

## **AN ANALYTICAL STUDY ON PROBLEMS FACES BY SECOND GRADE TEACHERS TO TEACH ENGLISH AT PRIMARY SCHOOL LEVEL**

**Dr. B. K. Gupta**

Associate Professor, Department of Education

Jawaharlal Nehru Memorial Post-Graduate College, Barabanki (U.P.)

### **Abstract:**

English is the language of the British. They ruled over India for more than 150 years. Naturally, the people of India needed to learn the language of their rulers. As a result, English language became important in the pre-independent India. In the beginning, the British wanted to communicate with the Indians. So, they started teaching English to the Indians. Later on, they wanted to divide Indian people. So, they introduced English and gave importance to the English knowing Indians. English language became necessary for getting a job. This gave rise to the importance of English. During the British rule and even today English is used as an important official language. A good knowledge of English is necessary to do official works efficiently. English is used in the courts. The judges write their judgment in English. Though the discussion in the court totally goes in Hindi or any regional language, most of the books of law are in English. As compared to other languages one can communicate with more number of people by using English. It helps one in communicating with people belonging to different regions of the country and different countries of the world. The paper highlights the second language and its usage.

**Keywords:** anxiety, interpretation, generalization, communicate

### **INTRODUCTION**

English is the language of the British. They ruled over India for more than 150 years. Naturally, the people of India needed to learn the language of their rulers. As a result, English language became important in the pre-independent India. In the beginning, the British wanted to communicate with the Indians. So, they started teaching English to the Indians. Later on, they wanted to divide Indian people. So, they introduced English

and gave importance to the English knowing Indians. English language became necessary for getting a job. This gave rise to the importance of English. During the British rule and even today English is used as an important official language. A good knowledge of English is necessary to do official works efficiently. English is used in the courts. The judges write their judgment in English. Though the discussion in the court totally goes in Hindi or any regional language, most of the books of law are in English. As compared to other languages one can communicate with more number of people by using English. It helps one in communicating with people belonging to different regions of the country and different countries of the world.

World is changing at a rapid pace and there is a need for teachers to learn as well for instance, new way of teaching or engaging with subject using technology. Most school teachers are not updated to engage with students today. The students are born in an environment that is for more information intended than ever before and unless teachers are capable to comprehend the latest, they cannot enable students in learning, for most of the teachers are not from the best of the students. The best of the students aspire to a different profession than teaching at school.

## **Review of Literature**

**Cheng, Hsin-Chia (2011).** "Vocabulary Acquisition in Learning English as a Second Language: Examining the Involvement Load Hypothesis and Language Anxiety with Taiwanese College Students."

The purpose of this study was to investigate the impact on Taiwanese students' English vocabulary retention, task difficulty ratings, and task utility rating, under varied task load conditions (reading only, fill-in-the-blanks, writing) when controlling for level of trait anxiety. The task loads were based on the Involvement Load Hypothesis. The participants in this study were 111 Taiwanese students who were not English majors from three English classes taught by the same teacher and using the same textbook at a university located in Northern Taiwan. The research findings included the following students in the reading only group (with the lowest task load) generated higher

vocabulary retention than the fill in the blanks group (with a medium task load) when controlling for trait anxiety. One implication of this study is that the Involvement Load Hypothesis was able to distinguish between the lowest and highest load tasks but it did not adequately describe the moderate task.

**Friedline, Benjamin E. (2011)** "Challenges in the Second Language Acquisition of Derivational Morphology: From Theory to Practice".

The three studies in this dissertation bring together quantitative and qualitative methods in order to understand L2 learning of derivational morphology. By using measures of derivational knowledge developed from L1 research. Study 1 provides a foundation for in-class research by assessing what L2 learners know and do not know about derivational morphology in comparison to adult native English speakers and how factors such as L1 background and L2 proficiency shape L2 knowledge of derivational morphology. Results show that L2 learners have poor knowledge of derivational morphology regardless of L1 background or L2 proficiency.

Study 2 follows from these results and investigates the effects of input-processing versus pushed output instruction on the development of productive and receptive morphological abilities. The results of this study support the hypothesis that instruction is beneficial for L2 derivational learning; however, results do not support the hypothesis that pushed out-put instruction leads to better immediate and long-term learning than the input-processing condition. In fact, results suggest that equivalent learning occurs between the two conditions across all measures of derivational knowledge.

Finally, Study 3 was a qualitative investigation of learners „attitudes, actions, and motivations towards the learning of derivational morphology over the course of Study 2. Using activity theory, this study describes how students „initial actions, which were not aligned with the goal of morphological learning were transformed over the course of the study as students came to realize the importance of derivational morphology for their success in English. The results of this study are also important because they offer an alternative explanation for why the hypotheses in Study 2 regarding the

effectiveness of output were not supported. Specifically, many participants in this study became aware of derivational morphology for the first time as a result of this study.

## **1. Method of Research**

### **Survey Method**

The word survey has been derived from the word „Sur“ or „Sor“ and „Veir“ or „Veior“ which means „Over“ and „See“ respectively. Normative survey deals with „what is? “; This method is the most popular and widely used method in educational

research. It attempts to describe and interpret „what exist at present? “. In the form of conditions, practices, process and trends, it involved not only the gathering and tabulation of data regarding current conditions, but also the measurement, evaluation, classification, comparison, interpretation and generalization. According to Robert H.M.Travers (1958) “The facts collected through survey method may contribute to the solution of immediate problem, but rarely they develop a body of knowledge that can be used in solving future problems”. The steps in survey method will include the following:

Formulating the objectives of the study

Selecting the appropriate sample

Designing the method of data collection

Tool development and administration

Data analysis and interpretation

Suggestions

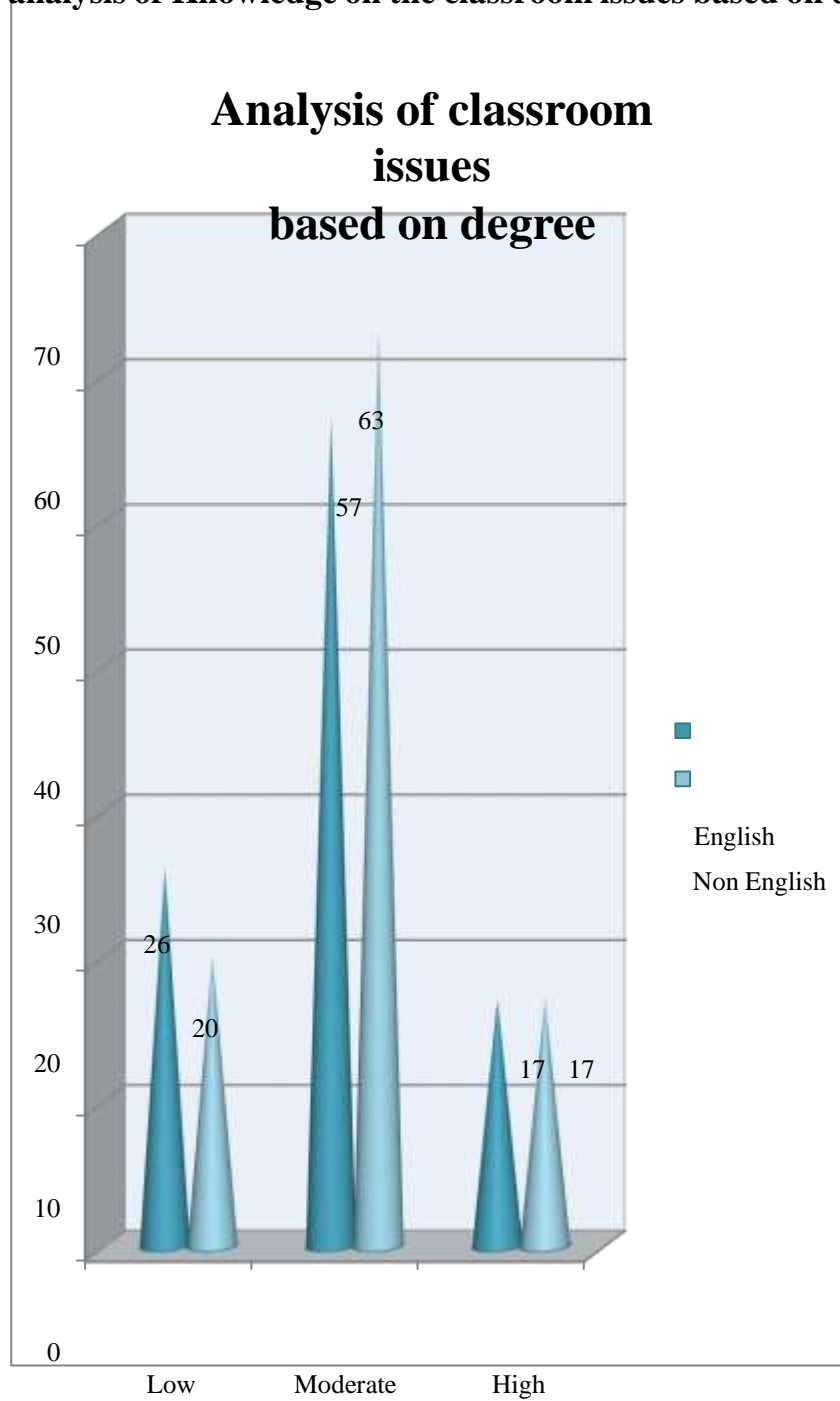
## 2. Data Analysis and Interpretation

### Percentage analysis of Knowledge on the classroom issues based on degree

Degree	English		Non English	
	N	%	N	%
Low	27	26	19	20
Moderate	59	57	61	63
High	17	17	17	17
Total	103	100	97	100

From the above table, it is found that both teachers with English degree (57%) and non-English degree (63%) have moderate level of knowledge on classroom issues. 17% of UG teachers and 17 % of PG teachers fall in the high level and 26% of UG teachers and 20% of PG teachers fall in the low level. From this, it can be stated that both teachers with English degree and without English degrees fall into the moderate level

Percentage analysis of Knowledge on the classroom issues based on degree



## **Conclusion**

Issues in teaching and learning arise due to a number of reasons. Issues in English language teaching and learning include the problems the students face in listening, speaking, reading and writing. This study thoroughly studied the challenges faced in acquiring English language. The outcome of any education should focus on the overall development of the learner. In language learning, skill development of the learner is given prime importance. Skills of English language include listening, speaking, reading and writing. Methods used in language teaching plays an important role in developing the skills of the learner. Traditional method of teaching English language has been replaced by technology in the present scenario. Awareness on the importance of English is much essential for the teacher as well as learner. The learners are so in the stage that they fail to know the importance of English language. The students taken for this study are the primary students, they tend to ignore the importance of communication which is more essential for their future. It is the role of the teachers to create the awareness of the importance of communication among the students.

Skill based training is more essential for the learner to develop language skills. The teachers can plan and give skill based training to the students through which they can excel in the language. This can help to sort out the issues in the teaching and learning of English. It has been found that the students do not prefer to develop their language skill.

This is due to the preference they give to their mother tongue. Communication through mother tongue is as simple as anything. Students prefer to communicate in mother tongue as it is the simplest means of communication. As they communicate in mother tongue with their parents most of the time, preference is not given by the students to talk English.

Students in the current trend have good exposure to technology. Every teacher should keep in mind that the students will be able to better learn when English language is taught using technology. Students' interest completely relies upon the type of technology that has been used by the teacher and this would kindle the interest of the students towards learning English. The teacher has to make sure that he/she has to use technology to deliver English language learning.

The syllabus plays an important role in the academic life of the student. The framed syllabus has to meet the expectations of the learner and it has to deliver what has to be delivered and make the students attain what has to be attained. A number of activities can be incorporated while designing the syllabus and this would cater to the very single need of the learner to overcome the issues that they face while learning.

### **Bibliography**

Cheng, Hsin-Chia.(2011). Vocabulary Acquisition in Learning English as a Second Languages Examining the Involvement Load Hypothesis and Language Anxiety with Taiwanese College Students."Ph.D, University of Northern Colorado. Print.

Friedline, Benjamin E. (2011). Challenges in the Second Language Acquisition Of Derivational Morphology: From Theory to Practice. Ph.D, University of Pittsburgh.

Stephen Black and Keiko Yasukawa. (2012). Shared delivery: integrating ELT in Australian vocational education, *ELT Journal*, Volume 66, Issue 3, pp 347–355, <https://doi.org/10.1093/elt/ccr086>

Warhol, Tamara. (2011). How Novice Language Teachers Talk about Teaching Writing.Ph.D, University of Pennsylvania.