

## **An Investigation into Problems and Difficulties in Teaching English of Secondary School Teachers with Respect to their Age**

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### **Abstract**

The modern approach to all language learning and teaching is based on sound linguistic principles. These principles are found of great help for the teachers of languages. To teach English effectively, the teacher must keep them in mind. They are of a great practical use to the English teacher. The researcher has adopted the Descriptive method for research work. To make the study worthwhile a representative random sample of the total population has been taken. Questionnaire for teachers to investigate the problems and difficulties of teaching English as second language was used for collection of relevant data. Finally the researcher has found that the English teachers belonging to 24-33years of age group have higher difficulties in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups and the English teachers belonging to aided and unaided schools have similar difficulties faced in teaching English at secondary schools.

**KEYWORDS:** Language, teachers, secondary school, English age, components.

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### **Introduction**

Language is the most important feature of human behavior. It is only human beings who extensively use language. Language is made up of sounds and symbols. The cultural meanings of the language constitute the communication system. Language can be defined as an arbitrary system of vocal symbols through which a social group interacts. Language is made up of two subsystems namely content and expression. Expression is the system of sounds, words, phrases and sentences produced by human beings for communication, whereas, content is the system of classified units of cultural meanings in a language.

The main aim and goal of teaching English is to enable the learner speak and write better. In order to achieve this aim, objectives are framed in school curriculum. This helps the teacher to teach effectively all the skills of the language in a detailed manner and give enough practice to the students to master those skills and use the language for successful communication.

### **English Teaching New for Second Language**

Chamber's Dictionary describes method as "mode or rule of accomplishing and end: orderly procedure... manner of performance orderly arrangement". Method, therefore, relates to an orderly arrangement of resources of accomplishing a task. It is a manner of performance. It is a means to an end. The same source describes Approach as

"to come near seek communication". Thus, an approach is also a means to seek communication, or to come near. Now, a method is concerned with orderly arrangement of data for effective accomplishment, in our case, for successful teaching. It is, therefore, concerned with the how of the question i.e., How do teach ? It is not concerned with what and why i.e., it does not concern itself with what to teach and, why to teach ?

An approach, on the other hand, is concerned not only with how to but also what to teach. It is a matter of principals derived from experience and is based on the psychological learning of the teaching-learning process. It selects and grades the teaching-learning material, whereas, a method is concerned more with the presentation of this graded material in a logical and psychological sequence or manner.

### **The Problem**

#### **“An Investigation into Problems and Difficulties in Teaching English of Secondary School Teachers with Respect to their Age”**

#### **Objectives of the Study**

The purpose of the study was to investigate the difference between;

1. To study the significant difference between age groups (24-33 years, 34-43 years, 44+ years) of teachers with respect to their difficulties and components of difficulties faced in teaching English at secondary schools.
2. To study the significant difference between aided and unaided secondary school teachers with respect to their difficulties and components of difficulties faced in teaching English at secondary schools.

#### **Hypotheses**

1. **Hypothesis:** There is no significant difference between age groups (24-33 years, 34-43 years, 44+ years) of teachers with respect to their difficulties and components of difficulties faced in teaching English at secondary schools.
2. **Hypothesis:** There is no significant difference between aided and unaided secondary school teachers with respect to their difficulties and components of difficulties faced in teaching English at secondary schools.

#### **Method of the Study**

Descriptive method is found to be more suitable for this type of research work, “It describes and interpret what is” therefore the researcher used descriptive method for the present study.

#### **Sample of the Study**

To make the study worth-while a representative random sample of the total population has been taken. The total population of the study consists of 150 teachers in different types of management (Government, aided and unaided) in Kalaburgi district.

#### **Tool Used**

In the present study the following tool was used to collect the necessary data.

- Questionnaire for teachers to investigate the problems and difficulties of teaching English as second language.

### Data Collection

In the present study the investigator has intended to find the problems and difficulties of teaching scores of secondary school teachers of second language English.

The researcher himself visited each of the schools four to five times to the schools selected for the study.

The identified sample (N-150) teachers with the permission of the headmaster and the confidence of teachers the questionnaire was given and administered. The questionnaire was explained to the teachers and informed that it will be kept confidential and used for research purpose only.

### Data Analysis

**Table-1: Pair wise comparison of age groups (24-33 years, 34-43 years, 44+ years) of teachers of English with total difficulties and its components by t-test**

Variable	Age group	n	Mean	SD	t-value	p-value	Signi.
Total difficulties	24-33years	81	55.0617	3.4797	3.7172	<0.05	S
	34-43years	42	52.4762	3.9831			
	24-33years	81	55.0617	3.4797	2.8740	<0.05	S
	44+years	27	52.7407	4.0724			
Work load and teaching	24-33years	81	8.9630	1.6692	2.9299	<0.05	S
	34-43years	42	8.0238	1.7177			
Curriculum	24-33years	81	7.7531	1.1676	2.0824	<0.05	S
	34-43years	42	7.2381	1.5271			
	24-33years	81	7.7531	1.1676	2.7085	<0.05	S
	44+years	27	7.0370	1.2552			

The results of the above table reveals that,

1. The English teachers belonging to age group (24-33 years and 34-43 years) ( $t=3.7172$ ,  $p<0.05$ ) and age group (24-33 years and 44+ years) ( $t=2.8740$ ,  $p<0.05$ ) differ significant with respect to total difficulties at 5% level of significance. It means that, the English teachers belonging to 24-33years of age group have higher difficulties in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups.
2. The English teachers belonging to age group (24-33 years and 34-43 years) ( $t=2.9299$ ,  $p<0.05$ ) differ significant with respect to difficulties relating to work load and teaching at 5% level of significance. It means that, the English teachers

belonging to 24-33years of age group have higher difficulties relating to work load and teaching in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups.

- The English teachers belonging to age group (24-33 years and 34-43 years) ( $t=2.0824$ ,  $p<0.05$ ) and age group (24-33 years and 44+ years) ( $t=2.7085$ ,  $p<0.05$ ) differ significant with respect to difficulties relating curriculum at 5% level of significance. It means that, the English teachers belonging to 24-33years of age group have higher difficulties relating curriculum in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups.

**Table-2: Results of t-test between aided and unaided secondary school English teachers with respect to their difficulties and components of difficulties faced in teaching English at secondary schools**

Components	Management	n	Mean	SD	t-value	p-value	Sign
Total difficulties	Aided	105	53.6190	4.0959	-1.4442	>0.05	NS
	Unaided	45	54.6222	3.3864			
Work load and teaching	Aided	105	8.4857	1.7216	-1.3849	>0.05	NS
	Unaided	45	8.9111	1.7297			
Problems with students	Aided	105	6.9905	1.1393	-0.3609	>0.05	NS
	Unaided	45	7.0667	1.2863			
Writing unit plan	Aided	105	4.2476	0.7818	1.6356	>0.05	NS
	Unaided	45	4.0222	0.7534			
Teaching methodologies	Aided	105	6.4476	1.2008	-0.1958	>0.05	NS
	Unaided	45	6.4889	1.1406			
Infrastructure	Aided	105	4.9238	0.8737	0.3613	>0.05	NS
	Unaided	45	4.8667	0.9195			
Evaluation	Aided	105	7.4286	1.3072	-1.7380	>0.05	NS
	Unaided	45	7.8000	0.8944			
Curriculum	Aided	105	7.3810	1.3963	-1.4089	>0.05	NS
	Unaided	45	7.7111	1.1000			
Co-curricular and extra-curricular activities	Aided	105	7.7143	1.2459	-0.2004	>0.05	NS
	Unaided	45	7.7556	0.9084			

Results of the above table reveals that;

- The English teachers belonging to aided and unaided schools do not differ significantly with respect to their difficulties faced in teaching English at secondary schools ( $t=-1.4442$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the English teachers belonging to aided and unaided schools have similar difficulties faced in teaching English at secondary schools.

2. The English teachers belonging to aided and unaided schools do not differ significantly with respect to component of difficulty faced in teaching English at secondary schools i.e. work load and teaching ( $t=-1.3849$ ,  $p>0.05$ ), problems with students ( $t=-0.3609$ ,  $p>0.05$ ), writing unit plan ( $t=1.6356$ ,  $p>0.05$ ), teaching methodologies ( $t=-0.1958$ ,  $p>0.05$ ), infrastructure ( $t=0.3613$ ,  $p>0.05$ ), evaluation ( $t=-1.7380$ ,  $p>0.05$ ), curriculum ( $t=1.4089$ ,  $p>0.05$ ) and co-curricular and extra-curricular activities ( $t=-0.2004$ ,  $p>0.05$ ) at 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the English teachers belonging to aided and unaided schools have similar difficulty relating to all the components at secondary schools.

### **Findings of the Study**

1. The English teachers belonging to 24-33 years of age group have higher difficulties in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups.
2. The English teachers belonging to 24-33 years of age group have higher difficulties relating to work load and teaching in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups.
3. The English teachers belonging to 24-33 years of age group have higher difficulties relating curriculum in teaching English when compared to English teachers belonging to 34-43 years and 44+ years age groups.
4. The English teachers belonging to aided and unaided schools have similar difficulties faced in teaching English at secondary schools.
5. The English teachers belonging to aided and unaided schools have similar difficulty relating to all the components at secondary schools.

### **Conclusions**

The teaching of English in our second language of English is in a chaotic state. The observation made by Prof. V.K. Gokak in 1963. That appears to be no change in the situation since then Prof. Gokak's remark is a valid today as it was then it was when it was made. The condition under which English in India is taught differs from state to state one medium of instruction to another as this study also shows. The standard attainment is generally low, pupils learn English only in the period meant for second language teaching of English. Even in this period they listen to the mother tongue most of the time. Due to which they are no of failures classes are overcrowded. In most of the cases there are more than 60 students in a class so individual attention cannot be paid.

Although it is not possible to raise the number of periods allotted to the teaching of English in schools, yet the teacher can overcome this difficulty to some extent by reducing the use of the mother tongue in the classroom so that pupils have more practice in listening to English.

### **Suggestions for Further Research**

1. Programmes as reorientation for the heads and English teachers to new techniques of teaching English should be provided.

2. Study regarding structural approach may be taken up for improving English language.
3. The study material which has been improvised by NCERT may be available to the Govt. schools as well as aided schools whose second language learning is English.

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