

## Aspects Involved in Teaching Learning Activity in English Language Class Room

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### Abstract

Present Research study focuses on Teachers Perceptions on language aspects, language elements and involved in English Language Teaching Learning Material (TLM) viz., Main reader, Supplementary reader and Workbook 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. The total sample of the study consists of 250 English Language Teachers. A questionnaire is used to collect the data. The study explores that, 75.27% of teachers perceptions are supporting that 'content' of the TLM, 71.13% perceptions supporting 'Vocabulary & Activities' involved in TLM, 64.61% teachers opined that 'Grammar & Exercises' are good enough, 70.67% perceptions favoured 'the Methods & Techniques' involved in TLM and 59.40% supported 'the Physical Features of the TLM'. Majority of the teachers are applying traditional methods like Grammar translation, lecture methods etc., in teaching English in the classroom. The present study suggests grammar should not be laborious and it must be inductive and natural mode, TLM should have the content related real life situations and conversations and English TLM should be introduced structural patterns step by step by providing at least 75% of the time to practice with regular revision and repetition of content of grammar and vocabulary.

**Keywords:** teachers' perception, English Language Teaching Learning Material, language aspects, language elements

### 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.

Teachers' perceptual ideas explain the way of better treatment of the teaching learning process. Here, the methods and techniques play a major role in implementing the TLM in the classroom. For this benefit of, the present study focuses on 'the Teachers Perceptions' on various aspects involved in English Language Teaching Learning Material (TLM) viz., Main reader, Supplementary reader and Workbook of Classes VIII, IX and X.

### Statement of the Problem:

The researcher stated the problem as "Aspects involved in teaching learning activity in English language class room"

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

- To find out the Teachers Perceptions on language aspects involved in English Language Teaching Learning Material.

- To find out the Teachers Perceptions on language elements involved in English Language Teaching Learning Material.
- To find out the Teachers Perceptions on outlook involved in English Language Teaching Learning Material.

**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.

**Teachers Vs TLM aspect – wise:** 75.27% of teachers perceptions are supporting that 'content' of the TLM, 71.13% perceptions supporting 'Vocabulary & Activities' involved in TLM, 64.61% teachers opined that 'Grammar & Exercises' are good enough, 70.67% perceptions favoured 'the Methods & Techniques' involved in TLM and 59.40% supported 'the Physical Features of the TLM'.

**Teachers Vs TLM element – wise:** 73% favoured that '*Make sure the success of communication through TLM*', 70.02% in favour of '*Adaptableness of TLM*', 77.66% are in '*Fascination of motivate contexts into an account*', 80% supported '*Encompassed by attractive presentation*', 75.67% favoured '*Arrangement of variety of interests in TLM*', 58.6% supported '*Attractive multifarious, wide-ranging learning styles*', 65.67% supported '*Attempt to expose important points*', 67.83% perceptions favoured '*Management of different themes*', 81.67% agreed in

favour of '*Designed framework is supporting & guiding teachers*', 71.33% accepted '*Designed framework & organization of TLM is appreciable*', 78% felt that '*Implementing the echelon of language in TLM is admirable*', 75.67% believed '*TLM is maximising learners learning potentialities*', 52.16% judged '*Physical appearance of the TLM is excellent*', 72.83% evaluated '*Practicality in real-life challenges*', 65% supported '*Eye-catching print*', 72% agreed '*Choosing option of tasks & activities*', 76.16% favoured '*Appropriateness to the learner's age*', 76.67% appraised '*Requisite importance is given to the learner's requirements*', and finally 74.83% perceptions are supported that '*Visual illustrations in TLM are good enough*'.

**Teachers Vs outlook:** 30% of teachers have agreed that the children do not have proper seating provision in the classrooms. 61% of English teachers have said that their schools were not inviting language experts in teaching English. 65% of English teachers expressed their dissatisfaction on higher authorities for not conducting refresher courses and seminars. 64% English teachers reported inadequate classroom facilities such as language labs.

**Recommendations of the Study:**

Based on the interactions of the findings of the present research and the elaborate methodology followed by the researcher, the researcher is convinced that, the role of teacher is quite methodical and ongoing, carried out at school or other place of education. In many countries, if a person desires to become a teacher first acquire specific professional qualifications from a university or college. Then only they will be known the science of teaching. These trained teachers can utilize a lesson plan to facilitate student in learning a lesson.

1. It is come to grammar and exercises category, less percentage of teachers support for the existed system. Because, grammar should not be laborious and it must be inductive and natural mode.
2. Textbook must be attractive and handy. Cover may not judge the matter in side but attracts the readers to go through.
3. TLM should be the replica of the natural learning process. It indicates that the TLM

- should have the content related real life situations and conversations.
4. It can strongly say that the organization of the content, and other linguistic elements in a proper order. The philosophy of education known to unknown. It means simple to abstract. Here, it is lacking a little bit.
  5. Cooperative learning results good especially from elementary to higher secondary level. But in the case of language learning it is not applying in a proper way in the classroom as well as in the language lab.
  6. English TLM should be introduced structural patterns step by step by providing at least 75% of the time to practice with regular revision and repetition of content of grammar and vocabulary.
  7. Class intake size should be simplified in all educational institutions. The ideal class size would range between 30-35 students per class/ section. Government should implement this policy as soon as possible to facilitate children in learning.

**Conclusion:**

The results concluded that, teachers perceptions are supporting that ‘content’, ‘Vocabulary & Activities’, ‘the Methods & Techniques’, ‘Fascination of motivate contexts into an account’, ‘Attempt to expose important points’, ‘Designed framework & organization of TLM is appreciable’. The present study suggests grammar should not be laborious and it must be inductive and natural mode, TLM should have the content related real life situations and conversations and English TLM should be introduced structural patterns step by step by providing at least 75% of the time to practice with regular revision and repetition of content of grammar and vocabulary.

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