

# Attitude of Teachers towards English Language Teaching in Secondary Schools

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## ABSTRACT

Education is the process of facilitating learning. It is the most powerful instrument of social, economic and cultural transformation necessary for the realization of national goals. It is an effective means of social reconstruction. It helps in the acquisition of knowledge, skills, values, morals, beliefs and habits necessary for the human living. It helps to increase the productivity, achieve national and emotional integration; and accelerate the process of modernization. Curriculum and Pedagogy play a significant role in the teaching learning process at secondary level in teaching different subjects in general and that of English language in particular. The curriculum in English should be transacted applying suitable pedagogy in order to make the students understand what the teacher explains in the classroom. English Language Education is a concept relating to the pedagogy of English Language Teaching (ELT); and the development of various skills relating to English language among the students. The teachers of English should have a positive attitude towards teaching English in order to make their students acquire the skills effectively and efficiently. The present study is an attempt to explore the factors that influence the attitude of teachers towards teaching English in secondary schools. The researchers used a well prepared and standardized questionnaire as the tool for collection of data from a sample of 500 teachers (200 Headmasters and 300 School Assistants in English) selected from 200 secondary schools located in the three north coastal districts, viz., Srikakulam, Vizianagaram and Visakhapatnam in Andhra Pradesh using Stratified Random Sampling technique. Mean score values, standard deviations and independent t-tests were used for analysis of data. The findings of the study revealed that Gender, Age, Marital Status and Location of the school have no influence

on their attitude towards teaching English in Secondary Schools.

**Key words:** English Language Education, attitude, English Language Teaching (ELT) secondary school teachers, teaching-learning process

## I. INTRODUCTION

English language plays a very significant role in the Indian context. It is not simply because of its status as a link language, a language of trade and commerce, administration and management; but because of its association with the life of people. The social, cultural and educational exchanges in every walk of life have been taking place through English language. English is an International language, a library language and a language of scientific advancement. It is a language which is rich in literature – humanistic, scientific and technical. English in India is used not only for communicating with the outside world, but also for inter-state and intra-state communication. The Secondary Education Commission (1952-53) throws light on the importance of English. According to the Commission's report, English is no more a foreign language to us; it is a second language. It is a language of instruction in schools and colleges. It continues to be the lingua-franca of India. It is a living language. The Commission recommended that English should be given a right place in our school curriculum.

English is a widely spoken language today. It has often been referred to as 'global language', the language most often taught as a second language across the globe. Because of the great ethnic and linguistic diversity found within our nation, English acts as an indispensable 'link' language. With the revolution in Information Technology, most software and operating systems

are being developed in the English language. English is said to be the world's most important language having communicative and educative value.

### **ENGLISH LANGUAGE EDUCATION**

“English language education” is a concept relating to the use of English in the teaching-learning process. It starts with the field of English language teaching (ELT), which encompasses ELT methodology and the teaching of various skill areas. It crosses the border of education and touches on the domains of curriculum and assessment. English language education also involves the immediate stake-holders of teachers and students. Finally, the outcome of teaching and learning of English should be looked into — language use, English standards and the impact on teaching and learning.

Curriculum and Pedagogy play a significant role in the teaching learning process at secondary level in teaching different subjects in general and that of English language in particular. The curriculum in English should be transacted applying suitable pedagogy in order to make the students understand what the teacher explains in the classroom. English Language Education is a concept relating to the pedagogy of English Language Teaching (ELT); and the development of various skills relating to English language among the students. The teachers of English should have a positive attitude towards teaching English in order to make their students acquire the skills effectively and efficiently.

### **SECOND LANGUAGE LEARNING (SLL) IN SCHOOL CURRICULUM**

English as a second or foreign language is the use of English by speakers with different native languages. People, whose native language is not English, learn English language under different contexts, viz., ‘English as a second language’ (ESL), ‘English as a foreign language’ (EFL), ‘English as an additional language’ (EAL) or ‘English for speakers of other languages’ (ESOL). Language Learning is a conscious study of learning the rules and the grammar of a language. Second Language Learning (SLL) refers to the learning of any language in addition to the learning of one's first language/mother tongue. In the case of SLL, the language plays an established and shared role in the community, the members of which speak some other language as their mother tongue. Learning a second language necessarily involves comparison with the learner's first language, but the latter is generally perceived as causing ‘interference’ in the learning of additional one(s). With regard to

teaching methodology, behaviorism can be linked to grammar/translation methods that tend to focus on the parts of grammatical knowledge with less attention on how these parts might be brought together in communication. The audio-visual and audio-lingual approaches were based on stimulus-response psychology – that is, training students through practicing patterns to form ‘habits’. Thus, Language learning is thought of a habit forming process. Teachers should work with these pre-conceptions in order to facilitate learning. The characteristic of ‘meta-cognition’ or awareness about how people learn is essential in the process of learning. Students need to understand how they learn. They need to continuously reflect on their learning and develop self-awareness of themselves as learners. There is a strong bond between learning and identity. Learners need to negotiate constantly who they are and how they should be with the culture of the language they are learning. Then only, they will be able to learn the language efficiently.

### **Need For The Present Investigation**

English plays an important role in the domains of education, administration, business, political relations, judiciary, industry, etc.; and is therefore a passport to social mobility, higher education and better job opportunities. It is indeed unfortunate that English has so far remained with the rich, elite or upper middle class people of the society. It is the effort of the Indian educational system that English, today, has reached every Indian child and helped him/her gain a sufficiently reasonable proficiency in it. The teaching and learning of English today is characterized by the diversity of schools and linguistic environments, and by the pervasive classroom procedures of teaching a textbook for the success of students in an examination. This does not really serve the purpose of English language learning. Every student, by the time he/she comes out of a secondary school successfully, should be able to converse in English freely with the same ease as how he/she converses in mother tongue. This is possible only when the schools provide a congenial learning environment, good physical facilities, provision to study under the guidance of a professionally competent teacher and exposure to a lot of teaching-learning material. In addition, the teachers of English should possess a positive attitude towards teaching English.

The investigators felt that the attitude of teachers towards teaching English at secondary level plays a significant role in transacting English language curriculum in secondary schools

effectively and efficiently. The teachers are expected to have a positive attitude towards teaching English in secondary schools in order to maintain standards in English Language Teaching (ELT) and make the students acquire the skills of communication to compete with the rest of the world in the context of globalization. Hence, the investigators felt it necessary to study the attitude of teachers towards teaching English in Secondary Schools. The study is also intended to know the influence of certain demographic variables, viz., gender, marital status, age and location of the institution on the attitude of teachers towards teaching English at secondary level. The present investigation is an attempt in this direction.

### OBJECTIVES OF THE STUDY

The main objective of the present study is to know the attitude of teachers towards English Language Teaching in Secondary Schools.

The study also aims at finding out the influence of certain demographic variables such as Gender, Marital Status, Age and Location of the school on the attitude of teachers towards English Language Teaching in secondary schools.

### HYPOTHESES OF THE STUDY

The following hypotheses have been formulated for the present investigation:

- (i) There is no significant difference in the attitude of male and female teachers towards English Language Teaching in secondary schools.
- (ii) There is no significant difference in the attitude of married and unmarried teachers towards English Language Teaching in secondary schools.
- (iii) There is no significant difference in the attitude of teachers aged below 40 years and those aged 40 years and above towards English Language Teaching in secondary schools.
- (iv) There is no significant difference in the attitude of teachers working in rural and urban areas towards English Language Teaching in secondary schools.

## II. LIMITATIONS OF THE STUDY

The study is limited to find out the influence of four demographic variables, viz., gender, marital status, age and location of the school on the attitude of teachers towards English Language Teaching in the secondary schools located in the three north coastal districts of Andhra Pradesh, viz., Srikakulam, Vizianagaram and Visakhapatnam.

## III. METHODOLOGY

**(a) Sample:** The sample of the study consisting of 500 teachers (200 Headmasters and 300 School Assistants in English) has been selected from 200 secondary schools located in Srikakulam, Vizianagaram and Visakhapatnam districts of Andhra Pradesh using Stratified Random Sampling technique.

**(b) Research Tool:** The researchers used a well prepared questionnaire consisting of 40 items as the tool of research for the present investigation. The tool was initially administered to 50 teachers (10 Headmasters and 40 School Assistants in English) under Pilot study. The measures of reliability, validity and objectivity of the tool have been established. Further, the researchers conducted item analysis for the items included in the tool. The final tool consisting of 34 items has been administered to 500 teachers (200 Headmasters and 300 School Assistants in English) working in the Secondary Schools of the three north coastal districts, viz., Srikakulam, Vizianagaram and Visakhapatnam in Andhra Pradesh.

### Statistical Interpretation Of Data

The data collected has been analyzed using different statistical techniques such as Mean score values, Standard Deviations and t-ratios; and are presented in the following table.

**Table showing t-values of different variables relating to the attitude of teachers towards teaching English in Secondary Schools**

S. No.	Variable	N	Mean	S.D.	t-ratio	Result
1	Gender Male Female	110 390	113.41 109.06	30.25 29.53	1.34*	*Not Significant at 0.05 and 0.01 levels
2	Marital Status Married Unmarried	360 140	108.95 112.21	29.81 27.92	1.15*	*Not Significant at 0.05 and 0.01 levels

3	Age	Below 40 years 40 years & above	380 120	110.76 111.67	29.39 29.47	0.29*	*Not Significant at 0.05 and 0.01 levels
4	Location of the school	Rural Urban	280 220	110.29 112.59	28.61 30.29	0.86*	*Not Significant at 0.05 and 0.01 levels

### FINDINGS OF THE STUDY

On the basis of the analysis and interpretation of data, the researchers have arrived at the following findings and drawn the conclusions.

1. There is no significant difference in the attitude of male and female teachers towards English Language Teaching in Secondary Schools.
2. There is no significant difference in the attitude of married and unmarried teachers towards English Language Teaching in Secondary Schools.
3. There is no significant difference in the attitude of teachers aged below 40 years and those aged 40 years and above towards English Language Teaching in Secondary Schools.
4. There is no significant difference in the attitude of teachers working in rural and urban areas towards English Language Teaching in Secondary Schools.

### IV. CONCLUSIONS

From the findings of the study, it is concluded that gender, marital status, age and location of the institution have no influence on the attitude of teachers towards English Language Teaching in Secondary Schools.

### EDUCATIONAL IMPLICATIONS

- (i) The study would help the teachers identify the difficulties faced by their students in learning English; and find out remedial measures to overcome the difficulties.
- (ii) The present study helps the teachers to bring about the necessary changes in the Pedagogy of English being followed by them in order to make English Language Teaching more effective.
- (iii) The study would certainly help the teachers to select suitable methods of teaching English in developing different skills of English language learning among their students.

- (iv) The study would help the Academic Organizations like SCERTs, IASEs and the State Department of Education to take necessary steps for the effective implementation of English Language Teaching in secondary school curriculum.

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