CHAPTER -5

ISSUES/PROBLEMS IN TEACHING ENGLISH IN THESE COURSES.
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It is observed from the courses conducted for personality development that the students are facing many problems. Some of the problems identified are given as below:

1. No confidence to speak and write English.
2. Students are poor in vocabulary and lack command of English both spoken and written.
3. Negative attitude to learn English.
4. Lack of Planning.
5. Lack of reading habit and understanding.
6. Lack of confidence to participate in debates and discussions and express the views incorrectly and logically.
7. Unable to attempt all the questions in the examination due to lack of time.
8. Students cannot frame the sentence in correct order.
9. Poor in oral communication skills.
10. Suffer from lack of ability to generate new ideas and solve problems in English.
11. Stress in study.
12. Lack of ability to pronounce difficult words.
13. Difficulty in learning the names of novelist, dramatists and the poets.
14. Spelling mistakes in the dictation.
15. Lack of stage presentation.
16. Procrastinate instead of priority to English subject.
17. Avoid non-verbal communications during presentation or speech.
18. Learning one part and forgetting another.
19. Lack of listening skills.
20. Students indecisive.

**No confidence to speak and write English**

Students of kamala high school were not able to speak English confidently. Most of the students of this school are from slum areas. The English language teacher could come to know about this problem, when she entered the classroom on the very first day of the school. The teacher introduced herself to the class. She asked the students that they too introduce themselves. When the students were introducing themselves, the teacher found that the students were not able to introduce properly. The students were not confident. They spoke Marathi or Hindi whenever they got confused. Their pronunciations were also poor. The teacher observed that 80% students were not able to speak English confidently. Remaining 20% students were just average.

**Students are poor in vocabulary and lack fluency of English both spoken and written**

In the Shindewadi Municipal School the students were poor in vocabulary and they lacked of command of English, both spoken and written. Most of the students of this school were very poor in their background. When teacher had taken the vocabulary test during Unit Test and Semester Examination, they could not perform well. Also while correcting English paper it was observed that students did not fare well. They were not able to write synonyms of certain words. Also, they could not translate the passage correctly from Hindi to English and some students left un-attempted the translation part. It was observed that around 90% students were poor in vocabulary and 10% were just average.

**Negative attitude to learn English**

In St. Charles English High School at Santacruz, the students had negative attitude to learn English. The English language teacher could come to know this problem when she personally
interacted with the students to know students preparation for the improvement of English. The English teacher surprised to observe that students had formed the opinion that they will never be able to improve their English as they are not perfect in grammar. They told that they cannot not to join the English speaking classes because of their poverty. Around 65% students had negative attitude for English.

**Lack of planning**

This problem was found with the students of Rupashri Vidyalaya which is located at Ghansoli in Mumbai. The English language teacher could come to know about the problem when she asked them about the portion of study they had completed at home. The teacher has seen that not any single student had been studying English according to planning. They were studying at any time. They were not studying difficult questions and answers in the morning and easy questions in the evening. Even they were daily wasting time while traveling from school to home. They were not studying anything during travelling from home to school. They had not planned as to which topic should be read first so that they could easily complete the portion on time. They were completely unaware about the time management. It helps the person to improve the personality while using the time effectively. They were completely innocent about these things.

**Lack of reading habit and understanding**

This problem was found in Vikhroli Vidyalaya which is located at Vikhroli in Mumbai. The English teacher could come to know about the problem when the teacher was teaching lessons to students in the class. After completing English lesson, the teacher gave the chance to students to read the lesson one by one. When the students were reading, the teacher observed that students cannot read the lesson properly. The student was jumbling while reading the lesson. One cannot understand the proper meaning of sentence. The teacher organizes the newspaper and magazine reading competition in the school and observed same problems. The problem was that the students could not explain the meaning of passage after reading the newspaper or magazine. Only few students could read the passage properly and understand its meaning.
Lack of confidence to participate in debates and discussions and express the views correctly and logically

This problem was found in St. Elais’s High School located at Khar (W), in Mumbai. The English language teacher could come to know about the problem when the English teacher organized the debate and discussion competition on the annual day of the school. The teacher encourages the students to participate in the competition. The teacher surprised to see that students were hesitant to participate in the debate and discussion. Some students were forced to participate in the competition but they could not show their effective performance. The main reason behind this was that they were not confident enough to participate. They had no confidence because they had no vocabulary, language, or general knowledge. The teacher could find out the cause of the problem with the students.

Unable to attempt all the questions in examination due to lack of time

This problem was found in Rameshwar Vidya Mandir at Santacruz (E) in Mumbai. The English teacher could come to know about the problem when the teacher took English class test of the students. While supervising, the teacher observed that students were not attempting the questions systematically. They had no ideas how to divide the time according to marks given in question paper so that they would not fall short of time at the end of the paper. The teacher had observed that some students were writing much and wasting time, where only less marks were allotted. Some students were wasting time on difficult questions. They were not attempting easy questions first. At last, the teacher observed that so many students could not complete their paper on time due to lack of time management. The students, who fall short of time, could not clear English paper and failed. The teacher observed that students were not able to plan study before examination. What to read first so that they can easily understand, for example if they were not aware about Clauses they will not understand the simple and complex sentence. Thus, the teacher could find the problem of time management that the students face.

Students cannot frame the sentence in correct order
This problem was found in Naigaum Municipal School which is located at Dadar (E) in Mumbai. The English language teacher could come to know about the problem when she announced the test in sentence correction. The teacher observed that students were not able to find the mistake in the sentence; even they had no basic knowledge of parts of speech and tenses. Which tenses is to be used according to subject; they did not know what is object? Where is the place of object in the sentence, they did not know. 25% students solved the errors but remaining 75% students just wasted time in thinking. The teacher could know the students weakness in grammar.

**Poor in oral communication skills**

This problem was found in Patuck Technical High School, which is located at Santacruz (E) in Mumbai. The English teacher could come to know about the problem when the teacher was taking internal oral examination of 20 marks. The teacher called students one by one to evaluate them in speaking, reading, and writing. The teacher observed that the students were not able to interact with the teacher. Even they could not read the textbook with proper stress and intonation. They were not able to write effectively, not even listening properly and repeating the words like *What* frequently. From this the teacher came to the conclusion that students are poor in communication.

**Lack of ability to generate new ideas and solve problems in English**

This problem was found in Public English High School located at Santacruz (E) in Mumbai. The English language teacher could come to know the problem when the teacher had given them lengthy answer to learn. The teacher informed them that she will ask after few minutes that may be in written or oral. The teacher was surprised to see that students were not using their mind to learn answers systematically. The students had lack of memory technique. Students had not written full answer. They had written only 20% to 35 % of answer, remaining they could not learn. They had not use memory techniques while learning answer. The English language teacher assumed from this that students are lacks in creativity and memory technique.
**Stress in study**

This problem was found in New Model English High School located at Santacruz (E) in Mumbai. The English teacher could know this problem when she announced the dates of examination. After announcing date of English examination, the facial expression of students changed. It looked as if they were suffering from depression and hate the English. They might be lacking in grammar or lessons. When the teacher asked them the reason of negative body language, they told that they are feeling stress for English because they are poor in English grammar, vocabulary and English writing. They could not learn the difficult answers in the textbook.

**Lack of ability to pronounce difficult words**

This problem was found in St. Terresa Convent High School located at Santacruz in Mumbai. The English teacher noticed this problem when she was narrating the story from the textbook. After reading, she gave the chance to students for reading from textbook. When the students were reading lesson from the textbook, the teacher observed that students were not able to pronounce the difficult word of textbook. Wherever students get confused the teacher helped them to pronounce the particular difficult words correctly. 65% students were unable to pronounce the difficult words perfectly; remaining 35% students were average, not so bad and not so good.

**Difficult in learning names of the novelists, the dramatists, and the poets**

This problem was found in Little Angel High School at Santacruz in Mumbai. The teacher could understand this problem when she conducted the class test in the school. The teacher found that so many students could not attempt this part of English question paper. If some students attempted they had not written properly. It was understood from the paper assessment that they had difficulty in learning. Therefore they have avoided it. Even the teacher orally asked the students about this problem. The maximum students had same answer. In this way the teacher could come to know about the problem.
**Spelling mistakes in the dictation**
This problem was found in Mount Marry English High School which is located in Malad (w) in Mumbai. The English language teacher could come to know about the problem when she gave the small test of dictation of words in the class to check vocabulary of students. She found that maximum number of students was making mistakes in the dictation. Some of them could not write properly. Some students could not write some words properly due to lack of knowledge of spelling. In this way the teacher found this drawback in the students.

**Lack of stage presentation**
This problem was found in St. Terresa English High School Malad in Mumbai. The English teacher could come to know about this problem when the teacher organized the stage presentation. The teacher announced presentation on the stage. On the day of presentation the teacher observed that students are not presenting their topic effectively. She found that the language of students were jumbling during presentation. Some students ran away from the stage half way. Others could not perform satisfactorily as they were not using the verbal and non-verbal communication effectively. It may be because of lack of confidence, lack of knowledge, and language efficiency. Only 3% students could make effective presentation, while 97% was not perfect.

**Procrastinate instead of priority to English subject**
This problem was found in Mother Teressa High School of Malad (w) in Mumbai. The English teacher could come to know about the problem when she asked the students about the completion of portion of different subjects to get the idea about the preparation of semester examination. The teacher observed that many students could not prepare English language subject compared to other subjects. The reason was strange. They replied first we will complete easy subjects and, then take up difficult subjects, as English is difficult to study. Lack of knowledge of grammar, and vocabulary was the answers. English was not given the priority.

**Avoid non-verbal communication during presentation or speech**
This problem was found in St. Anne’s High School, located at Borivali in Mumbai. The English teacher noticed this problem when she had organized the stage presentation. On the day of presentation the teacher observed that students were not able to present their topic effectively. Some students could not perform satisfactorily because they were not using the non-verbal communication effectively. They were not maintaining proper eye contact with audience. They were looking at the ceiling while delivering presentation and showed negative facial expression. They had no confidence. They feared to deliver it and showed zero gestures.

**Learning one part and forgetting another**

This problem was found with the students of Maulana Azad Sanskar Urdu High School located at Santacruz in Mumbai. The English language teacher could come to know about the problem when the teacher after teaching lesson started asking questions and answers from students on the basis of taught lesson. The teacher surprised to know that the students could not reply the answers to questions. Very less numbers of students say for 3 to 4 % students replied. When the teacher tried to know the reason, she comes to know that they had forgotten the lesson. The teacher observed same problem many times in the school. In this way the teacher could come to know about problem.

**Lack of listening skills**

This problem was found in Shetkari Shikshan Sansthan of Ghansoli in Navi Mumbai. The English teacher could come to know about the problem when she was dictating the passage for comprehension to students. The teacher observed that many a times the students asked to repeat the sentence or words. In the beginning the teacher did not doubt about this problem but as the time passed the teacher observed that students repeatedly requested to repeat the sentence. Not only this, when the teacher was reading lesson and telling any story students did not pay attention. Many reasons can be attributed to this as to why students do not pay attention properly, either their English knowledge was poor or memory power was not sharp.
Students indecisive

In Vidya Vikas High School at Chunnabhatti, the students were indecisive regarding time distribution for study of English grammar, questions-answers and other activities. The teacher could come to know about this problem when the teacher announced the date of English unit test. The teacher has seen students discussing about English language portion to complete before unit test. They were discussing as to which part of English should be completed first, whether grammar, question-answer or something else. Finally, they came to teacher with the problem to be solved. The teacher gave some techniques to tackle this problem. In this way the teacher could come to know about the problem.