of teaching English, medium of instruction, teaching aids, and activities, strength of the classroom, syllabus, and student's participation.

7.12.5 Interview Schedule for English Teacher

Along with a questionnaire, interview schedule was also used to find out the problems faced by English teachers for teaching English language. A total of 9 questions were asked in the interview schedule. These questions were aimed to examine the problems faced by teachers while developing Listening, Speaking, Reading and Writing skills, using aids, accessibility of resources, using vernacular language, best method and approach and satisfaction for teaching prescribed English syllabus. Along with these questions, a few of probing questions had also been asked under each question to draw the response of teachers towards challenges faced for teaching English.

7.12.6 Attitude Scale for Students

The Investigator constructed self-made five point Likert type scale to know the Attitude of students towards learning English language. This scale was developed under certain domains like General attitude towards English language, Cognitive, Affective, Conative and Interest and Anxiety in English.

7.13 Pilot Testing

The investigator had selected three Zilla Praja Parishad High Schools from three mandals' of Krishna District as sample to try out research instruments. It was conducted to examine the feasibility of instrument and to see the position of questionnaires with regard to level of language used, ambiguous words, appropriateness and relevance of posed questions, duration of time consumed to respond. The investigator had a discussion with the students and English teachers on the difficulties faced with respect to answer questionnaires and scales. The

suggestions of students and English teachers were recorded and required modifications made as per their consideration in the final version of the research Instruments of the study.

7.14 Data Collection

Before commencement of data collection, the investigator obtained permission from the District Educational Officer (DEO) at District Head Court of Krishna. The investigator explained the DEO about the significance and nature of the study to be carried out in the Zilla Praja Parishad High Schools of Krishna District. Then, the investigator started the actual data collection in the sampled schools. Prior to data collection, the investigator had preliminary discussion with English teachers and students and explained the nature of the study. The investigator collected the data from English teachers and students during the academic year 2013 to 2014. The data was collected from the respondents with the help of observation schedule, questionnaire, Interview schedule, perception scale and attitude scale.

7.15 Data Analysis Procedure

After collecting data from the research participants, data was coded and entered in to the computer by using Statistical Package Social Science Software. The data was collected with the help of different tools and analyzed through appropriate methods. The data collected through observation schedule was analyzed with the help of Content Analysis. The data obtained through questionnaires was analyzed Percentage and Frequency count and Content analysis, the data gathered through Perception and Attitude scales was analyzed with the help of Percentage and Frequency count. The verbal response obtained through Interview technique were analyzed with the help of Content analysis.

Table 7.1 Tools and Techniques Employed for Data Analysis Presented Objective wise

Objectives	Tools and Techniques used for Data Collection	Techniques used for Analysis of Data
1.	Classroom Observation	Content analysis (quantitatively)
2.	Questionnaire and Interview	Frequency & Percentage count and

	Schedule	Content analysis
3.	Five Point Likert type Scale	Frequency & Percentage count
4.	Questionnaire	Frequency & Percentage count and Content analysis
5.	Five Point Likert type Scale	Frequency & Percentage count

7.16 Major Findings of the Study

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

7.16.1 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 (54.28%) 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 the 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 the subsequent class.

7.16.2 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 High Schools of Krishna District.

7.16.3 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 in English due to lack of required speaking environment in the school.

7.16.4 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 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.

7.16.5 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 observed 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.

7.17 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 medium). 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 recorded by Farroq (2000), Vaishali (2011), Saikia (2013), Andiemma (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 revealed by George (1966) and Nanda (1982). Their study, 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), Azttar (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 students. That's why, Majority of the teachers (60%) expressed that they were facing difficulties for improving speaking skill in students.

Along with 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), Azttar (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-student ratio should be appropriate especially for English class otherwise the objectives of teaching and learning objectives 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 neglecting 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 because of their minor mistakes were very common. Reasons they attributed were the non-availability of specialized teacher in English and inadequate recruitment of English teachers at 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 classroom. From the study, it was also noticed that majority of the English classes consisted of more than 55 pupils per a 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 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 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 a week at 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 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 in 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 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 were really like to learn English language. But, they were not agreeing to pursue English as a compulsory subject at school level. Further, they expressed their belief that English was a difficult language to learn and they just studied 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 but feeling shy because of an unfriendly assumption to 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 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.

7.18 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 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 suggested 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 a 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 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 poses 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 better way by specialized teacher than the non-English language background teacher.

7.19 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 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.

7.20 Conclusion

The study dealt with the teaching learning of English in the wider perspective of problems 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 employing bilingual and communicative method and pictures, charts and newspaper cutting 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 mostly focuses on completion of 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 the skills of pupils by using various approaches and methods, use of activities and schools also must follow the teacher-pupils ratio and to be equipped with requiring teaching learning material and audio-visuals aids for teaching English.

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, using of vernacular language, 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 monotonous English learning, 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 do not get opportunities to interact with 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 lengthy syllabus were major problems in the teaching learning of English in the class. In order to improve learning English, student should be motivated in daily classes, activities must be executed while teaching and additional time to be allocated for practicing. Apart from that, syllabus of English subject needs to be reduced and also suitable vocabulary to be prescribed for teaching English.

The study also revealed that students perceived that English was a difficult language to learn and they were studying English subject just to pass the examination. It was revealed that pupils were feeling shy to speak in English with their peers in the class. It reflects that the way of teaching coupled with lack of guidance, encouragement, inadequate 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 are taught through vernacular medium except English subject. For forming positive attitude towards learning English, teachers should be competent, motivator and are able to use various methods and approaches, activities for drawing the attention of learners in the classroom. More attention needs to be paid on the findings of this study for improving teaching learning of English at vernacular medium schools. If teachers are provided needed things and facilities for teaching English, there would be effective teaching learning in the classroom.