



# Problems Encountered By Secondary School Teachers in Teaching English Language

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**Abstract:** This study examined the difficulties and challenges faced by secondary school teachers in teaching English language. The objectives of this research study is to ascertain the availability of resources for teaching English at secondary level, to find out the problems faced by teachers in teaching English language at secondary level and to explore the pedagogy employed by teachers in teaching English language at secondary level. The study adopted the descriptive survey research. The sampling of the study was selected through random sampling in which 120 English language teachers have been selected from 60 schools. The tools and the techniques used were questionnaires in order to collect data and the statistical technique applied was frequency and percentage. The result of the study indicates that 80% of the teachers facing difficulty in teaching English language in the classroom. They are unable to use the English language extensively while teaching the content of English subject due to the low competencies of pupils in language and much usage of the local language, due to this students lack motivation and interests in learning English language. There is lack of audio aids and visual aids for teaching English in schools, also students did not have the habit of reading an English newspaper daily. Most of the teachers are given more emphasis on the content of the subject whereas very less is focusing on the structure, grammar and vocabulary. There are lack of training skills in improving the speaking abilities and competencies.

**Keywords:** Problems, Faced, Secondary Teachers, English Language, Teaching.

## 1. Introduction

One of the most significant languages in the world is regarded as English. The importance of English can be attributed to various factors. The fact that English is a common first language in many nations is one of the causes. There are 104 nations where English is the native tongue. People use English for commerce and travel even in nations where it is not the national tongue. In most nations, English is utilized for these purposes. The primary corporate dialect is English. The United Nations' primary dialect is English. The primary language of airports and airlines is English. All flight attendants who fly internationally are required to speak English. English comes in a variety of varieties, including British English, Canadian English, and American English. These are not different tongues. It's a dialect. The way locals speak their original tongue is known as a dialect. People may have a favorite term they prefer to utilize for a particular thing in one place but not in another. For instance, the structure where a movie is being shown is referred to as a cinema in Britain. It is referred to as a theater in America. This is merely a new method of expressing the same idea. Both the terms "cinema" and "theatre," which are both English words that can be used to describe a structure where motion pictures are viewed, are appropriate. It's crucial to keep in mind that any style of English you learn is beneficial. There is no superior English translation. Only distinct ones exist.

According to some, English is the language with the greatest importance in the world and has both communicative and educational value. As the "Lingua Franca" of all nations or the language used for the convenience of the world, it is one of the most widely spoken languages in use today. The majority of the world's knowledge is thought to be preserved in English. "The biggest proportion of inhabitants in the entire globe is proficient in English for historical, political, and economic reasons." (Doctor K. T. Bhatia). The majority of software and computer operating systems are now written in English thanks to the IT Revolution. English is well known for its expressiveness as well as for its extensive and varied literature. In a welcome poem for a world conference by the Australian poet Peter Porter, which came out in the Times Literary Supplement on February 28, 1992, it is given as follows:

"Everything will be exposed in English so, delegates and lovers understand"

## 1.1 Historical Background of English

"The language is a gateway whereby a child examines the distant past, comprehends current events, and penetrates into the next phase." The British Empire expanded throughout the world, making English the primary language for communication, knowledge, and information. English has largely replaced other languages as the primary tongue in Asian and African nations. The English language is spoken or read by a majority of individuals in the entire globe for historical, political, and economic reasons, but it's also possible that some of its widespread appeal is due to the traits and attributes that it possesses naturally. This is according to Wren C.L. (1977). According to Wren C.L. (1977), the language of English has the following fundamental qualities:

- A. The incredible openness and adaptability of heterogeneity—the diverse ease and openness with which it has absorbed information from various parts of the globe and infused it to produce new aspects of its own.
- B. The convenience the way it shows the connection between words in a phrase is its clearness and inflexion.
- C. The sequence of terms tends to be fairly stable in languages that do not alter word forms in accordance with their connection to the implication of the phrase. A secured word arrangement in regard to the purpose of the sentence replaces the freedom provided by the hierarchy of inflexions. These characteristics have aided English's growth as a global tongue.

The English dialect connotes a high level of intelligence, a cultural diversity, and higher learning in the minds of Indians [Supriya Bhandari]. Due to the many varied backgrounds and races that make up India, studying languages takes on an entirely new level. The administration of the nation selected the three-language formula, and English was chosen as one of the dialects since it provides a viable solution to the country's language diversity. Only after reviewing the role that English previously performed in India can one determine the significance of English in the modern lives of any Indian and the educational system of the nation.

This educational framework has its roots in the first part of the 19th century. Lord Macaulay made a presentation in 1835 in support of English education. He emphasized his goal to generate "a class of persons, Indian in blood and color, but English in taste, in opinion, in morals and in intellect." Doctor K. T. Bhatia He thereby made English the new language of instruction in India. And as time went on, English gradually took over as the language of government in India. As a result of India's multilingual states, it assimilated quickly into Indian governance. Because English was the language of teaching in India under British control, many individuals seized the chance to acquire it.

When Lord Harding proclaimed in 1844 that businesses would favor persons who had obtained an education from English schools, the impending educational agenda was further established. Due to the intense interest that a select group of prominent educators and social reformers showed in English instruction, this language quickly became quite popular. As a result, English became increasingly prominent as a language of teaching, while traditional Indian languages were relegated to the background.

## 1.2 The Position of English Language before Independence

The dialect was ruled by English. It served as both the administrative and judicial languages. It served as the common language for the community's learned classes. English was the primary language of teaching in high academic institutions in India before independence. The curriculum in both high school and college gave English pride of importance. The period devoted to English was time provided to exceptional education," was the adage that was common at the time.

## 1.3 Position of English after Independence

After India gained its independence, efforts were undertaken to replace English as the country's official tongue with Hindi. However, there were disagreements among the major leaders of the day. Mother tongue was always highlighted as the preferred medium of instruction by both Mahatma Gandhi and Tagore. After India gained independence from the British Empire in 1947, visionary leaders like Pandit Jawaharlal Nehru, the first prime minister, and Maulana Abdul Kalam Azad, the first minister of education, believed that eliminating English would seriously harm the work of more than a century and amount to "throwing out the baby with the bath water" [Dr. K. T. Bhatia]. According to Pandit Nehru, "English has become an intrinsic component of our educational system after 150 years of close interaction, and this cannot be removed without harming the cause of education in India. Indians can overlook studying English at their own peril because it has grown to be one of the most widely spoken languages in the world today, according to Dr. K. K. Bhatia.

The 1949 University Education Commission advocated a gradual switch from English to Indian languages as the primary language of instruction at the university level. However, a few distinguished academics, including C. Rajagopalachari and the then-minister of education, Maulana Abdul Kalam Azad, recognized the value of English and pushed for its continued inclusion in the curriculum. The role of English in the school curriculum underwent periodic policy revisions as a result of these conflicts of opinion. English was included as a second language that was required at the secondary level by the Secondary Education Commission in 1951–1952. According to the Commission's recommendation, middle school students should have access to facilities for optional English study, and secondary schools should place a priority on teaching English. According to the secondary Education commission's observation from 1953, studying English literature and language helped to promote national cohesion in the political and other sectors. [K. K. Bhatia]

According to the Parliament Act of 1965, English would remain the Union's secondary language. The Indian University Commission, which was established shortly after India's independence to look into this issue, noted that if the nation abandoned English out of sentimental motives, it would be cut off from the living stream of expanding knowledge because English is the only way to keep India connected to the outside world and keep it from being engulfed in the darkness of ignorance. [Dr. K. T. Bhatia].

The Indian Education Commission of 1964–1966 proposed the three-language system and encouraged students to take of English as an optional subject at the upper primary level, or from standards V to VII, and as a required subject at the lower secondary level, or from standards VIII to X. For the entire nation, it was again optional for students in grades XI to XII of higher secondary education. English's status has been described as that of a library language. English teaching in India now has a stable position thanks to this commission. English as a second language is now only taught orally beginning in first grade. It requires third-grade writing assignments and six weekly classes of 30 minutes each.

#### 1.4 Present Position of English in the School Curriculum

English is unable to maintain the same position in the curricular and governmental structures of the nation in post-Independent India as it had in the past, despite the need of continuing English education. The status of the nation's lingua franca cannot be held by English now. An Indian language must and will hold that place. Hindi was to replace English as the official language of the Union of India after 15 years, according to the 1950 constitution that India ratified. The southern Indian states vigorously rejected this. As a result, an Act of Parliament was passed in 1963 designating English as an Associate official language. The Kothari Commission (1964–1966), on the recommendations of which the school curricula in the majority of Indian states have been created, clearly stated the position that is provided in English in the educational curriculum. As a result of this new wind of change, the following policies are clear:

A foreign language class will be taught in English. English will be taught for its practicality, therefore understanding how to use it will be crucial. Instead of being taught as a literary language, English will be taught as a language of comprehension. A student does not need to have complete command of the English language. To be able to speak and write in English, one merely has to grasp the basics of the language. The emphasis is on developing four English-related skills: speaking, listening, reading, and writing. It won't be used as a medium of instruction in schools or universities anymore. The amount of time given to teaching English in schools has decreased. However, the way English is taught in Indian schools nowadays, notably in Mumbai, is disorganized. For six years, English is taught to students in roughly six thirty-minute sessions every week. However, it is clear that learning English phrases one at a time is challenging to them. The most fundamental and frequent English grammar patterns are not known to them [Dr. K. T. Bhatia]. The Kothari Commission's report, which supported the implementation of the three-language formula at the school level, has ultimately resolved the linguistic conundrum. The first language spoken by the mother was given more weight by the Commission. Since Hindi is the official language of India, it has been designated as a second language that is required. In the curriculum, English is listed as the third language. The diversity of languages, in Dr. S. S. Mathur's opinion, is the greatest hindrance to national unity. This nation's inability to embrace a national language even after 20 years of independence is very tragic.

## 2. Literature Review

The researcher for this purpose came across the following studies done in India and abroad on the various aspects of English language teaching and the problems faced by the teachers as well as the students. The researcher has reviewed various studies conducted in the area of present study which enabled to think in the line of the study.

**Mawere, M. (2012)** did a study on the difficulties encountered in the public school system of Mozambique when teaching and learning the English language. The study found that among the main issues making the teaching and learning of English a major difficulty in Mozambique's public education are a lack of competent teachers and pertinent materials such (English textbooks). **Goodwyn, (2012)** did a study on English instruction in elementary government schools in India. According to the study's findings, official discourse and evaluation practices have altered how teachers and their students interact with literature, and English teachers are sincerely worried about changing this trend. Students considered the subject to be particularly challenging because the teacher in question was unable to explain the text clearly and effectively. They also bemoan the absence of resources, tools, and library services. **Tangme Marchina Sangma (2013)** conducted research on Meghalaya's secondary school level English teaching and learning issues. The majority of pupils, the researcher found, view English as being important, are eager to learn it, and want their mother tongue to be used in the classroom. The majority of the kids who are being taught English by their teachers are competent. The student's mother language is used most often in interactions in class. Fifty percent of the students struggle to form sentences correctly. The utilization of audiovisual aids is extremely low. Most kids struggle to properly understand English. The environment inside of the classroom needs to be better in order to motivate the pupils to learn English. The overflowing classrooms prevent the professors from giving each pupil the attention they need while instructing them. Training is required for the teachers. **Joy James Smith (2013)** conducted research on the challenges high school students in Nagaland have in learning the English language. The researcher noticed that the Naga pupils' multilingualism affected how well they learned English. The majority of children start their English conversation after their classmates do. The students extremely rarely encounter English, the target language, outside of the classroom. Students are motivated to learn the language because they are aware of its importance. Lexis, phonetics, and grammar are all shown to be challenging for children to learn. Lack of properly trained teachers and high-quality instructional tools. Thus, this has an impact on the teaching-learning process. For the purpose of understanding English, the pupils must employ guidebooks and individual teachers. They lack the proficiency necessary to speak

English fluently. Speaking and listening are overlooked in classroom instruction. Training is required for the teachers. **Salahuddin, Khan, and Rahman (2013)** tried to learn about the difficulties in implementing the English curriculum at the primary level in Bangladesh's rural locations. According to this study, schools in rural areas struggle to implement the English curriculum because they lack qualified teachers, enough teacher training, appropriate teaching techniques and resources, and adequate physical facilities. Additionally, as the results indicated, these problems can be resolved by hiring more teachers, upgrading teaching materials, subject-based training, and the availability of teachers' guides, as well as by other non-governmental organizations. The study underlines the issue of English learning and teaching in rural locations where the implementation of English curriculum cannot be done adequately, regardless of the primary schools where the study took place. As a result, the findings of this research can serve as the basis for my own. **Thota pall Anjaneyulu (2015)** conducted study on the challenges instructors in government schools encounter when attempting to teach English. The study's main conclusions were: Several English professors started using the communicative approach. Few teachers employed the lecture style or question-and-answer sessions, while the majority of teachers embraced the bilingual approach.

### 3. Rationale of the Study

Teaching English language is not an easy task, it requires the teachers to have the ability to use methods and approaches and teaching aids. Teachers have to play many roles in the classroom. One side teachers have to focus on teaching the lesson on understanding level of the students and on another side; they have to complete the syllabus on time. Apart from the time factor and infrastructure, resources are necessary things for teaching language in the classroom. If the classroom is observed, there can be find variation among the student's competency. Teachers should keep it in mind before preparing lesson plans. Language is not subject, like chemistry, mathematics but it is skill oriented where practice is needed to acquire skills of language. All main basic skills of language like listening, speaking, reading and writing are integrated. Most of the studies conducted on the areas of methods of teaching, diagnosis the learning difficulties, teaching grammar, spelling, pronunciation etc. However, few studies revealed the majority of the teachers were not professionally equipped to teach English. The majority of the teachers were not aware of appropriate methods of teaching English in the classroom. Teachers felt that size of classroom, lack of resources, and quantum of work load affected the teaching in the classroom, considering these facts, it is very much necessary to find out problems in teaching English with respect to school related, availability of instructional resources, methods of teaching English and teacher experiences. This particular study tries to shower light on some of the issues. The present study is taken up for investigating into the problems faced by teachers in teaching English language at secondary level.

### 4. Research Questions of the Study

1. What kind of problems do teachers encounter for teaching English language at secondary level?
2. What kind of resources do teachers have access for teaching English at secondary level?
3. What pedagogy do teachers employ for teaching English language at secondary level?

### 5. Objectives of the study

1. To ascertain the availability of resources for teaching English at secondary level.
2. To find out the problems faced by teachers in teaching English language at secondary level.
3. To explore the pedagogy employed by teachers in teaching English language at secondary level.

### 6. Methods and Procedure

#### 6.1 Methodology of the Study

The current study adopted the descriptive survey method.

#### 6.2 Population of the Study

The population of the present study consists of all the teachers who are teaching English language to the students in government secondary schools.

#### 6.3 Sampling of the Study

For selecting the sample of the study, the investigator has employed the random sampling technique. In the present study, all the English teachers of sixty government schools had been considered as a sample of the study. A total of 120 English language teachers were working in the 60 government secondary schools. Thus, the total sample of the study was 120 English language teachers from all the government schools.

#### 6.4 Tools Used for the Collection of Data

For achieving the first objective of the study, the investigator has constructed the semi-structured questionnaire which comprised a total of 13 items. For developing the semi-structured questionnaire, the investigator reviewed the related literature and also tools available regarding the focused objective. After having adequate knowledge of the study, the investigator initially

prepared 30 items pertaining to proposed objectives, and the tool was also discussed with the guide and other scholars having expertized in concern area. By considering the suggestions of the experts, the semi-structured questionnaire had been modified and finalized with 13 items. For realizing the second objective of the study, the investigator constructed the checklist which comprised five items. All the five items have focused to collect the responses of the participants. For achieving the third objective of the study, the investigator constructed an interview schedule which comprised six items. The interview schedule had focused on some dimensions such as methods, approaches, syllabus, problems, training required.

## 6.5 Procedure of the Data Collection

For collecting the required data, the investigator had approached the concern Heads of the government secondary schools. The investigator also explained them the nature of the study, importance of the required data to be collected and also assured them the confidentiality of the response of the participants. After obtaining the permission from the concerned authorities the investigator approached the participants and also had an interaction with them regarding the purpose of the data to be collected and taken their consent for collecting data. The investigator also assured them that their responses would be kept confidential and also employed for research purpose only. During the collection of the data, research participant's doubts were clarified by the investigator and also the data have been collected in the presence of the investigator only. Moreover, during the data collection, the investigator followed the convenience of the participants with respect to their availability and willingness. Finally, the investigator has collected data from a total of thirty-five English language teachers.

## 6.6 Data Analysis and Techniques Employed

For analyzing the assembled data, the investigator has followed the frequency and percentage calculations and content analysis. The data which has been collected through questionnaire, checklist was analyzed quantitatively. The data which has been collected through interview schedule and open-ended responses were analyzed with the help of content analysis.

## 7. Major Findings of the study

In the light of the data analysis and interpretations, some of the significant findings have been emerged and presented as follows:

### 7.1 Objective - I

The study revealed that 80% of the teachers responded that they were facing problems, while teaching English language in schools. The study found that a majority of the respondents (77.14%) stated that they were not using the English language extensively the while teaching the content of English subject due to the low competencies of pupils in language and much usage of the local language. The study found that more than half of the respondents stated that they had adequate materials for teaching English syllabus where as 37.14% disagreed with it. The study discovered that 77.1% of the respondents revealed that their students were lack of motivation and interest in learning of the English language. 46.7% of the teachers stated that their pupils were not able to speak and understand the English language while teaching English in the classroom. The study found that 88.5% of the respondents preferred to employ loud reading where as 11.4% preferred to employ silent reading. The study revealed that 71.5% of the teachers admitted that they preferred to improve the reading skills among the students, whereas 28.6% preferred to improve speaking and writing skills.

### 7.2 Objective - II

The study discovered that the majority of the respondents (95%) stated that they were lack of audio aids and visual aids for teaching English in their schools. The study found that 45.71% of the participants stated that they had the availability of smart boards in their schools. The study revealed that all the sampled teachers stated that they were having the availability of dictionaries in the schools. It can be found in the study that 74.2% of the respondents expressed that the students did not have the habit of reading an English newspaper daily. The study found that 85.7% of the respondents stated that they were able to manage the strength of their English class whereas only 14.2% disagreed.

### 7.3 Objective - III

The study revealed that 71.4% of the mentioned stated that they were employing the bilingual method while teaching English. The study found that 60% of the teachers announced that they gave importance to the content of the subject, whereas 40% of them stated that structure, grammar and vocabulary were given importance. It is also inferred from the study that 71.4% of the teachers demanded that they were in need of training to teach English, whereas only 28.5% disagreed with it. It is also discovered in the study that 54.3% of the teachers agreed that they were facing problems while executing any activities in the classroom. It can be inferred from the study that a majority of the teachers stated that they demanded training in improving their speaking abilities and competencies.

## 8. Discussion of Results

The study primarily aims at determining the problems encountered by teachers in teaching English language in government high schools with regard to availability of Audio visual aids, pedagogy employed by teachers, and problems faced by

teachers while teaching English. Based on the findings of the study, the majority of the respondents were facing problems while teaching English language and they were using local language while teaching due to the pupils' low understanding level in the target language, and also to make content easy to understand. It also found that the majority of the English teachers were using the bilingual method. These findings were confirmed by studies done by Ram (1989) and Jayashree (1989). More than half of the teachers voiced that they gave importance to the teaching of content and focused for developing reading skills in pupils. The study also revealed that a majority of the respondents declared that unavailability of Audio Visual aids was a big challenge for teaching English. These findings of the study were matched with Antonisamy (1991) that the teachers did not focus on the development of skills, but on the content of the text, inadequate audio-visual for teaching English. Though teachers did not employ the communicative approach while teaching, 91.4% of the teachers believed that communicative approach was most effective. This finding was matched with Al-Kahatani (2002) recorded that communicative approach was the most effective approach of teaching English.

The study observed that 91.4% of the respondents stated that communicative approach is most effective. This result of the study was matched with Al-Kahatani (2002) that communicative approach is the most effective approach of teaching English. The study revealed that 100% of the respondents stated that they help their students to speak in English. This finding of the study was matched with Jayashree (1989) Teachers experienced great difficulty in making students understand English; most of the teachers were using Bilingual method. The study found that a majority of the respondents (77.14%) stated that they were not using English for transact the content due to the low abilities of pupils and lack of speaking environment in target language. This finding of the study matched with Chesta Arora (2006) that most of the students come from lower socioeconomic strata of society with dilapidated life circumstances, only translation and bilingual methods were used, there was a lack of proper library, motivation, teaching aids, individual attention.

## 9. Educational Implications of the Study

The communicative approach is found to be very useful and helpful in teaching learning English. All the English language teachers would be provided training therefore effective teaching could be observed. This research work indicated that the students were lack of getting exposed to the target language. It is said that language teachers can organize various activities, games so that there would be scope for pupils to improve their speaking skills. All schools must be equipped with audio-visual aids so that these generate interest in pupils and it can enable the students to grasp English very well.

## 10. Suggestions for Further Studies

A study can be conducted on the same title by undertaking the large sample of the state for consolidating the findings underlined in the given study. The present study was confined to the government high schools only. It can be replicated to explore the same objectives in private schools and also comparison could be done. A study can be undertaken to measure the attitude of teachers towards teaching English language at secondary level. The study was a descriptive survey in nature and, majority of the data were collected through questionnaire only. A qualitative study can be carried out to understand the teaching-learning process with regard to English language at secondary level.

## 11. Conclusions

After sum up the results, the investigation is concluded with the most and influential difficulties and challenges faced by the teachers while teaching English language in the classroom. The teachers mostly face the difficulty in base language of the students, if the students are from the diverse background then there is very difficult to inculcate the English language among the students. There are lack of devices which help them in teaching learning process such as Audio aids and visual aids. There is lack of good trainers who can provide the training to them towards specific communication skills and competencies. The utmost problem is the use of local language in the classroom by the students and teaching English as a subject than teaching it as language in the classroom. So by creating the good environment will help in developing the capabilities and competencies towards speaking English language.

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