

PEDAGOGICAL SKILLS PROBLEMS RELATED TO EFFECTIVE TEACHING OF ENGLISH AT PRIMARY SCHOOL LEVEL

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Abstract

Present research study deals with the pedagogical skills problems related to English language at Zillah Parishad primary schools. The major objectives of the study were to identify and analyze the problems related to pedagogical skills of primary teachers for effective teaching of English. Survey method was used for the research, under which data were collected from 325 primary teachers of Zillah Parishad, Pune. The pedagogical problems related to Preparation, Presentation (Instructions), Language skills and Evaluation phases of English Language were surveyed through questionnaire. After analyzing the data it was concluded that while preparing and planning for English teaching in the classroom, most of the teachers are facing the problems of limited time period for preparation, bi-class teaching method, availability of the audio-visual aids, also difficulties to plan for teaching the diverse learners in the class. Lack of communicative approach due to insufficient knowledge, vocabulary and training of the teachers. Impact of mother tongue, phobia about English speaking. While evaluating the students, teachers came across the problems of lack of positive attitude of students, towards evaluation.

Key Words: Pedagogical Skills, Pedagogical Skills Problems, Primary School, Language skills, Evaluation



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1. INTRODUCTION:

In formal education, curriculum, books, teaching learning process, examination are important parts. Books and curriculum are written in language as per the region and circumstances. Teacher explains any point through the language and students understand it through the medium of language. Evaluation or examination is also taken through the medium of language. In this way, language becomes compulsory part of formal education from the ancient period to the recent age of ICT.

Recommendations of different commissions and policies, it is clear that, all the commissions gave importance to the study of English language as a second language or as official language or as a link language. The implementations of those recommendations

reflects in our curriculum, teaching learning process. English becomes a part of our social life. We are travelling from developing country to developed country. No commission had neglected English language. In the present school curriculum English is learnt and taught not only as a subject or medium of instruction but as a skill for communication. It gives importance to skill language ability rather than content, literary appreciation. All the commission gave positive response to three languages formula and the three language formula becomes a part of our education system.

Researcher came to the conclusion after the study of the English language journey through the different Indian education policies that for the successful implication of recommendation, teachers have responsibility to find out and upgrade their pedagogical skills so that they can effectively teach English at primary level. Therefore researcher have decided to study the problems related to pedagogy of English Language.

2. NEED AND IMPORTANCE OF THE STUDY:

Need of the study:

- In Maharashtra English is taught as compulsory subject from the 1st Std. in all Marathi medium schools from 2000. With this background, to maintain the quality of Marathi medium school it is necessary to enhance the pedagogical skill of primary teachers.
- There is no provision of special teachers for English subject at primary level (1st to 4thStd.) in Z. P. primary schools. So it became necessary to train the teachers with pedagogy of English language.
- In Z. P. Primary schools, teachers are appointed on the basis of D. Ed. and they have to teach all subjects in the class. So it is necessary to enhance the proficiency over English language teaching.
- Majority of teachers teach English subject by the traditional method means only to follow the English textbook and tell the meaning of content with the help of pictures in Marathi or in mother tongue.
- There is need to create suitable English learning environment in the classroom, develop confidence of speaking English and positive attitude towards English teaching.

Importance of the study:

- This research is helpful to the Z. P Primary teachers of Pune District in many ways like to create positive English learning environment in the classroom.
- It is helpful to increase the confidence of speaking English of the teachers and develops positive attitude towards English teaching.
- This research guides the teachers for the effective teaching of English with the use of Pedagogical Skills Programme.
- The study is important for teachers all primary teachers in Maharashtra

3. STATEMENT OF THE PROBLEM :

To find out the Pedagogical Skills Problems Related to Effective Teaching of English at Primary School Level

The present research is trying to identify the problems regarding the pedagogical skills of primary teachers for teaching of English. Accordingly, trying to analyse and categories all the problems of pedagogical skills for teaching of English.

4. OPERATIONAL DEFINITION:

- **Effective Teaching:** English Language teaching by primary teachers of Pune Zillah Parishad for 1st to 8th std. by creating appropriate learning environment with inclusive preparation and planning for instructional delivery which is based on appropriate strategy, techniques and methods of teaching for English language. So that, it would promote the students to engage in the class and also encourage them for active learning.
- **Primary Teachers:** Teachers who are working at Zilla Parishad Marathi medium primary schools affiliated to Pune Zilla Parishad and teach English language to 1st to 8th class.

5. OBJECTIVES OF THE RESEARCH:

1. To identify the problems related to pedagogical skills of primary teachers for effective teaching of English.
2. To analyse the problems related to pedagogical skills of primary teachers for effective teaching of English

6. ASSUMPTION

- At primary level, the teachers teach English in respective of their specialisation of English. (Jahita, 2013)

- Primary teachers liked learning activities and they involved in each activities with keen interest of learning English language (Rathod, Jignesh N. 2017)
- New and Multi media based teaching is a need of the fast flowing and rapidly growing generation (Nagar, Jayona 2018).

7. RESEARCH QUESTIONS:

- What are the problems of rural primary school teachers regarding English teaching?

8. REVIEW OF RELATED LITERATURE

The review of related studies was studied to provide an empirical support to the conceptual and theoretical basis of the study and the arrive at a decision on the choice of methodology of the present study. This chapter deals with review of related literature and review of previous researches carried out in the area of teaching and learning of English language, pedagogy for English teaching, making teaching of English more communicative, the knowledge and attitude of teachers towards English teaching, language teaching method sand strategies, classroom practice, learning environment, English teaching, learning enhancing programme etc. researcher have studied various reference books, articles, M Phil and Ph. D. thesis related to the present research.

Researcher have studied total 29 reviews of related literature and 48 related researches.

The review of related studies from India and abroad mainly divided in two parts first. Those are review of related literature and review of related research. Review of related researches then divided into three categories such as Ph. D. Articles and other and after that these researches categorised into two sections which are English teaching and English language pedagogy.

The studies about pedagogical skills provide theoretical base for the activities of the PSP (Pedagogical skills programme). The theories were about classroom environment. Teachers students psychology, teaching learning process of English language. Pedagogical skills of English teaching. The researches acquainted researcher with different tools and techniques of data collection. All the studies were mainly focuses on different aspects of teachers pedagogical skills, and the position of English teaching. It also provided guideline about innovative pedagogical practices and showed need of effectiveness in pedagogical practices to improve English language teaching and learning. Most of the study, indicated that use of multi media, activity based teaching, learning proved to be very effective in the

teaching learning process of English language. Some studies focused on the use of creative methods, classroom environment, teacher's positive attitude and use of ICT. It showed the relationship between the technology based teaching learning process. Use of different activities strategies, techniques and the effectiveness of English language teaching.

OBJECTWISE RESEARCH METHODOLOGY

Table No :1 Objectwise Research Methodology

Objective	Research Method	Data Collection Tool/s	Sample	Sampling Method	Statistical techniques
1. To identify the problems related to pedagogical skills of primary teachers for effective teaching of English.	Survey	Questionnaire	325	Simple Random Sampling Method	Percentage
2. To analyse the problems of pedagogical skills of primary teachers for effective teaching of English.			Primary Teachers		

In present study the aim was to find out the problems of rural primary teachers while teaching English and to develop the pedagogical skills programme for effective teaching of English for primary teachers in Pune district.

For the investigation of Objective 1& 2 means to identify and analyse the problems regarding English teaching pedagogical skills of Z.P. primary teachers of Pune District, survey method was used.

9. POPULATION, SAMPLE AND SAMPLING:

• **Population:**

The Population for this research work was all the primary teachers of Zillha Parishad schools in Pune District.

• **Sample and Sampling for survey:**

Total 325 teachers were selected as sample from 25 schools from each tahsil of Zillha Parishad Pune and one teacher from each tahsil (25 x 13 = 325) for the survey by simple random sampling.

10. SCOPE, LIMITATION AND DELIMITATION

- **Scope –**

The conclusions from the study are applicable for all the primary teachers of Zillha Parishad Schools of Pune District.

- **Limitation:**

1. The programme has been developed on the basis of responses given by Zillha Parishad Primary Teachers of Pune District.
2. The tools for data collection used for research has been developed by the researcher.
3. The conclusions of the research are based on the responses given by the primary teachers.
4. Training other than 'Pedagogical Skill Programme' may be attended by teachers during the programme period.

- **Delimitation:**

1. The present research study has been delimited to Pune District only.
2. The study is delimited to only Zillha Parishad primary teachers.
3. The research has been delimited problems related to English language pedagogy.
4. It is also delimited to Preparation, Presentation (Instructions), Language skills and Evaluation phases of pedagogy related to English Language.

11. TOOLS FOR DATA COLLECTION:

For the present research following tools were developed by the researcher.

1. Questionnaire for pedagogical problems of English

- a. **Questionnaire for pedagogical problems of English.**

To find out the problems of Z. P. primary teachers regarding English pedagogy, this tool was developed by the researcher having 30 multiple choice questions. There are different areas regarding English pedagogy in which rural primary teachers usually face the problems. Researcher has been framed these problems broadly in 5 main areas such as a) Preparation, b) Presentation, c) Language basic skills, d) Grammar, e) evaluation. The questions are in the form of multiple choice.

Content Validity: The content validity of the questionnaire was examined by the ten experts in the area with complete agreement on its relativity to what is to be tested.

12. ANALYSIS AND INTERPRETATION OF THE DATA:

Researcher has been used different strategies for the data analysis and its interpretation. Objective wise data analysis was presented with tabular form and graphical representations. Null hypotheses were tested with the help of statistical techniques Mean, S. D. and 't' value.

Objective wise findings and conclusions based on the statistical analysis given below:

- **Objective1-**

To identify the problems related to pedagogical skills of primary teachers for effective teaching of English.

- **Objective2-**

To analyse the problems of pedagogical skills of primary teachers for effective teaching of English.

For these two objectives, researcher has been used survey method.

The analysis and interpretation of the results given for each question followed by graphical representation.

Table No. _2 Difficulties faced while preparing for English teaching

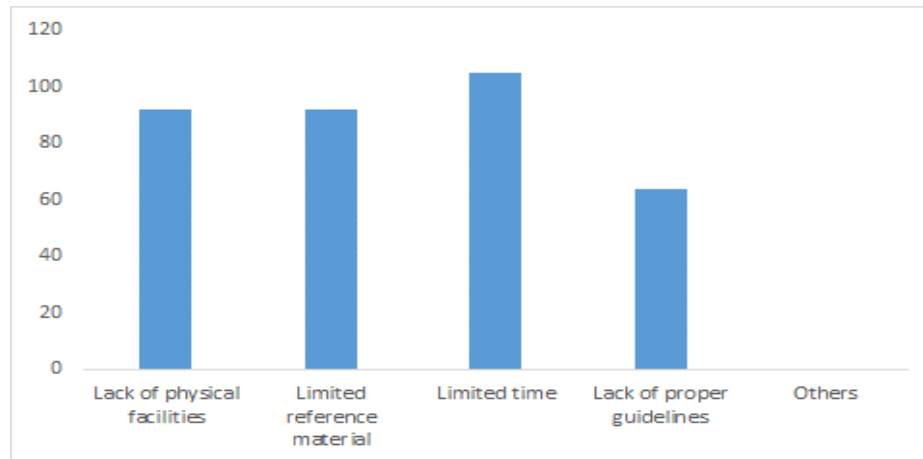
Sr. No.	Description	Responses	Percentage
1	Lack of physical facilities	92	28.30
2	Limited reference material	92	28.30
3	Limited time	105	32.30
4	Lack of proper guidelines	64	19.69
	Total	353	

- **Observation:**

From the table No. 2 it is clear that, while preparing for English teaching, about 32.30% teachers faced the problem of time limitation, 28.30% teachers faced the problems like lack of physical resources and limited reference material, 19.69% teachers do not get the proper guidance about effective English Teaching.

- **Interpretation:**

It means that most of the teachers faced the problems of lack of time available to prepare, plan, organization of e-content and all supportive material for effective English teaching. It is due to the more responsibilities like non-educational work, teaching of all subjects of a single class, responsibility of students from two standards at the same time assigned by the authorities.



Graph No. 1 : Difficulties faced while preparing for English teaching

The above analysis and interpretation is just a sample. Accordingly, analysis and interpretation of the remaining 29 questions was done by the researcher.

13. FINDINGS:

- **Objective 1 & 2**

For verification of objective 1 & 2. Questionnaire having 30 multiple choice questions used by the researcher. Following are the findings based on the responses collected from the primary teacher.

1. While preparing for effective English teaching, most of the primary teachers faced the problems of limited time period, lack of ICT based modern reference material for English teaching and unavailability of audio visual aids for creating learning environment in the classroom.
2. Most of the teachers found the unavailability of the English subject experts in the rural area as they have to face difficulties in teaching through communicative method and maximum teachers have not sufficient technological skills knowledge while using ICT in English teaching.
3. Majority of primary teachers facing more difficulties in developing speaking skill, grammar and conversation. They also face the problem of lacking confidence, fear of English and the insufficient vocabulary of English language.
4. Maximum teachers face the problem regarding the students concentration for learning English, impact of mother tongue, phobia about English language and

insufficient writing and reading materials while developing different basic language skills.

5. Students with diverse needs, surrounding of learning and insufficient vocabulary as the second language causes the obstacles in correlating the text with real life.
6. While teaching English language through English, maximum primary teachers have the difficulty of mastery over English language. They face the problems related to phonetics knowledge and about melody of rhymes.
7. While evaluating through Continuous and Comprehensive Evaluation aspects, maximum primary teachers face the problems of understanding of instructions or question, insufficient educational aids, limitation over observation, oral test and problems related to evaluation tool development.

14. CONCLUSION:

Primary teachers of Z. P. Schools in the rural area of Pune District having following problems regarding pedagogical skills for English teaching because of the policy of appointing the teachers, surrounding and educational background of the students.

- While preparing and planning for English teaching in the classroom, most of the teachers are facing the problems of limited time period for preparation, bi-class teaching method, lack of appropriate guidance from experts and also ICT based modern reference material is insufficient. They face the problem regarding availability of the audio-visual aids, also difficulties to plan for teaching the diverse learners in the class.
- While communicating with each other through English language, there is lack of communicative approach due to insufficient knowledge, vocabulary and training of the teachers. Impact of mother tongue, phobia about English speaking and insufficient vocabulary also becomes the hurdles for communicative approach of Z. P. Primary teachers.
- Due to unavailability of language lab in the school, teachers are facing major problems in developing the listening skill. Insufficient availability of extra-curricular reading materials and time creates problem in developing reading skill. Poor vocabulary, insufficient writing material results into poor writing performance.

- While evaluating the students, teachers came across the problems of lack of positive attitude of students, towards evaluation. Teachers are facing the problems for continuous and comprehensive evaluation due to unavailability of different evaluation tools and understanding of instructions or questions at student level.

15. DISCUSSIONS:

- The conclusion from the present study regarding the problems related to pedagogical skill found that, teaching English language through English medium is quite difficult for primary teachers due to their educational and social background, but Amaliraj, (2018) found that, bilingual education, seems to reduce the gap between the different social classes and also brought out that the home environment, the school environment and the class environment play a vital role in the acquisition of a language. In Z. P. Primary schools, English is learnt as a second language and expected that teachers should teach English through English. But due to impact of mother tongue, lack of confidence, experts, guidance, sufficient training programme, teaching material, social background it becomes impossible for the teachers and also students to understand. In this situation, bilingual method becomes important to understand the content, instruction of the text as it allows the teacher and students to use two languages one is the target language to be learnt and the other mother tongue which is used to achieve the target language English.
- Present research emphasized on the use of new ICT based educational aids to create positive English learning environment among the students. Similarly Nagar, Jayona (2018) concluded that new and multimedia based teaching with conventional methods can bring positive changes in the educational level of the students as well as in their attitude towards learning process as well as Sharma, (2017) found that ICT programme was helpful for the development of technological and pedagogical skill. As this is the age of ICT and multimedia children are learning so many things by the use of multimedia without the help of any other. They have a big craze, curiosity about the multi media. They are grasping new things immediately with the help of multi media. So, it becomes the need of time, to use multimedia effectively in the education system with the conventional method and bring positive changes in the teaching learning process. New ICT based educational aids can create the real

situation, show pictures, places, actions to convey the meaning of words, actions or situation and it influence the students for long time.

- As the present study discussed about poor proficiency over pedagogical skill of the primary teachers, same was found to Satpute (2017), that due to poor proficiency of English teacher in primary schools, their performance is unsatisfactory. In Z. P. Primary schools teachers are appointed on the basis of D. Ed., there is no provision of special English subject teacher. They have to teach all subjects somewhere classes are overcrowded or some where there is bi class system. Majority of the teachers face the stress of time management at the same time, insufficient audio visual aids, reading material, instructional devices teachers teach with the traditional method. Majority of the teachers are not aware of the new role of the language teacher as a facilitator, new innovative methods of teaching. These all things lead to the poor proficiency of Z. P. Primary teachers of English teacher.

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