

## PROBLEMS OF B. ED. TEACHER TRAINEES IN TEACHING OF ENGLISH

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### **Aim of Teaching English**

A teacher should know what his instructional task is and what he is trying to achieve by teaching English. A teacher without the knowledge of aims is like a ship which has no harbour to reach. The selection of aims enables the teacher to decide the method and techniques which he can use to accomplish his instructional task.

The aims of teaching English in England and India must be quite different. For an English child, English is everything. English is not a subject, but it is their life.

In India, English is taught as a foreign and second language. Hence, the main aim of teaching of English is to help children acquire practical command of English so that it may be useful to them in everyday life. Practical command of English means that Indian children should be able to read, speak, write and understand English. They should learn the language for the purpose of utility. In other words, they should acquire a command over it for practical purpose. This means that English should be taught as a language not as literature.

### **Fourfold Objectives of Teaching English**

English is an important international language. According to Thompson and Wyatt, there are four aims of teaching English to Indian school children. They are:

1. To understand simple spoken English.
2. To understand simple written English.
3. To speak simple, correct and idiomatic English.
4. To write simple, correct and idiomatic English.

### **Receptive Skills**

Reading is a receptive skill. Reading is important, because it is helpful for study purpose (books, journals, etc), and for understanding written instructions in English. They are especially important because they will enable students to continue learning the language on their own.

### **Characteristics of Tests related to Receptive Skills**

Tests to measure the “receptive” skills of reading and writing have certain characteristics. They are:

1. Students should not be asked to write too much. Otherwise the test will be unfair to students whose comprehension is good but who are bad at writing.
2. The questions should focus on main points rather than on individual details. The questions should test comprehension of the main “message” of the text.

3. The students should not be able to guess the correct answer without understanding the text.
4. The questions should be reasonably easy for the teacher to set and mark. This is particularly important in a large class.

#### **Objectives of Teaching Grammar**

The main objectives of teaching grammar are enumerated as follows:

- To develop students' insight into the structure of English language.
- To develop a scientific attitude about the language.
- To enable the pupils to express their ideas logically and correctly in speech and writing.
- To teach grammar as a rule-governed behaviour and not as mere rote learning.
- To enable the pupils to develop their understanding about the rules of English grammar through use and practice of its structures.
- To develop their mental abilities of reasoning and correct observation.
- To enable the students to assimilate the correct patterns of the language without rote memorization.

#### **Need and Importance of the Study**

There are serious misconceptions among students towards learning English language. The students generally feel nervous while learning it as it is a foreign language. Our educational system, the teachers, parents and the methodology we follow in our English classrooms are collectively responsible for this. Something should be done to make the teaching learning process of English language interesting and joyful without any anxiety. Many researchers and teachers have already tried out the solutions to the current problems in the field of English language education.

Everyone is aware that (a) English is a foreign language in India, (b) yet, it is an internationally accepted language of the modern world and (c) the area involves a lot of challenges and scope from both teaching and learning point of view.

It is a well-known fact that language is the medium for transfer of knowledge. First-hand experience is always superior to linguistic experience. There are many limitations to take first-hand experience. And, in this global world, where everything has been commoditized (whether it is good or bad, is another issue), our rich experience can be brought to 'knowledge market' only when it is packed in beautiful linguistic wrapper. The inability to communicate in the knowledge-market alienates the individual from society and he is deprived of the benefits of globalization and liberalization. This has become a grave and serious issue in a country like India wherein languages of varied groups exist.

Language acquisition consists of four fundamental skills-listening, speaking, reading and writing. And communication in any language is a performance of the speaker wherein he displays meticulously his mastery over all the four skills. Every skill is equally important

in enhancing one's linguistic potential. We do agree with Chomsky's concept of innate grammar that every human being is empowered to acquire any language as he biologically possesses the innate grammar imprinted on his cortex.

Teaching of English at high school level is done mostly by teachers who haven't got there masters degree in English. They are not exposing to various techniques teaching English. So there are some inherent difficulties which the teachers have to face in the classroom. This prompted the investigator to undertake a study on the problems encountered by the teachers while they teach English.

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

- To access the level of problems of teaching of English by the teacher trainees
- To prepare a tool to identify the problems in teaching of English by the teacher trainees
- To find out the differences in significant differences in teaching
- To give suggestion to overcome the problems encountered

#### **Hypotheses of the Study**

1. There will be no significant difference in the mean scores in problem of teaching English in terms of Type of Institution.
2. There will be no significant difference in the mean scores in problem of teaching English in terms of Gender.
3. There will be no significant difference in the mean scores in problem of teaching English in terms of Locality.
4. There will be no significant difference in the mean scores in problem of teaching English in terms of Socio-Economic status.
5. There will be no significant difference in the mean scores in problem of teaching English in terms of Parental Education.
6. There will be no significant difference in the mean scores in problem of teaching English in terms of Type of Family.
7. There will be no significant difference in the mean scores in problem of teaching English in terms of Community.

#### **Method of Research**

The credibility of the results obtained in research depends very much upon the methods used. For the present study, the investigator wanted to collect the data which give the basic information reflecting Academic anxiety and level of aspiration of the higher secondary school students. At this juncture, it is more appropriate to elicit the response of the students on various items of the tools. For this research, survey was found to be more appropriate.

**Tools**

The standardized tools for assessing the problems on teaching of English by the teacher trainees

**Population and Sample**

The higher secondary school students studying the Problems faced by B.Ed. teacher trainees in Teaching of English constituted the population of the study. The sample comprised of 100 students selected through stratified random sampling method.

The sample comprised of males as well as females students. The sample was considered for age, gender, medium of study, locality, group studied, Type of school, nature of the schools fathers qualifications, occupation of the parent, family, Income, order of sibling, number of family members

**Procedure of Data Collection**

After taking permission from the principal and Headmaster of the school, the students were contacted through the teachers. They were told about the objectives of the study. It was followed by the giving of instructions related to the tool to be used for the collection of data. The instructions were like "these questionnaires are a self-administering questionnaire". The purpose of the questionnaire was then explained to students. It was assured that their replies would be kept confidential. The students were requested to read the instructions carefully and to ask for any clarifications, if there was any difficulty in the understanding of the instructions. It was emphasized that no item should be omitted and there was nothing 'right' or 'wrong' about the questions. There was no time limit for the questionnaire. However, it took approximately 20 minutes to complete it. After this the clarifications sought by the students were attended to. Once they were cleared, a copy of the tools were given to them, with a request to give the responses as freely and objectively as possible and they could take as much time as they liked but no need of spending too much time on a particular item. After getting the filled in questionnaire the scoring was done as per the scoring norms.

**Scoring Procedure**

The scale consists of five responses namely SA, A, N, D and SD. For SA a score of 4 is assigned, for A 3, for N 2, for D 1 and for SD 0. If the item is positive in nature, for negative items the scores are given reverse.

**Data Analysis**

The data were analyzed with the help of mean, SD, t-test and one way ANOVA (analysis of variance).

**Statement of the Problem**

A research problem should be stated in as precise terms as possible and should be presented in such a manner that it. Some indication of the source of the problem and its justification in terms of general value. It should indicate the scope of the problem by stating briefly the kind of person, materials and situations to which it is to apply". The purpose of this study is to make a relationship between Problems faced by B.Ed. students in Teaching of English. It was, therefore, decided that the students nature of sex, age, School, group studying, locality, type of school, medium of instruction, occupation of parents, Income of the family, members of the family, sibling order, and size of the family etc., were included in this study. The precise title of the problem taken for investigation is "A study of the academic anxiety and level of aspiration of higher secondary Students in Vellore District".

**Selection of the Tool****Personal Data Schedule**

The schedule was prepared by the investigator of this study. It is used to elicit, personal information of the respondent like his/her name, sex, age, locality, Type of the school, medium of instruction, occupation of the father, educational qualification of mother, families monthly income, family size, sibling order, name and type of the school.

**Tabulation and Scoring of Data**

The data collected through the questionnaire were compiled on tabulation sheets prepared for this purpose. The mass data were then classified, codified and relevant tables framed to facilitate analysis and interpretation.

**Analysis of Data**

The data were analysed keeping in view the objectives spelt out and hypotheses were formulated. Responses on the instructions given in the, scoring keys/manuals of multivariable personality inventory tool and data thus obtained were compiled and made ready for computer analysis.

**Analysis and Interpretation**

Type of Institutions	N	Mean	SD	"t" value	Significance
Government	50	89.50	8.37	3.30	S
Management	50	83.37	8.66		
Gender	N	Mean	SD	"t" value	Significance
Men	50	86.50	8.87	1.75	NS
Women	50	89.70	9.44		
Locality	N	Mean	SD	"t" value	Significance
Urban	35	84.16	8.98	3.18	S
Rural	65	90.32	9.34		
SES Status	N	Mean	SD	"t" value	Significance
High	39	82.35	9.12	3.47	S
Low	61	91.14	10.35		
Parental Education	N	Mean	SD	"t" value	Significance
High	33	85.38	9.17	2.36	S
Low	67	90.42	10.64		
Type of Family	N	Mean	SD	"t" value	Significance
Joint	20	88.45	8.76	1.11	NS
Nuclear	80	89.84	9.54		
Community	N	Mean	SD	"t" value	Significance
SC	14	90.34	10.65	0.52	NS
NSC	84	88.76	9.39		

**Major Findings**

1. There was significant difference in the mean scores in problem of teaching English in terms of Type of Institution.
2. There was no significant difference in the mean scores in problem of teaching English in terms of Gender.
3. There was significant difference in the mean scores in problem of teaching English in terms of Locality.
4. There was significant difference in the mean scores in problem of teaching English in terms of Socio-Economic status.
5. There was significant difference in the mean scores in problem of teaching English in terms of Parental Education.
6. There was no significant difference in the mean scores in problem of teaching English in terms of Type of Family.
7. There was no significant difference in the mean scores in problem of teaching English in terms of Community.

**Limitations**

The limitations of the study are as follows

1. This study was limited to the teachers working in Madurai District.
2. The experimental was limited to a period of a few months.
3. Exhaustive analysis was not attempted.

**Suggestions for Further Research**

1. The experiment may be conducted at secondary and higher secondary level.
2. A study may be performed to identify the problems faced by the teachers in teaching other languages.
3. A study may be performed to identify the problems faced by the teachers in teaching core subjects.
4. A study of slow learners in English may be attempted.
5. A study on the effectiveness of different strategies of teaching English may be conceived.

**Conclusion**

The scope of study pertained to construction of a tool to identify the problems faced by the teachers in teaching of English at high school level. The levels of problems faced by the teachers have been identified. It has been found that teachers do not differ much in facing the problems in teaching of English. Teachers with high experience and high qualification do not face many problems. Teachers with less experience and less qualification need exposure to different methods of teaching English.

**References**

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