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GRT COMMUNICATIVE ENGLISH LANGUAGE AND
THE PROBLEMS FACED BY ENGLISH LANGUAGE
TEACHERS IN TEACHING ENGLISH IN ODISHA.

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Abstract:India is one of the countries in the world which has started shifting quite rapidly from vernacular to English language as medium of instruction in education. The attitude of the people towards English has now got change and there is a great demand of education of English in the country. English has now become an international commodity like oil and the microchip and more than a quarter of the world people use English. The world has become a global village. English has become necessary for mobility and social and economic success in the world today. But English language teaching in India is not being paid much attention by the education ministers in different states of the country in pace with its contextual global communication.

Keywords:Communicative English language , Problems faced ,English Language Teachers , international commodity.

1.INTRODUCTION

As a result teaching of English language has not yet acquired the level to which it is expected to be. English just remains as a status symbol and a student without a reasonable command over English is perhaps not very comfortable with attainment of any educational goal. Similarly, teaching of English holds the key position in the entire curriculum of education. Teachers of English, in this context, owe the responsibility to enable the learners to achieve the educational goals in general and language aim in particular Hence the teaching of English language is required to be strengthened and obstacles and problems need to be reduced with the best efforts of government and educationists and researchers.

1.1. Problems in Teaching and Learning English Language

Around the world and in the country like India, many people dedicate themselves to learning English. While many reach fluency and written literacy within a few years, students encounter problems and challenges along the way. Some of these pertain to learning English in particular, due to the language's diverse roots, large amount of irregular verbs and profound regional variations. Some of the common problems in learning are as stated below.

1.1.1. Pronunciation, Vocabulary and Grammar

Almost all English learners encounter at least three types of problems: challenges with pronunciation as some people are never able to master certain sounds; issues with vocabulary as most people can add to their English vocabulary with study and practice and grammar, including challenges with situational grammar, such as workplace English versus slang.

1.1.2. Encouraging Errors

Errors in learning English challenge students, but they typically learn from their mistakes and progress. However, if English-language learners feel intimidated, embarrassed or judged, their affective filter can inhibit their ability to absorb new information and produce English. Teachers of English as a second language and English as a foreign language typically refrain from providing an overload of corrective feedback so that students feel more comfortable expressing themselves in English, even if it is not perfect.

1.1.3. Early Hardships

English-language learners may enter a class or an immersion situation in a state of shock. Teachers as well as students may feel surprised that many seem unable to do more than repeat the most basic phrases. This experience is the initial phase of learning a language, called the silent period. During this time, which may last only a few days or up to a few weeks, students receive and absorb language but are often unable to speak or write it.

1.1.4. Choosing Appropriate Techniques

Learning English requires different techniques for different types of learners. Some people require more time to reflect on concepts before diving into dialogs and presentations. Others need to speak to reinforce new information. For some people, kinesthetic activities such as dance, clapping and physical movements can shift information from short-term memory to long-term memory. Music, rhymes, chants, poems and games provide additional reinforcement

1.1.5. Lack of Model for Speaking One of the primary challenges for someone learning English concerns is the lack of a proper model for speaking. Whenever possible, students should listen to native English speakers engaging in conversation or teaching concepts. This practice sharpens students' ears to unique rhythms and pronunciation of English and can provide insight into more abstract and advanced English language.

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1.2. Problems in Teaching English Language

Here are the first three most critical problems of the English language teaching and learning classroom

1.2.1. Lack of Learner Motivation

Students may not have inspired and interested towards the learning of English language. They have even fear of failure in exams and even in classroom interaction and so cannot get involved easily in classroom interaction and learn the language comfortably. They need enough motivation from teachers and scope to learn English in classroom interaction.

1.2.2. Insufficient Time, Resources and Materials

English is foreign language and hence cannot be learnt and taught as easily as mother tongue or first language. And when it is learnt or taught as second language, it requires long time and simultaneously adequate resources and materials to create English classroom climate which facilitate teaching-learning process.

1.2.3. Over-Crowded English Classes

The number of learners in a class room can range from one, for those who teach individual private learners, to 15 or twenty learners in a typical classroom up to multitudes of 35 or forty or even fifty or more learners packed into a language leaning situation. The over-crowded classes create number of problems like; discomfort in the class, individual attention, evaluation, classroom management, maintaining learning effectiveness etc.

Also there are number of other problems in English Language Teaching like social problems, psychological problems, academic problems, administrative problems and so on. But three and the most critical of them, as given above, are necessarily needed to be overcome to improve quality of English Language Teaching in India.

2. REVIEW OF LITERATURE

Here an attempt has been made to review the related studies conducted in the field. The review is not exhaustive. Young (1992) has been quoted by Khairilzwan Abdullahin his research study, appeared in *Journal of Language and Learning* (2005), stated that speaking can cause high anxiety level and the reason for this is that teachers often expect beginners to perform beyond their acquire competence. This level of anxiety is observed in the classroom. Even a vast majority of ELP students at BCC in different levels cannot break the silent period. As result students portray the picture of poor performance in Fluency is a flow in which words are joined together while speaking quickly. (wikipedia2013). It is a characteristic of the speaker. To Hartmann and Stork, a person is a fluent speaker when he is capable of using the language structure accurately (1976). Fillmore (1979) familiarizes fluency by attaching it to the creative and imaginative use of the language. Brumfit (1984) binds it to the natural use of language spoken English. J.D Brown (2003) quotes Richards, Platt and Weber (1985,) who define fluency that the features which give speech the qualities of being of being natural and normal, including native- like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. Dyson (1986) observed in her research with young children that there are distinct differences in how students use the symbol systems of drawing, speech, and writing. Children vary in their dependence upon these symbol systems due to individual differences in how they use these media. Dyson theorizes that the development of symbol systems is supported by student drawing and leads to higher-order thinking and success with writing tasks. While much of educational research has focused on particular methods or approaches, Pressley, Rankin, and Yokoi (1996) recommend studying teachers from the perspective of their expertise. Consistent with expert theory (Chi, 2006), Pressley et al. assume that effective teachers have an understanding of the nuances of their instruction based on the decisions they make and their beliefs about student learning. This understanding is able to be related to others just as professionals in other fields relate their expertise. They claim that this unique perspective allows effective teachers' tolerate their knowledge, theories, and beliefs in response to specific questions. (Stevenson & Dunn, 2001). Studies that learning styles are distinct ways that individuals concentrate on, process, absorb, and recall new information or skills Students often master new material most efficiently when they make the most of the strengths of their preferred learning-style. According to Multiple Intelligence (MI) theory, as posed by Gardner (1983), everyone has at least eight types of intelligence, but no two people have the same combination of intelligences. These forms of intelligence include linguistic, logical mathematical, musical, spatial, bodily-kinesthetic, naturalist, interpersonal, and intrapersonal intelligences. Hoban, Hoban, and Zisman (1937). They claimed that visuals were not achieving their full potential value in the learning process because educators failed to use them wisely. Weaver and Bollinger (1949) state that the most effective visual aids are those specifically designed to satisfy special needs Timothy Gangwer (2009) attributes the rising importance of visual literacy in the classroom to the availability of technologies for accessing information and entertainment. He challenges educators to prepare students for the world in which they will live and work by teaching them the way today's students learn best. Gangwer (2009) recommends teachers make use of visuals and computer presentation.

3. RATIONALE OF THE STUDY

As one of the most widely accepted languages for international communication, effective competence in English language has become very essential for access to the opportunities of livelihood, knowledge and power for a citizen of any nation. English being important for us to learn helps us to get success in various fields like engineering, commerce, science and technology etc the teaching of English has to play a vital role in achieving this wider goal. Considering the importance of English language, it is made compulsory subject to be taught in schools in India. English is taught as a second language in schools and most of the institutes of higher education are having English language as medium of instruction. But the standard of English in India especially in schools has not come up to the extent it should achieve. It might have been so due to two reasons: (a) unsuitable curriculum or content (b) unsuitable way of instruction/transaction. If curriculum or content is not as per the understanding level of students, it would not be successful to cater their needs. If the way of imparting content or the method and approach of teaching are unsuitable, then also it wouldn't be successful. Both aspects are equally important and it is therefore, report of National Curriculum Framework (2005) regarding English language states that, the teaching of English is a central language curriculum question for all schools in the country. On the one hand the failure of a large number of children in class XII examination on account of English is a patently unfair judgment of children. On the other hand is the increasing pressure to include the teaching of English as a subject from class I, if not English as the medium of instruction. Moreover it also emphasizes that the current demand for teaching of English has arisen because of the current poor status of the curriculum and pedagogy being employed for the teaching of English and the failure of the research and development institutes to address this area of curriculum research.

Teaching English in India has become a complex affair and the problems that arise in our approach to ELT are multidimensional. Not a single approach to English Language Teaching (ELT) can be our panacea as each of these ELT dimensions call for different solutions. We have universities that are of purely English medium and other universities where English is just a compulsory subject. Between these two extremes we have a wide variety of situations for which suitable ELT methodology needs to be developed. It is also that the vision of English teaching in India for the coming century must take into account the priorities of the learners of English in the contemporary context and plan out the approaches for teaching English in our schools, colleges and universities so that it becomes really learner-centered. Adopting practical approaches in the areas of teaching English by making it more need based, flexible and innovative. With a view in the same line the investigator felt the need to survey the methods, approaches to English language teaching at secondary school level adopted by the English teachers. Also to find out the status and thereby problems of teaching English in India in general and particularly in Odisha, at secondary level. Educationally Odisha is one of the developed states of India though not well. It has also been colored with the same trend of getting education of English for better progress of an individual. In recent years it has introduced a syllabus of English textbook based on functional approach at all stages of secondary school level. Certainly the vision of the curriculum makers would be to improve the standard of English Language Teaching but what exactly is the condition of English language teaching and learning at present in schools is yet to be exposed. Only administering the syllabus based on functional approach (communicative approach) does not ensure the success of teaching English language. The teaching aspect especially in the context of modern approaches to language teaching needs to be developed and strengthened by providing necessary orientation and training to the teachers. Also the status of teaching English needs to be analyzed to find out the problems and its causes. The indigenous methods and approaches to English language teaching should be developed to reduce the problems and to make ELT more effective. But before that the status of teaching English needs to be studied and diagnose the problems to improve the standard and prepare new indigenous methods and approaches to teaching English. Keeping such view in mind an attempt is made to find out the problems faced by the teachers in teaching English language at Higher Education level in Odisha.

3.1.Statement of the Problem

Communicative English language and the Problems faced by English Language Teachers in teaching English in Odisha

4.OBJECTIVES OF THE STUDY

To study the problems faced by English language teachers in Higher Education in Odisha the following are the objectives.

1. Textbook and other resources and material
2. Methods, approaches and techniques of teaching English and Teachers training
3. Infrastructural facilities
4. Classroom management and students
5. Developing communication skills

5.DELIMITATION OF THE STUDY

The present study has the following delimitations: The study is delimited to the teachers teaching English language in Govt colleges, 100%grant-in- aid colleges and colleges having 60%grant-in-aid. The study is also delimited to the problems faced in the following aspects: Textbook and other resources; Methods, approaches and techniques of teaching English and Teachers training; Infrastructural facilities (Physical facilities); Classroom management and students; Developing communication skills.

6.METHODOLOGY

The study is a survey type in nature and was carried out by administering the questionnaire. The study seeks to understand the present problems of English language teachers in Odisha through the information and data provided by the teachers through questionnaire at secondary level.

6.1. Population of the Study

All the teachers teaching English language in degree colleges of Odisha constitute the population of the study. There are total three groups

- a. Govt colleges,
- b.100%grant-in- aid colleges
- c. colleges having 60%grant-in-aid.
- d. colleges having Block grant

Of the total 34 degree colleges in Odisha consist of the population of the study.

6.2. Tool for Data Collection

To collect the data researcher used a questionnaire which is explained as below:

6.3.Questionnaire:

A questionnaire was developed by the investigator and validated by experts. It was administered on English teachers to collect data regarding the problems they face in at Higher Education level. It includes the open-ended and close-ended questions related to the problems of teachers with regard to;

1. Textbook and other resources. This aspect has total 15 questions, both open-ended and close ended.
2. Methods, approaches and techniques of teaching English and Teachers training. This aspect has total 7questions, both open-ended and close ended.
3. Infrastructural facilities. This aspect has total 9 questions, both open-ended and close ended.
4. Classroom management. This aspect has total 7 questions, both open-ended and close ended.
5. Developing communication skills. This aspect has total 8 questions, both open-ended and close

ended. Hence the questionnaire is consisted of total 46 questions.

6.4.Data Collection

To collect the data researcher visited each and every sampled colleges personally. Researcher took permission from the principal and visited each and every English teacher.

7.DATA ANALYSIS

The data were collected through questionnaire which is consisted of open-ended and close ended questions. Hence, the data collected through close-ended questions were analyzed quantitatively using frequency and percentage, and the data collected through open-ended questions were analyzed qualitatively using content analysis.

8. FINDINGS OF THE STUDY

8.1. Findings on Problems related to textbooks and other resources:

Most of the teachers believed that the lessons provided in the textbooks are as per the level of the students but some of the teachers feel difficulties like, recitation, explanation and relating the context of poem to students. Most of the teachers claimed that they face most of the problems due to inability of students. Many teachers use translation method to teach the lessons. Text-books are based on Functional Approach so they felt difficult to relate grammar topics with lessons. All the teachers found completing entire the syllabus always in time. Most of the teachers (78.27%) get all resource material from their libraries. Around 90% of the teachers claimed that they get adequate periods for teaching English at higher level. All the teachers get at least 1 free period per day and few of them are also getting more than 7 free periods per week. Nearly 92.44% teachers refer additional material. The additional material they mostly refer are News papers (71.58%) and Magazines (75.12%); and others like, Grammar books, Reference books, General Knowledge Books, Story books, T.V. Channel and Internet. More than 85% claimed that their schools have English dictionaries in school library. 67% of the teachers use Audio-visual aids in teaching of English. Major aids they use are Compact Disk, Pictures, LCD Projector and Television. Even they don't feel more difficulties in using these devices.

8.2. Findings on Problems related to methods/approaches to teaching and training

More than 65.00% teachers adopt Functional Approach in teaching English. Only few teachers have difficulty in using the particular methods and approaches. All of them have same difficulty in using Functional Approach. Most of the teachers believe that all communication skills are very essential for teaching of English. Communicative Approach and Functional Approach are found most preferable in developing teaching skills. Nearly 94.28% teachers have attended in-service training and most of them have attended the same training programme which was found useful by more than 75.00% teachers. Most of the teachers have problem with the unsuitable time and improper organization of programme. 87.1% of the teachers do not have any problem in teaching through Functional Approach. It is also found that most of the problems teachers faced in using techniques are due to students' inability to speak and poor vocabulary.

8.3. Findings on Problems related to Infrastructural facilities

All of the selected schools were not having Language Laboratory for teaching. More than 85% teachers claimed that they have good library having adequate newspapers, books and magazines in English. It is also found that all the selected schools have sufficient classrooms and necessary facilities at secondary school level. 94.28% of the teachers get teaching aids and textbooks

from the school library.

8.4. Findings on Problems due to Students and classroom management

Nearly 81.38% of teachers claimed that they try to involve all students during classroom interaction but students do not participate during classroom interaction. Nearly 48.58% teachers claimed their students having positive attitude, 35.71% teachers claimed their students having moderate attitude and 15.71% teachers claimed their students having negative attitude towards English subject. Most of the teachers have difficulty in interacting with students in the classroom. Around 83.46% teachers claimed the mother tongue of students to be no longer a barrier in their classroom. Only few teachers stated their difficulty claiming the mother tongue as a barrier.

8.5. Findings on Problems related to developing communication skills

Nearly 71.14% teachers have difficulty in developing speaking skill. Whereas the other skills like Listening, Reading and Writing are claimed to be difficult by 20 to 30% teachers. All of the teachers tried to integrate all four skills in teaching. Most of the difficulties the teachers faced in developing four skills were due to students' inability to speak, lack of vocabulary, lack of practice of skills and inadequate teaching aids and materials. Nearly 78.57% teachers claimed that their students cannot communicate in English for their inability to speak, lack of vocabulary, lack of practice of skills and inadequate knowledge of grammar rules and structures. Only 52.72% teachers teach in the classroom using English language only whereas 47.28% teachers do not teach in English only. The reasons they gave behind that were students' inability to understand and speak English language, lack of vocabulary, lack of practice of skills and inadequate knowledge of grammar rules and structures. Around 80% teachers did not have any difficulty in teaching English through Functional Approach whereas only 20% of the teachers have difficulty in teaching English through Functional Approach. The major difficulties were lack of adequate vocabulary and level of understanding English.

9. CONCLUSION

Major Findings of the present study reveal the fact that English teachers of degree colleges of Odisha do not face much difficulty with regard to textbooks and other resource material. They only face the problem of accessing teaching aids from the schools. They even do not face much difficulty with regard to using methods and approaches to English language teaching. They only face the problem of poor students coming from secondary schools and lack of appropriate use of different techniques due to poor students. Infrastructural facilities also were not a problem for teachers but adequate teaching aids should be provided to them. The problems they face in teaching English are due to inability of students to speak and understand the language due to which they face problem in developing language communication skills.

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