



FACTORS AFFECTING THE TEACHING OF ENGLISH AT SECONDARY

SCHOOL:

A CASE STUDY OF SOUTH GARO HILLS DISTRICT, MEGHALAYA.

TANGME MARCHINA N.SANGMA

M.A English. M. Phil English.

Ph.D. Research Scholar

Department of English

University of Pune, India

ABSTRACT

The major aim of the study is to find out the problems and difficulties in English language teaching in secondary school level in South Garo Hills District, Meghalaya. The study aimed to explore the background of the teachers of English at secondary school level and their views and opinions as well as practices followed by them in respect of the various aspects of teaching English. The study is to identify the present status of teaching English through observation of teachers' performances in classroom situation. It intends to study the strength and weakness in the teaching of English. To suggest measures for improving teaching of English in the secondary school in the district. The findings of the present study will help teachers to identify their problems and difficulties in teaching English at secondary school level in the district. The researcher collected the data in the form of questionnaire, classroom observation, interviews and discussion method.

Keywords: English language teaching, secondary school, Baghmara South Garo Hills, Meghalaya.

INTRODUCTION

English is the world second language. Teaching English as a foreign language is now one of the most important subjects in the world. English as second language has become one of the essential components of many non-native English countries school curriculum across the world. Teaching of English has many opportunities and doors for the students.

Learning a second language depends upon two basic conditions. The first condition is learning without fear and interference. The second condition is that learning situation

should be free from criticism and reproach. A child learns its mother tongue in a natural way, without fear. A child easily picks up words and keeps on repeating the same till its master them. The same process goes on in case of second language learning. The more a learner has new vocabulary at its command it develops confidence. Listening and speaking are the two basic factors of the learning process of language.

In a second language learning process, the children can learn the second language with minimum effort. Committing an error invites criticism, reproach from their peer groups. Therefore, the situation for learning a second language should be such as to create a conducive atmosphere, free from fear, stress and strain.

The position of English language in Meghalaya occupies a privileged place in the hearts of the people of Meghalaya. Although it is a foreign language, it still occupies the position of an associate official language. It is the language of administration, a compulsory subject at the schools and college levels, and a medium of instructions and examinations at the school and university levels. Unluckily, the teaching of English in Meghalaya has a lot of short-coming and problems in spite of its importance and significance.

The major factors that affecting the teaching of English language in the district is the dearth of the well-trained and qualified linguistic English teachers. Many English teachers teaching in secondary school are not well-trained or linguistic competent enough to teach the English subject. And even if they are somewhat trained, their training is not satisfactory. Many of the teachers teaching in secondary school are not aware of the latest development in the field of English teaching methodology. Majority of the teachers teaching at secondary school level are not clear about the four-fold objectives of teaching English. A classroom teacher finds it difficult to teach because of over-crowded classrooms, leaving no scope for an individual's attention. Besides a large number of pupils come from the families which do not have an educational background. The parents are either uneducated with no background of the English language and literature or their conditions, few opportunities for communication in English outside the classroom exist for a majority of the school and college going students. This is one of the reasons for pupils having little opportunity to acquire a sound knowledge of English. Besides, like other parts of India, lack of facilities is other problems that confront the teaching of English language. Most of the schools in the district are not equipped with school libraries, audio-visual aids such as flash cards, charts, pictures, models, tape recorder etc. which help in English language teaching effectively. Most of the government school in the district lack good physical classroom like proper ventilation, electricity connections and black board in the

classroom. According to teachers without good provisions of the classroom is impossible to create proper teaching environment for the students. There is huge lack of teaching aids and materials in most of the schools in the district. Majority of the teachers are not aware of modern teaching aids and materials, methodology for teaching English subject.

CONCLUSION

The study revealed that there are various problems and difficulties which related to teaching of English language in the district.

1. Teachers teaching in secondary school level are not well-trained neither sufficiently qualified to teach English subject. They were not fully aware of the latest teaching methodology.
2. Lack of teaching resources and aid materials in most of the schools and the teachers were not aware of any modern teaching aids.
3. Overcrowded classroom. The number of students in the classroom is a major problem in the district.
4. Background of the learners. Most of the learners come from the poor socio-economic background where English is unknown to them. Teaching those students is very difficult and time consuming for most of the teachers.
5. Insecurity among teachers. Most of the private school teachers get paid relatively low salary; teachers in private school were also overworked. This produced a sense of frustration and feeling of insecurity among the teachers. Majority of the teachers in such schools are always searching for a better paying job elsewhere. This type of uninterested or half heartedness between the teachers adversely affects the teaching of English subject.
6. Lack of qualified teachers. Absence of qualified teachers at the foundation stage. Most of the primary and upper primary class are being taught by untrained English teachers. As a result of this practice, teachers in the secondary school or higher secondary school had to face students having no firm foundation in English. Therefore most of the teacher in this scenario aim to teach to cover up the syllabus, therefore students' mastery over the English language is totally neglected in the secondary school. As a result of this type of practices in the Meghalaya majority of the students are not able to communicate or speak in English in spite of learning English for many years.

RECOMMENDATIONS

In the light of the findings of the study the following conclusion were drawn:

1. The Ministry of Education should take serious initiative and supervise school practices to align them with the demands of teachers in teaching English.
2. The number of students in the classroom is a major problem. The Ministry of State should take some steps to overcome this problem.
3. The Education Minister of the State and school authority in the district need to ensure that training should be given to the untrained teachers teaching English.
4. Teaching of English language should be made more attractive and interesting to encourage the teachers and learners.
5. The syllabus of the English should be re-organised in such a way that listening, speaking, reading and writing skills in English form a compulsory part of its teaching and evaluation in primary and secondary school levels.
6. Trained and competent teachers of English in the school may be given first preference to teach in the secondary school level.
7. Use of mother tongue judiciously will provide an opportunity to create an environment of learning English.

References

- B.Salim (2001). *Teaching of English*. Atlantic Publishers and Distributors.
- D.N.Dasgupta (2004). *Effective Teaching Techniques*. Aavishkar Publishers and Distributors.
- Gurbir Kohli (2004). *General Method of Teaching*. ABD Publishers, Jaipur India
- Hughes A.G and Hughes E. H (1947). *Learning and Teaching*. Longmans Green and CO
- Jerry Jesness (2004). *Teaching English Language Learners*. Corwin Press, Sage Publications Company.
- Julia Myers and Cathy Burnett (2004). *Teaching English 3-11*. Atlantic Publishers and Distributors.
- K. Mehrotra (2005). *Effective Methods of Teaching*. ABD Publishers, Jaipur India.
- Nikunja Behari (1999). *Education in North-East India*. Shipra Publications 115A, Shakarpur, Delhi
- Ravi Ranga Rao and Digumali Bhaskara Rao (2004). *Methods of Teachers Training*. Discovery Publishing House.

Stella Ramchandani (2005). *Modern Methods and Techniques of Teaching*. Dominant Publishers and Distributors, New Delhi

Nizam Elahi (2006). *Teachers Education in India*. Published by S.B Nangia for APH Publishing Corporation.

V.K Rao and R.S.Reddy (2008). *Effective Teachers and Teaching*. Commonwealth Publishers New Delhi, India

