



Perceptions Of Secondary School Teacher Towards Learning Difficulties While Learning English Language In East Godavari District Andhra Pradesh, India

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Abstract

English Language plays a vital role in means of communication throughout whole over world. It is very difficult to think of a society without language. It is a carrier of civilization and culture. In case of the mother tongue, the child acquires it easily, due to the favourable environment and by the great amount of exposure to the language. But, to learn second language English it requires conscious efforts to learn it and the exposure to the second language in most cases is limited. Majority of the students have favoured classroom instruction for the second language acquisition. This article states complexities and solutions in learning English. There are so many factors affect the process of learning a second language, including attitude, self-confidence, motivation, duration of exposure to the language, classroom conditions, environment, family background, and availability of competent teachers. Here the authors took up a study on analysing the various reasons for the problems faced by the second language learner. This article states difficulties and solutions in learning English.

Keywords: Learning, secondary school teachers, lecture, second language, question.

Introduction

The main aim of this paper is to examine the learning difficulties in learning English Language among the higher secondary school learners of East Godavari Schools in Andhra Pradesh, India. Most of the students don't receive sufficient Standards of English-language learning skills due to lack of English language knowledge among some of the teachers, financial constraints, lack of multimedia project teaching and learning system, and lack of English Language Club etc., It aims to look at the dire needs the young learners to be motivated and to be inspired, so that they can be able to develop the basic knowledge of

four skills like listening, speaking, writing and reading. Despite of depriving the ultra-modern facilities. For this purpose, the current researcher collected data through questionnaire and interview process were provided for the students to find out their fundamental knowledge about their level of acquisition of English language. In the field survey, participants were selected for interview, including male & female students, teachers, and guardians. Teachers and parents expressed their different views about English language learning complexities. The students who were participated in this survey are very weak in English Grammar, Vocabulary, and Speaking Skill. After realizing their English learning complexities, the researcher came to conclusion and recommendations. Thus, this study would like to present a new dimension of how to overcome the problems and complexities among higher secondary school level learners in learning English Language.

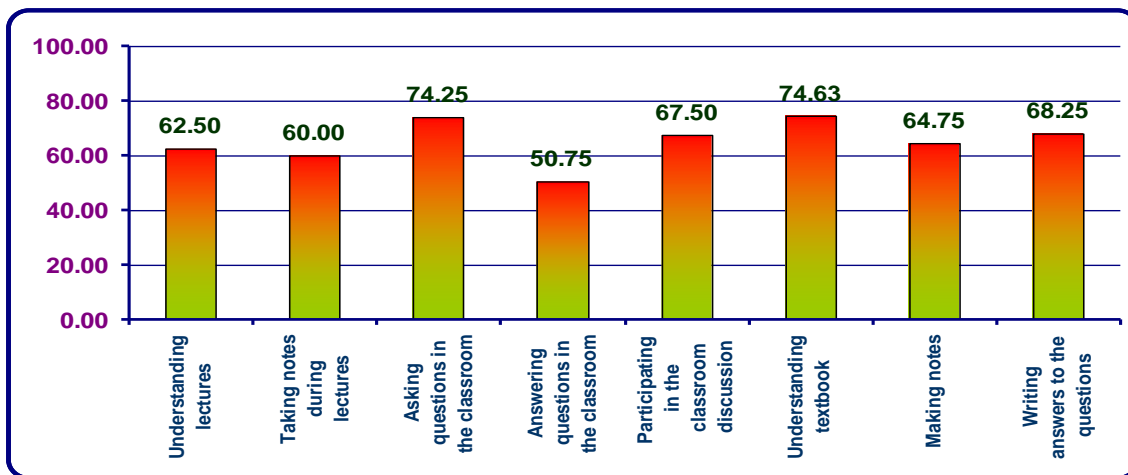
Students' Learning Difficulties

The questionnaire was designed to know about teachers understanding of their students' difficulties in learning and using English. List of nine possible difficulties were provided to the teachers along with an option where they could include some other difficulties which they feel their students face. To name a few of the difficulties that are being listed out, understanding lectures, taking notes during lecture, asking questions in classroom, and understanding textbook are some of them.

Item wise mean percentages as perceived by teachers with respect to Students Learning Difficulties

Item	Skill	Mean Percent
A	Understanding lectures	62.50
B	Taking notes during lectures	60.00
C	Asking questions in the classroom	74.25
D	Answering questions in the classroom	50.75
E	Participating in the classroom discussion	67.50
F	Understanding textbook	74.63
G	Making notes	64.75
H	Writing answers to the questions	68.25

Item wise mean percentages as perceived by teachers with respect to Students Learning Difficulties



The above table observed that, the teachers expressed high perceptions with respect to asking questions in the classroom, understanding textbook, writing answers to the questions, participating in the classroom discussion. The mean percentages are found be 74.63%, 74.25, 68.25, and 67.50% respectively.

In some areas, teachers expressed above average perceptions with respect to Learning Difficulties in English, making notes, understanding lectures, and taking notes during lecture. The mean percentages are found to be 64.75%, 62.50%, and 60% respectively.

It is clear from the table that teachers do consider that learners face language problems in understanding lectures, taking notes during lectures, asking and answering questions in classroom, participating in classroom discussions, understanding textbooks, making notes and writing answers to questions. However, the average value of all the learning difficulties shows that teachers believe their students face difficulties in the above areas but not to a large extent. This further suggests that teachers feel their students need a little more improvement.

Mean, SD, and 't'/F Values on the perceptions of Teachers based on their Socio-Economic Variables with respect to Students Learning Difficulties in using English in Secondary Schools of East Godavari district.

Variable	Category	N	Mean	Std. Dev.	t-value	p-value
Gender	Male	102	21.95	0.22	2.08*	0.04
	Female	98	20.87	0.34		
Academic Qualification	Degree	153	20.92	0.27	1.03 ^{NS}	0.30
	PG	47	20.87	0.34		
Professional Qualification	B.Ed.,	162	20.91	0.29	0.26 ^{NS}	0.79
	M.Ed	38	20.92	0.27		
Teaching Experience	Below 5 years	49	20.82	0.39	5.19**	0.00
	Between 5 to 10 Years	103	20.91	0.28		

	Above 10 years	48	21.00	0.10		
Medium	Telugu	111	20.92	0.27	0.49 ^{NS}	0.62
	English	89	20.90	0.30		
Teaching Class	VIII Class	60	20.93	0.25	0.21 ^{NS}	0.89
	IX Class	76	20.89	0.31		
	X Class	42	20.90	0.30		
	VIII to X classes	22	20.91	0.29		
Management	Government	60	20.94	0.24	3.38*	0.05
	ZPH	100	20.85	0.36		
	Municipal	20	21.00	0.10		
	Private	20	20.95	0.22		
Locality	Rural	125	20.91	0.28	0.05 ^{NS}	0.95
	Urban	50	20.90	0.30		
	Tribal	25	20.92	0.28		

**Significant at 0.01, *Significant at 0.05 level and NS: Not Significant

From the above table it is observed that, the mean perceptual scores of teachers with respect to Students Learning Difficulties in using English in Secondary Schools, the mean perceptual score of male category teachers was 21.95, whereas it was for the female category teachers was 20.87 and the SD values were 0.22 and 0.34 respectively. The derived t – value was 2.08 and the p-value was 0.04 which was statistically significant at 0.05 level. This shows that, there was a significant difference between the perceptions of male and female category teachers and male category teachers perceived high with respect to Students Learning Difficulties in using English in Secondary Schools than that of female category teachers.

With regard to their **Academic Qualification**, the mean perceptual score of Degree qualified category teachers was 20.92, whereas it was for PG qualified category teachers was 20.87 and the SD values were 0.27 and 0.34. The derived t – value was 1.03 and the p-value was 0.30, which was not significant at any level. This shows that, there was no significant difference between the perceptions of Degree and PG qualified category teachers and they perceived similar opinion with respect to Students Learning Difficulties in using English in Secondary Schools.

With regard to their **Professional Qualification**, the mean perceptual score of B.Ed., qualified category teachers was 20.91, whereas it was for M.Ed., qualified category teachers was 20.92 and the SD values were 0.29 and 0.27. The derived t – value was 0.26 and the p-value was 0.79, which was not significant at any level. This shows that, there was no significant difference between the perceptions of B.Ed., and M.Ed., qualified category teachers and they perceived similar opinion with respect to Students Learning Difficulties in using English in Secondary Schools.

With regard to their **Teaching Experience**, the mean perceptual score of below 5 years teaching experience category teachers was 20.82, for between 5 to 10 years teaching experience category teachers was 20.91, whereas it was for the above 10 years teaching experience category teachers was 21.00 and the SD values were 0.39, 0.28 and 0.10 respectively. The derived F – value was 5.19 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that there was a significant difference among the perceptions of teachers based on their teaching experience and above 10 years teaching experienced category teachers perceived high with respect to Students Learning Difficulties in using English in Secondary Schools than that of below 5 and 5 to 10 years teaching experienced category teachers.

With regard to their **Medium of Instruction**, the mean perceptual score of Telugu medium category teachers was 20.92, whereas it was for English medium category teachers was 20.90 and the SD values were 0.27 and 0.30. The derived t – value was 0.49 and the p-value was 0.62, which was not significant at any level. This shows that, there was no significant difference between the perceptions of Telugu and English medium category teachers and they perceived similar opinion with respect to Students Learning Difficulties in using English in Secondary Schools.

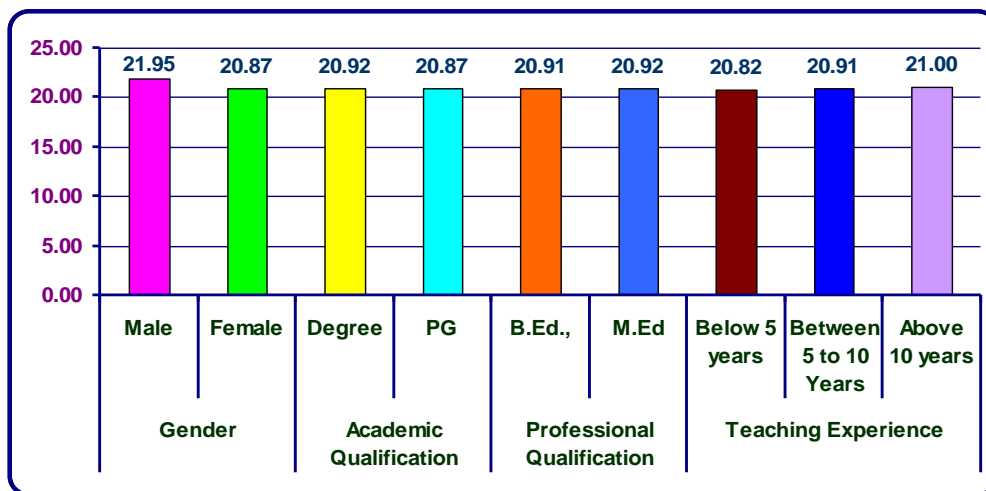
With regard to their **Teaching Class**, the mean perceptual score of VIII class teaching category teachers was 20.93, for IX class teaching category teachers was 20.89, and for X class teaching category teachers was 20.90 whereas it was for the VIII to X classes teaching category teachers was 20.91 and the SD values were 0.25, 0.31, 0.30 and 0.29 respectively. The derived F – value was 0.21 and the p-value was 0.89 which was statistically not significant at any level. This shows that there was no significant difference among the perceptions of teachers based on their teaching class and they perceived similar opinion with respect to Students Learning Difficulties in using English in Secondary Schools.

With regard to their **School Management**, the mean perceptual score of Government school category teachers was 20.94, for Zilla Parishad High School category teachers was 20.85 and for Municipal school category teachers was 21.00, whereas it was for the Private school category teachers was 20.95 and the SD values were 0.24, 0.36, 0.10 and 0.32 respectively. The derived F – value was 3.38 and the p-value was 0.05 which was statistically significant at 0.05 level. This shows that there was a significant difference among the perceptions of teachers based on their school management and Municipal school category teachers perceived high with respect to Students Learning Difficulties in using English in Secondary Schools than that of Government, Zilla Parishad High school and Private school category teachers.

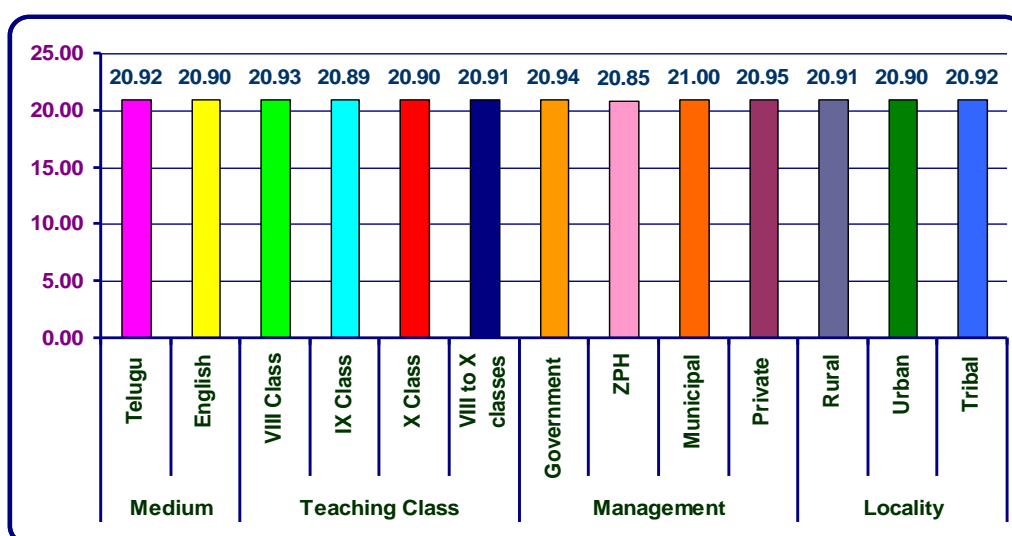
With regard to their **Locality**, the mean perceptual score of rural area category teachers was 20.91, and for urban area category teachers was 20.90 whereas it was for the tribal

area category teachers was 20.92 and the SD values were 0.28, 0.30 and 0.28 respectively. The derived F - value was 0.05 and the p-value was 0.95 which was statistically not significant at any level. This shows that there was no significant difference among the perceptions of teachers based on their locality and they perceived similar opinion with respect to Students Learning Difficulties in using English in Secondary Schools.

Mean between the perceptions of Teachers based on their Gender, Academic and Professional Qualification and Teaching Experience with respect to Students Learning Difficulties in using English



Mean between the perceptions of Teachers based on their Medium, Teaching Class, Management and Locality with respect to Students Learning Difficulties in using English



Findings of the Study

1. There is a significant difference in the perceptions of the male and female (Gender) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
2. There is a significant difference in the perceptions of the (Academic Qualification) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
3. There is a significant difference in the perceptions of the B.Ed and M.Ed (Professional Qualification) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
4. There is a significant difference in the perceptions of the Below 5 years Between 5 to 10 Years above 10 years (Teaching Experience) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
5. There is a significant difference in the perceptions of the Telugu and English (Medium of Instruction) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
6. There is a significant difference in the perceptions of the VIII Class IX Class X Class VIII to X classes (Teaching Class) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
7. There is a significant difference in the perceptions of the Government ZPH Municipal Private (School Management) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.
8. There is a significant difference in the perceptions of the Rural Urban Tribal (Locality) teachers working in the secondary schools with respect to Students Learning Difficulties in using English language.

Conclusion

From the findings of the study, it is concluded that gender, age, teaching experience type of school management and location of the institution have no influence on the Students Learning Difficulties in using English Language.

Educational Implications

Teachers are the most important agents of translating all principles of education into practice. Their role is the most crucial for the proper implementation for the innovation. They should adhere to the following suggestions:

1. Teachers should know very clearly what they are teaching and why. If they are confused about the content they are teaching, they can never enlighten the learners.
2. Since teaching is a noble profession teachers' need to develop a sense of professionalism within them. They should know how to be professional with colleagues, students, administrative staff and parents.

3. Teachers need to engage themselves with personal and reflective practices like discuss pedagogical issues with colleagues write reflective diary share them. They should attend seminar, conferences focused group discussions and form special interest groups.
4. Teachers need to arrange for dialogs with the learners as well. They should talk to them listen to them cater to their needs, collect students' feedback on their classes and be open to criticism. They should be open to bring out changes in their own practices.
5. Teachers should be moral and ethical sound in relation to teaching practices. They should not indulge in malpractices and be Swayed away by the massive commercialisation of education.

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