



## Present Problems of English Language Instruction among the Students of Secondary Level

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### Abstract:

*The main objectives of the study are 1. To study the English language teaching process at secondary level in Gujarati medium schools in terms of objectives, syllabus, prescribed textbook, methodology, techniques adopted and skills used. 2. To identify the tasks and exercises used by the teachers for teaching the English language i.e. LSRW 3. To provide a set of suggestions for the effective teaching of English language at secondary level. The descriptive survey design was employed for the present study. 37 teachers were taken as the sample of the study out of 50 teachers teaching English subject at secondary level of Vashistha Shala Vikas Sankool, Visnagar block of Mehsana District and 15 teachers real classroom teaching learning was observed by the researcher himself. Questionnaire and Observation Schedule have been used for collecting data. The data have been analyzed by the investigator using appropriate statistical techniques namely frequencies and percentage. The findings of the study are 1. It is found that the present syllabus don't sustain the interest of the students for language acquisition. 2. A majority of teachers neglect speaking and listening skills. 3. It is found that the teachers don't make use of effective methods and techniques for developing four skills i.e. LSRW. 4. Majority of teachers use only mother tongue to teach English language. 5. It is found that majority of teachers use only Grammar translation method in classroom. 6. Teachers don't use any audio-visual aids in classroom. 7. Teachers don't give any additional task or exercise except given at the end of the each lesson. 8 It is found that majority of teachers focus only on reading skill. 10. Average numbers of teachers don't encourage children to speak English in classroom.*

**Keywords:** English language instruction, Present problem

### 1. Introduction

Language is a great possession of man and is particular to the human species. Man has been using language as tool of communication for centuries. It is a system for the expression of thoughts, feelings, ideas, emotions etc., by using sounds and symbols. Language plays a prominent role in the preservation, advancement and transmission of culture and without a language we cannot imagine a society and its progress. The language has played significant role in the development of civilized societies. Among the languages English language has become a world language and a gateway to future knowledge.

India has been facing numbers of problems in teaching of ELT. Due to poor language competence in English students face problems in coping with their study. Even the students who have learnt English as second language in their school life are not in position to express their ideas, views and emotions and vice versa. So many researches and training programmes have been carried out to cope with this problem but no satisfactory results have been found. To cope with this problem various methods have been deployed but no method is found much effective to teach English language properly. On the other hand we can say that the knowledge of English is very evitable for inter state mobility as well as migrating purpose to other countries like Australia, England, Canada, America for better fortune.

Students wish to migrate other countries must be competent to speak English language and have to pass IELTS, TOEFL for entry and pursuing their studies and all the competitive examinations like GPSC, civil services, bank examination, MBA, GCET need common basic knowledge of English language and without that one can't think of it and can not advance himself/herself.

The standard of English language has remained low even after positive attempts of experts in English and Govt. of India and Gujarat. The learners in Gujarat are not in a position to speak his ideas, views and vice-versa. In addition, we can say that even after continuous orientation programmes have been handled by the Govt., it is sad to say that the position of English in Gujarat is not altered considerably. So, it is en-avoidable to look into reasons behind the poor condition of English language in Gujarat. The present study would focus on the present problems of English language teaching at secondary level and would offer some of the remedies for the improvement of the present situation of teaching English as language.

## 2. Statement of the Problem

Present Problems of English Language Instruction among the Students of Secondary Level

## 3. Objectives

1. To study the English language teaching process at secondary level in Gujarati medium schools in terms of objectives, syllabus, prescribed textbook, methodology, techniques adopted and skills used.
2. To identify the tasks and exercises used by the teachers for teaching the English language i.e. LSRW
3. To provide a set of suggestions for the effective teaching of English language at secondary level.

## 4. Limitations and Delimitations of the Study

The present study has the following limitations and delimitations:

### 4.1 Limitations

The data-gathering tool was developed by the researcher.

### 4.2 Delimitations

- The study was delimited to the Gujarati medium schools of VSVS of Visnagar block of Mehsana district.
- The study was delimited to four skills that is listening, writing, reading, and speaking in English language.
- The study was delimited to GSEB syllabus.

## 5. Social Relevance of the Study

Since the present study concentrates on all the four skills of the English language, it will present a total picture about the English language of the secondary students of Vashistha Shala Vikas Shankool, Visnagar.

As it also talks about the process of English learning by the secondary students, it will find reasons for some of the learning problems of English.

In the Indian educational span of the students, the stage of the secondary class plays a crucial role that determines the students' further and future education. This study would provide a strong foundation for English language development. The present study therefore gains a social vitality and validity as it provides enough insights about the English learning of the secondary students.

## 6. Sample

In order to accomplish the objectives of the present study descriptive survey method was considered for investigating the present problems of English language instruction at secondary level. For the present study Vashistha Shala Vikas Sankool of Visnagar Block of Mehsana district was selected as the population of the study in which there are 52 teachers out of which 37 teachers were randomly selected as sample and 22 teachers' real classroom teaching learning process were observed by the researcher himself.

## 7. Tool

Questionnaire and observation schedule was prepared and carried out to learn the classroom teaching learning process.

## 8. Analysis of Data

The data collected for each skill speaking, writing, reading and listening were processed and analyzed separately. The techniques like percentage and frequency was used for the views, comments, and suggestions provided by the respondents for analyzing data. In yes and no type of questions, percentage was counted. The data were analyzed using simple statistics and frequency.

## 9. Findings

1. It is found that majority of teachers neglect speaking and listening skills.
2. It is found that the teachers don't make use of effective methods and techniques for developing four skills i.e. LSRW.
3. Majority of teachers use only mother tongue to teach English language.
4. It is observed that majority of teachers use only Grammar translation method in classroom.
5. It is also found that the present text-books don't help the student to develop listening skill.
6. Majority of teachers don't use any audio-visual aids in classroom.
7. It is observed that most teachers don't give any additional task or exercise except given at the end of the each lesson.
8. It is noted that majority of teachers focus only on reading skill ie. Translation of English to Gujarati.
9. Most of teachers don't encourage children to speak English in classroom.

## 10. Remedies

On the basis of the findings the following remedies are suggested to enhance the linguistic and communicative competence of the students in the English language and these remedies would eradicate or atleast minimize the problems encountered by the learners in the process of learning English as a second language.

1. To develop linguistic competence of the students, the language may be taught linguistically. That is, linguistic approach in teaching of English from the beginning would be helpful for the development of competence in English.
2. Different types of conversational discourse may be taught, and the students should be given enough time for the development of conversational discourse in the school hours.
3. The students may be motivated to interact with teachers and peer groups in English Further, watching English programs on TV, listening to radio, loud reading, would help to develop the spoken language of English.
4. To avoid errors in writings, students may be practiced to write stories, and the errors in the written items may be spotted then the reasons for the occurrence of errors should be indicated to the students.
5. To avoid orthographical errors, appropriate pronunciation drills should be given to the students.
6. Easy and simple vocabularies should be used in reading materials. Further, the hard and unknown vocabularies should be introduced in familiar contexts of the students.

7. Teaching of reading comprehension has to be introduced. That is, how to read, how to understand a text and how to understand contextual as well as literal meaning of words, will increase the reading ability of the students.
8. The tape recorded dialogues could be played before the students and they could listen them, then the theme as well as questions may be asked on the basis of the dialogue. This type of practice will help the students' understanding capacity as well as the communicative competence.
9. Introducing the listening games, sound discrimination (k, g, kh, gh), Recognition of minimal pair (put, but), Recognizing morphemes (free and bound morpheme) Recognizing syllables in words, Recognizing silent letters in words, Identification of parts of speech etc. will help to build up listening ability to discriminate L2 phonemes, morphemes and phonetic variation of sounds.
10. Watching TV Programs, films and listening to radio programs will certainly help to understand how the native and non-native speakers use the English language. It will help them also in understanding the dialectical variation of the language.
11. Observing public announcements (Railway announcement, corporation transport announcement) will help to strengthen the social-linguistic knowledge.

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