

**A Study on Teachers' Perceptions on English Language Teaching Learning****Prof. Kasturi VRK Sarma**Head of the Department,  
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Sangareddy, TS, India.**Abstract**

*Present Research study focuses on Teachers Perceptions on English Language Teaching Learning of Classes VIII, IX and X. The present research work is 'Applied Research' because, it is concerned with certain sample and the results is applicable to the field of Education. The present descriptive study used the 'Survey Method' of research. The researcher has selected the sample by 'Simple Random Sampling Method' for the investigation of this study. A self prepared questionnaire is used to collect the data. The total sample of the study consists of 250 English Language Teachers from Telugu medium schools. Teachers' perceptions are that the continuous processes of admissions are not desirable; students are to be assessed in terms of their initial placement. It is observed that most of the teachers and students are not much aware of the digital services. The examinations are not language development oriented and the present examination system seems to be a test to their memory rather than their language skills. The present study recommends a bridge course or sessions for lateral joining students, language competence test, digitalisation, language development oriented examinations.*

*Keywords: Teachers Perceptions, English Language Teaching Learning, admission procedure, language competency test, digitalization, examinations pattern.*

**Introduction:**

**L**inguistics is a scientific study of the language.

Language is not a static. It varies from period to period. Language involves various language mechanisms, such as phonology, morphology, syntax, semantics, pragmatics, etc. Accordingly, teachers especially language teachers should have the knowledge of these linguistic factors. Especially in the case of English, it is a rhythmic language. Here not only sentence structure but also the supra segmental features play major role in transmitting the meaning.

It is a well known fact that teaching is a three dimensional factor; involved the teacher, TLM and the learners. Here the basic factor is the teacher, who acts as a transformer of the knowledge to the receiving end of the learners. Hence the researcher has taken the consideration of the teachers' perceptions. Perceptions are the hidden aspect in implicating the teaching learning process. These perceptions enhance the capacities and calibre of the teacher. Content is the core heart of the textbook. It has to maintain the cohesion. It has to justify the education formula i.e. simple to abstract. Vocabulary is the weapon of the orator/speaker. Ever speaker faces problems at lexicon level. We have to keep 'n'

number of vocabulary in our mental library to maintain proper communication. Hence the activity based vocabulary learning is needed in this stage to overcome anxiety in selecting exact lexis. (MC, 2016)

Teachers' perceptual ideas explain the way of better treatment of the teaching learning process. Here, the admission procedure i.e. lateral entry into a classroom influences the teaching learning process. Knowing the level of the students is useful in preparing teaching learning process. Digitalisation of teaching learning procedure helps the teacher and learner in the ease of learning process. Examinations are much concentrating on content rather than language skills. These problems influence the language learning process. In order to overcome such problems the researcher selected the present problem to study the teachers' perceptions towards language development.

**Statement of the Problem:**

The researcher stated the problem as "A study on teachers' perceptions on English language teaching learning"

**Objective of the study:** The following objective is delineated for the study,

1. To find out the Teachers Perceptions on influence of admission procedure in English Language Teaching Learning.
2. To find out the Teachers Perceptions on language competency test.
3. To find out how far the teachers utilising digitalization in preparing the pupil towards learning.
4. To find out the Teachers Perceptions on examinations pattern in English Language Teaching Learning.
5. To find out the Teachers Perceptions on influence of private schools in English Language Teaching Learning.
6. To study the teachers eligibility in 'private management schools'.

#### Methodology of study:

The present research work is 'Applied Research' because, it is concerned with certain sample and the results is applicable to the field of Education. The present descriptive study used the 'Survey Method' of research. A self prepared questionnaire is used to collect the data. The questionnaire standardised by test-retest method. The population under the study are the teachers, teaching English language as a second/third language in Telugu Medium High Schools. The researcher has selected the sample by 'Simple Random Sampling Method' for the investigation of this study. The total sample of the study consists of *Two Hundred and fifty* (250) English Language Teachers of Telugu Medium Government High Schools in the state of Telangana.

#### Major Findings:

These following observations have been made by the researcher.

01. **Teachers Vs admission procedure:** 33% of teachers opined that the continuous processes of admissions are not good. It implies that classes operate with '*continuous intake*'. Students can enrol in a class at any time, so that every student is at dissimilar levels of learning state. Its impact reflects on teaching and learning process.
02. **Teachers Vs language competency tests:** 86% of the teachers opined that 'language

competency tests' for students are needed at the time of promoting to the next class. They help the teachers to set the levels of language activities.

03. **Teachers Vs digitalization:** In the present day situation majority of the information is available in the digital form. But it is observed that most of the teachers and students are not much aware of the digital services. It is observed that only 18% of teachers have good level of computer knowledge and the remaining belongs to the low level of computer knowledge.
04. **Teachers Vs examinations:** A different reason is the modal of the examination paper. The examinations are not language-oriented. They have to be designed in the process of helping the students to get command over English rather than to take it for granted. The examinations should be content based but now they are hypothetical, viz., write essays and answer the given questions. 67% of teachers felt that present examination system seems to be a test to their memory rather than their language skills. It guides them to rote learning.
05. **Teachers Vs private schools:** Many private English medium schools in rural areas are not up to the mark. Government schools are better than private schools in rural areas. Most of the teachers were English medium students but educational qualification is intermediate or degree pass or fail.

#### Recommendations of the Study:

Based on the interactions of the findings of the present research and the elaborate methodology followed by the researcher, the study recommends that,

1. Special bridge sessions are to be conducted for newly joined students to avoid the disturbances of 'continuous intake' system.
2. A language competent test for students is recommended to set the levels of learning activities.
3. The teachers have to increase digitalisation in teaching learning process. They increase



the utilisation of computers, internet for the purpose of English language teaching learning.

4. English examinations should be language development oriented rather than recall of content.
5. Educational authorities have to maintain frequent surprise visits to the schools and take saviour action against management who are not following government norms.

**Conclusion:**

The results concluded that, teachers' perceptions are that the continuous processes of admissions are not desirable; students are to be assessed in terms of their initial placement. It is observed that most of the teachers and students are not much aware of the digital services. The examinations are not language development oriented and the present examination system seems to be a test to their memory rather than their language skills. The present study recommends a bridge course or sessions for lateral joining students, language competence test, digitalisation, language development oriented examinations.

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