



ROLE OF THE ENGLISH LANGUAGE TEACHER IN ENGLISH TEACHING-LEARNING PROCESS OF SECONDARY SCHOOLS

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ABSTRACT

This paper intended to discuss the role of English Language in English Teaching-Learning Process of Secondary Schools. Education is the most important invention of mankind. It is more important than its invention of tools, machines, space-crafts, medicine, weapons and even language, because language too is the product of education. A language teacher plays an important role in providing an engaging teaching and learning environment. Learning is an important phase of human life. It is a basic factor in the education. Learning is a comprehensive term and includes varied activities and experiences which have an important influence on the behaviour of an individual. This paper has put emphasis on the role of English language teachers as facilitators in encouraging students for active participation in the English language teaching learning process.

KEYWORDS: Learning Process, Learning Environment.

INTRODUCTION:

Learning is the most important phase of human life. It is a basic and primary factor in education. It is growth in the adaption of behaviour to a wide variety of situations and circumstances. Learning is a comprehensive term and includes varied activities and experiences which have an important influence on the behaviour of an individual.

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experience affects readiness to learn and understanding of those requirements involved. Most people have fairly definite ideas about what they want to do and achieve. Goals sometimes are short term, a matter of days or weeks. On the other hand, some goals may be carefully planned for a career or a lifetime.

A teacher plays an important role in providing an engaging teaching and learning environment. Teacher's performance towards their teaching assumes an important influence on the quality of an educational program, and eventually on the competence of graduates. The function of the teacher alone is able to flourish or crush the outcome of students' participation in the teaching and learning process. In the traditional teaching and learning environment, teacher normally dominated the classroom instruction while students passively receive the knowledge conveyed by the teacher. The lack of students' participation in a traditional teaching and learning environment. The traditional teaching and learning environment, students are spoon-fed with information from the text books and materials.

Hence, it was an absolute necessity for students to take the dominant role in the teaching and learning process. The optimal students' participation in the teaching learning process is imperative to ensure the students are able to effectively practice self-regulated learning strategies.

NEED AND IMPORTANCE OF THE STUDY

Communication skills in English have become very essential in this 21st century revolution scenario. People who have effective communication skills in English have better opportunities. Almost entire the higher education system is being offered only in English and to communicate with people in a highly diversified country like India, English is the best medium.

The development of communication skills among students can be effectively understood by studying the English language teaching and learning keenly observing from the communication and language learning problems point of view. Hence, the researcher felt that the importance of finding out the English language teaching-learning process in secondary schools. The present research paper will help the teachers to know the present condition of the learners and assess their methods and techniques in imparting communication skills among the learners. It will help the policymakers and authorities to plan the suitable methods and approaches for teaching English language teaching - learning skills to the learners having a non-English language as a mother tongue.

OBJECTIVES OF THE STUDY

- To study the perceptions of teachers towards English language teaching and learning process in secondary schools.
- To find out the influence of the following variables on the opinions of teachers towards English language teaching and learning in secondary schools.
- To identify the gaps in the methods and approaches of English language teaching and learning in secondary schools.
- To suggest the possible ways and means for the improvement of English language teaching and learning, and communication skills among teachers.

HYPOTHESES

1. There will be no significant difference between perceptions of male and female teachers towards the English language teaching-learning process in secondary schools.
2. There will be no significant difference among teachers' perceptions based on their age group towards the English language teaching-learning process in secondary schools.
3. There will be no significant difference among teachers' perceptions based on their School Management towards the English language teaching-learning process in secondary schools.
4. There will be no significant difference among teachers' perceptions based on their locality of the school towards the English language teaching-learning process in secondary schools.

DESIGN OF THE STUDY

The investigator followed the survey method of the descriptive research. It involves a clearly defined imaginative planning, careful analysis and interpretation of data gathered and logical reporting on the investigation. To carry out the research of this type for collection of data, for testing the hypothesis and for arriving at certain conclusions, it is necessary to choose the technique and the proper tools to the employed. Each data gathering device has both merits and limitation. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.

RESEARCH TOOL

The instruments that are employed to gather new facts or to explore new fields are called as 'tool'. It is of vital importance to select suitable instruments or tools. Different tools are suitable for selecting different types of data. The investigator may use any one or more of the tools in combination for this purpose, there are two types of tools called standardized tool and tool prepared by the investigator. Since the present investigation is related to the collection of information from the opinions of teachers towards

Status of English Language Teaching and Learning in Secondary Schools of Krishna district, Questionnaires are constructed and administered to find out the Status of English Language Teaching and Learning.

CONSTRUCTION OF THE TOOL

The present piece of investigation was intended to study the Status of English Teaching and Learning in Secondary Schools of Krishna district. After the thorough study of various previous studies, investigations and research articles in journals and periodicals and some of the research papers published on the subject matter, the investigator has constructed the tools for present research work i.e., questionnaires i.e. The investigator has developed and adopted the tool.

POPULATION AND SAMPLING

Data is collected by the census method or by the sample method. In the sample method the information is obtained only from a part of the population and based on this inference is drawn for the entire population. Sampling is thus a study of the part of the Government, Private Aided and Local body Secondary Schools in Krishna District.

The scholar adopted random sampling technique to identify the schools, and taken 200 teachers for collecting the data. Schools were selected on the basis of simple random sampling procedure. Teachers and Students were selected based on the step wise simple random sampling technique.

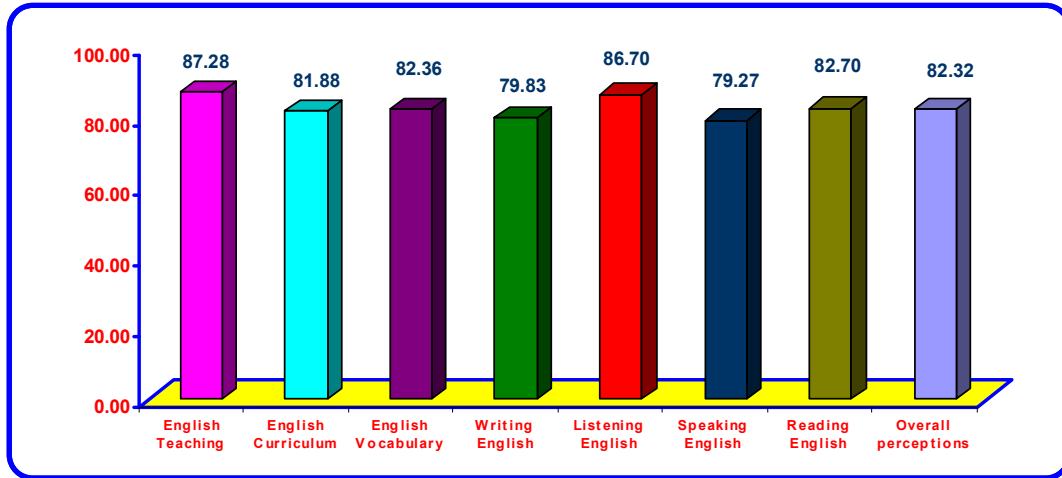
DATA COLLECTION

A brief orientation is given before distributing of the tool to the sample, necessary instructions are provided to teachers. No time limit is kept for the answering the questionnaire but almost all teachers answered the tools. Hence, 200 teachers are selected from Secondary Schools in four revenue divisions in the Krishna district.

Table 1: Overall Perceptions of Teachers towards Status of English Language Teaching and Learning in Secondary Schools

Area	N	Min. Score	Max. Score	Mean	Mean Percent	SD
English Teaching	200	6	30	26.19	87.28	1.55
English Curriculum	200	5	25	20.47	81.88	2.27
English Vocabulary	200	22	110	90.60	82.36	7.54
Writing English	200	11	55	43.91	79.83	5.02
Listening English	200	4	20	17.34	86.70	1.62
Speaking English	200	7	35	27.75	79.27	3.62
Reading English	200	7	35	28.95	82.70	3.21
Overall perceptions	200	62	310	255.19	82.32	20.11

Table-1 shows that the teachers expressed more positive response with respect to English Teaching, English Curriculum, English Vocabulary, Writing English, Listening to English, Speaking English, Reading English and overall perceptions towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District. The mean and mean percentages are 26.19, 20.47, 90.60, 43.91, 17.34, 27.75, 28.95 and 255.19 which are 87.28%, 81.88%, 82.36%, 79.83%, 86.70%, 79.27, 82.70 and 82.32% of their Total score respectively.



Graph 1: Overall Perceptions of Teachers towards Status of English Language Teaching and Learning

Table 2: Correlation between Teacher’s Perceptions on Different Areas towards Status of English Language Teaching and Learning in Secondary Schools

Area		English Curriculum	English Vocabulary	Writing English	Listening English	Speaking English	Reading English
English Teaching	‘r’-value	0.26**	0.23**	0.11 ^{NS}	0.12 ^{NS}	0.18*	0.18*
	p-value	0.00	0.00	0.12	0.08	0.01	0.01
English Curriculum	‘r’-value		0.77**	0.60**	0.52**	0.60**	0.55**
	p-value		0.00	0.00	0.00	0.00	0.00
English Vocabulary	‘r’-value			0.69**	0.55**	0.62**	0.58**
	p-value			0.00	0.00	0.00	0.00
Writing English	‘r’-value				0.64**	0.62**	0.66**
	p-value				0.00	0.00	0.00
Listening English	‘r’-value					0.64**	0.70**
	p-value					0.00	0.00
Speaking English	‘r’-value						0.75**
	p-value						0.00

** Significant at 0.01, *Significant at 0.05 level and NS: Not Significant

Table-2 depicts that there is a high significant correlation between the areas of English Teaching, English Curriculum, English Vocabulary, Writing English, Listening to English, Speaking English, Reading English towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District. The ‘r’-values are found to be 0.26, 0.23, 0.18, 0.18, 0.77, 0.60, 0.52, 0.60, 0.55, 0.69, 0.55, 0.62, 0.58, 0.64, 0.62, 0.66, 0.64, 0.70 and 0.75 and the p-values are 0.00, 0.00, 0.0, 0.01, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00, 0.00 which are significant at 0.01 and 0.05 level. This shows that there is a high significant correlation between the areas of English Teaching, English Curriculum, English Vocabulary, Writing English, Listening English, Speaking English and Reading English towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District. Hence, the null hypothesis is rejected.

MAJOR FINDINGS

- Teachers expressed more positive response with respect to English Teaching, English Curriculum, English Vocabulary, Writing English, Listening English, Speaking English, Reading English and overall perceptions towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.

- There is a high significant correlation between the areas of English Teaching, English Curriculum, English Vocabulary, Writing English, Listening English, Speaking English and Reading English towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between below 35, 35 to 45 and above 45 years age group teachers perceptions with respect to English Vocabulary, Listening English and overall perceptions towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between OC, SC, ST and BC caste teachers perceptions with respect to English Vocabulary, Writing English, Listening English, Speaking English and overall perceptions towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between below 5, 5 to 10, 10 to 15 and above 15 years teaching experienced teachers perceptions with respect to English Curriculum Writing English and overall perceptions towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between teachers perceptions based on their academic qualification with respect to English Teaching towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between Government, Private and Local body school teachers perceptions with respect to Writing English and Speaking English towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between urban, rural and tribal area teachers perceptions with respect to English Curriculum, English Vocabulary, Writing English, Listening English, Speaking English, Reading English and overall perceptions towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.
- There is a significant difference between teachers perceptions based on their qualified Diploma in ELT with respect to Reading English towards Status of English Language Teaching and Learning in Secondary Schools of Krishna District.

RECOMMENDATIONS

1. The managements should take into consideration the size of the classroom, availability of open space, lighting, physical arrangement of furniture and materials, blackboard space, display space and storage space.
2. Government should provide adequate equipped classrooms and educational technology.
3. To provide multi-media and learning facilities for the students to do further practice on language skills on their own in addition to what has been taught in the classroom according to individual needs, and interests.
4. The schools should be well equipped with proper educational aids.
5. The schools should be provided with libraries containing useful and interesting English books
6. The teachers should be supplied with Teachers' Manuals.
7. The teachers' salary should be increased to solve their financial problems and to satisfy their needs.
8. Teachers should know that using educational aids can facilitate the process of teaching and learning English.
9. Teachers should emphasize all the four skills - listening, speaking, reading and writing - to arrive at a desirable status.
10. The teachers should develop their listening skill through various channels such as the English speaking radios, television, etc
11. Teachers to develop friendly relationships with the students so that the students feel at ease in the class and consequently learn the lessons more effectively.

12. Parents should encourage their children to use English at home and class. They should also try to buy their children different English books and magazines especially English news papers and make sure that children read them on the regular basis.
13. The administrators should try to motivate teachers for attending the classes regularly and make use of English language in the class. They should try to provide required facilities in the schools. They should try to provide professional assistance to the teachers.
14. Organize English subject related training for the teacher.
15. Government should also make adequate provision to equip secondary schools with relevant educational technology including modern ICT-based language laboratories especially in rural areas where such facilities are not readily available and where the economy of the dwellers is generally inadequate and parents are mostly uneducated.

CONCLUSION

English language teacher has a skill of teaching learning process in classroom environment. The skill of teaching learning process is now innovative as a global scenario. English language teacher needs to identify the gaps and challenges for strengthening the communicative environment in our society. English language teacher needs to search means and ways for better techniques are need of the hour.

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