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Problems In Teaching English In High School Level, In Nanded City: A Critical Study

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Introduction:

We know that in today's life English is very important language. Before independence it was only purposeful language. It was taught only for purpose to make employees. There was only one English method for teaching none in local mother tongue anymore. Education was not for any future planned in any other field.

English can be used as a tool to empower the individual. Through child centred learning, students are able to see their own role in transformation. Social change comes from the collective transformation of the individuals within that society. It has become secular today. It is an independent institution now. Education has been chiefly instrumental in preparing the way for the development of science and technology. English has brought about phenomenal changes in every aspect of men's life.

While studying language should reach to the bottom of the student base level, students are innocent and trustful about their teachers, they involve in happiness, sadness, jokes, laugh etc. innocently. They don't know what should we learn for future but they learn everything positively. Most of times it happens that students don't understand what the teachers are teaching, if understand they don't know the meaning, purpose or use of that things which are they learning. And these happen because of mediator language, and they stop in certain steps of progress. They can't go forward because of misunderstanding of concept which is taught them in English.

In today's age schools are focusing on exams and their marks that's why they are making notes very easy to learn but not to understand. English is a communication language for world wide level but directly teachers are not using it in their classroom, so students are not becoming perfect in English, which is considered important international language.

In American schools there are highly qualified teachers for primary level also, in India it does differ or opposite of that. We are not teaching English as a first language in our Marathi medium schools and we students are making phobia about English.

We know that English is important for our career anyone can get good job with the fluency of English. In any field or in our daily routine, any type of office, banks, schools etc. English is used.

Importance of English for personality development

English makes effective and confident personality. It makes people mentally bold and confident and anyone get confident to face challenge and win most of times. With the help of English communication we can win the others and can make our effect on them. Basically learning

of English and communicative English are opposite poles, when we can communicate in English we are perfect in English.

Approaches of teaching English

- The Grammar - Translation Method
- The Direct Method
- The Structural Method (Approach)
- The Bilingual Method
- The Communicative Approach

With the help of above given approaches we can accomplish the aim of listening, communicating, reading and writing skills.

Importance of research:

In present age govt. has started English as a subject from primary level. In a field of Science and Information Technology we are going to top, and distance is decreased. But if we think about English it is important not only on international level but also within nation. For the development of any field English is necessary. As a language and for the medium of knowledge learning English is necessary. It means that learning English is important and compulsory for everyone now and then.

We see that in college level most of students neglect English due to their low confidence about English. They know the importance of it but lack of knowledge they run far away.

The question was raised before researcher that what will be the future of students who came from Marathi medium schools? And he focuses on the result of 10th std. he found that English is back in over all subjects. 10th is a turning point for students and he is becoming weak day by day, he is losing his confidence. It's our duty to find the reasons and solutions on it.

Hence the researcher decided to find the problems of teaching English in high-school level in Nanded city.

Objective of research

- 1) Find out the qualification of the high school teachers.
- 2) Is explained the importance of English to students?
- 3) Which tools are used in teaching English?
- 4) Is there any special effort done for understanding English?
- 5) Is there any problem for teachers while teaching?
- 6) Find the fruitfulness of effective teaching English?
- 7) Why the students are negative about learning English?

Scope of Research:

Area: This research is regarding Nanded city only.

Sample: only high school level students from Nanded city are selected.

Duration: year 2015-2016 is limited for this research work.

Work scope: in this research work high school level students and teachers are selected.

Place: five high- schools from Nanded city are selected for this research work.

Limitations of the research:

Duration: This research work is limited for year 2015-2016.

Area: This research is limited for Nanded city only.

Sample: only high school level students from Nanded city are selected.

Hypotheses of research work: Some hypotheses are considered to this work are following:

- 1) Most of teachers don't use effective skills.
- 2) Most of teachers use Marathi language while teaching English.
- 3) Discussion method is not used in English teaching.
- 4) No rules are followed about pronunciation of English words.

Method and data collection:

For this research work researcher selected a survey research method which is useful to collect the information direct from field. We can collect information qualitative and quantitative by this method.

In this method he chooses questionnaire tool. Random questions are framed for students and teachers.

In the following table 10 questions are asked to students. Total no. of students is 100. Five schools are selected, 20 students are from each school.

Sr.no.	Questions asked to students.	Yes	No	%
1	Do you like English?	39	61	39%
2	Do teachers teach English with discussion method?	38	62	38%
3	Do teachers make solve previous question papers?	30	70	30%
4	Do English teachers use teaching tool while teaching?	16	84	16%
5	Do you feel English should be in major subject?	45	55	45%
6	Do you discuss with your teachers about English?	29	71	29%
7	Do the teachers take English unit test?	41	59	41%
8	Do you listen SCERT or NCEST cassettes?	00	100	00%
9	Do your teachers arrange English seminars?	09	91	09%
10	Do your teachers give daily English homework?	30	70	30%

In above mentioned table we can see that negative responses are more than positive.

In the following table 9 questions are asked to teachers. Total no. of teachers is 10. Five schools are selected, 2 teachers are from each school.

Sr. no.	Questions asked to English teachers?	Yes	No	%
1	Is English subject heavy for teaching?	4	6	40%
2	Does complete English syllabus perfectly within a year?	2	8	20%
3	Do the students have enough knowledge of English grammar?	00	10	00%
4	Do you have enough educational tools for English teaching?	2	8	20%
5	Do you use the handbooks for English teaching?	3	7	30%
6	Does your Head Master help you if you got any difficulty?	4	6	40%
7	Do the objectives of reading, writing, listening and Communication complete from syllabus?	4	6	40%
8	Is it right to keep English subject in syllabus from 1 standard?	7	3	70%
9	Does your school help for applying new skills of teaching English?	4	6	40%

In above mentioned table we can see the same negative responses more than positive.

Research Findings:

- 1) Most of teachers are not well qualified in the Nanded city (MS).
- 2) Most of teachers don't explain the importance of English to students.
- 3) Very few teachers use teaching tools in teaching English.
- 4) Most of teachers don't take any special efforts for effective study.
- 5) More schools have lack of teaching tools and basic facilities so teachers are helpless.
- 6) Effective teaching is in very few, in a counting of none.
- 7) English is third language for students and they have a phobia about English.

Conclusion:

With the above studied subject researcher concludes that the status of English in Nanded city in Marathi medium school is very poor. It is important to pay close attention to improve the English in middle school. Now a day English medium schools are performing good but they are focusing on mark record and quality is becoming poor. In Maharashtra there are numbers of Marathi medium schools and students and teachers are also facing so many problems as above mentioned, lack of teaching tools, lack of knowledge, pronunciation problems, low interest of teachers in teaching, phobia of students about English etc. govt. policy about appointment of primary teacher is out dated, it is must to provide highly qualified teachers for primary level.

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