

**A STUDY ON INSTRUCTIONAL PRACTICES IN GOVT. HIGH SCHOOLS IN
HYDERABAD DISTRICT, TELANGANA**

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English is spoken by the largest population on Earth, thus establishing its pioneering role as a language of communication. To be effective in today's information- and innovation-driven culture, language classes must be tailored to each individual learner. There is a lot of discussion in the field of English Language Teaching (ELT) in India about the challenges of dealing with incorrect instructional methodology, ambiguous policies, learners' multilingual underpinnings, the need to empower teachers, and use of antiquated practices in English language instruction. The English language is studied for almost 12 years by students in all educational systems across the country, and it is given a prominent role in the curriculum. After studying English from kindergarten through high school and passing the first Board Test, most students still struggle to communicate beyond the most elementary levels. The purpose of this study is to investigate the teaching strategies used to teach English by Govt. High School teachers in Hyderabad district of Telangana. The term "teaching strategy" was coined for the purposes of this investigation to describe a teacher's approach to achieving desired outcomes in an English language classroom through the application of a variety of approaches. The research team used a survey to explore how English is taught in secondary schools. They discovered that most of the teachers speak the students' native languages in class and place a greater focus on writing than on speaking or listening. Teachers typically do not apply the approach due to lack of training in the methods advocated by textbook authors, and in some cases, they do not have knowledge of the pedagogy involved in teaching a second language.

Key words: Methods and approaches in teaching English, teachers' perception towards English, pedagogy of second language.

Introduction:

Over the last two centuries, the English language has had a significant impact on moulding India's social, cultural, political, intellectual and economical life, and it continues to serve as a

potent agent of social transformation. English is becoming one of the world's most important international languages. Due to the globalisation of industry, the proliferation of scientific knowledge, the growth of global trade and commerce, and the increasing interdependence of nations, English has become a truly global language.

One way that Indians hope to realise their dreams of a better future for themselves and their country is through the acquisition of the English language. As a direct result of English's widespread availability, the language is now expected from students starting out in elementary school. To ensure that their students learn as much as possible in their English classes, many schools and organisations have implemented training programmes and conducted extensive research in the field of teacher education to improve the English proficiency of teachers of foreign languages.

In the modern era, the concept of a global society without English is inconceivable. The English language keeps us in touch with the global community and the events that shape our lives. Although the English language was introduced to India by the British, it has become so deeply embedded in Indian society that it is now the official language of the Indian Parliament and is required to be studied for at least ten years in all Indian schools. Nonetheless, despite ten years of instruction in English, Telangana's secondary school students still struggle to communicate even in the most fundamental ways. The English language's use as a means of cross-cultural exchange and information exchange is universally acknowledged. With the spread of modern communication methods, the English language has been instrumental in fostering mutual respect and friendship among people of many ethnicities and faiths. According to Alzeebaree and Yavuz (2017), referenced in Alzeebaree and Hasan 2020, English has developed into a tool for the average person to communicate with people of all cultures and ideas around the world. The English language education system in our state is still not up to par, even though it has been seven decades since the British departed India. Despite the government of Telangana's best efforts, the state's schools still don't provide students with a high-quality English education. Class VIII, IX and X curricula and syllabi were developed by the Board of Secondary Education TSBE (the academic authority of the Secondary Schools of Telangana) with the goal of providing a high-quality education delivered in English, however the results have been disappointing.

For the better part of two centuries, the English language has been the primary medium of teaching in both higher education and K-12 institutions. While it was no longer the primary method of delivering course material, most students were nevertheless required to take it. And the students had to become fixated on the seemingly impossible task of learning to write in the style of the celebrated English author. Obviously, this was a very disheartening situation, and with the exception of a few great students, the English proficiency of the entire group was shockingly low. The results of this are still tragic even today. T. C. Baruah argued that the uneven emphasis on attaining English language proficiency resulted from the neglect of other disciplines, which in turn lowered the quality of education as a whole (Baruah, 1984)

English has been the main subject taught in schools for the past two hundred years. Until the first half of this century, English was the language of instruction in both schools and universities. Even after it stopped being the main way of teaching and learning, it was still used in most classes. And the students had to be obsessed with the impossible task of mastering the kind of English that the famous English writer wrote in. It goes without saying that this was a

very disappointing situation, and with the exception of a very small number of great students, the English level was abysmal. Even now, the result of this is still sad. T. C. Baruah said that the uneven importance placed on learning English came from not paying attention to other subjects, which hurt the overall quality of education (Baruah, 1984)

Scope and Delimitation of the study

The study's stated objective was to look into the pedagogical practises of secondary school teachers in Hyderabad, Telangana, India..

1. The present study was confined to the English teachers of 15 Government High Schools from Urban, Semi-urban and Rural area of Hyderabad in Telangana.
2. The English teachers, teaching from VI to X in Govt. High Schools were selected, out of which 20 Females, 10 Males from 15 Government High Schools in Hyderabad district in Telanagana.
3. The study was confined to only English teachers teaching from VI to X in Hyderabad Districts of Telangana

Hypothesis of the Study:

1. There is no evidence that teaching strategies play a significant role in classroom instruction.
2. There is no evidence that teaching strategies have direct impact on learners' participation and content being delivered in the classroom.

Objective:

The purpose of this paper is to detect the problems in teaching English, and to investigate how secondary school teachers from Hyderabad district in Telangana approach instructing their students in English. The difficulty of introducing English to Indian students in the classroom has been an issue for years. The basic abilities of language teaching and learning—listening, speaking, reading, and writing—have always been difficult for instructors to imbibe, despite the fact that organisations like NCERT and SCERT have been publishing strong textbooks. As a result, the following objectives were developed for the current investigation:

1. What methods does the teacher employ to teach English in the Govt. high school?
2. What percentage of classroom teachers actually use the lesson plans and pedagogical techniques outlined in recommended texts?
3. Do the teachers have the background in instructional pedagogy to use the strategies for Teaching a second language outlined in the course book?
4. What are the strategies to teach grammar in secondary classes?
5. Does the school provide appropriate instructional resources to teach English?
6. What are the common problems in teaching English at High School?

Literature Review

According to Jack C. Richards and Theodore S. Rodgers (2001), the effectiveness of language teaching and learning will be negatively impacted if traditional approaches are not updated to reflect current realities.

P.G. Javalgi (2004) in his article, "Teaching English as a Second Language in the Indian Context Perspectives and Problems at Macro Level," said that The English language is not adequately represented in the academic framework. That deserves to be prioritised. The goal of any English language course should be to provide students with the skills necessary to use

the language effectively and fluently in real-world situations. Yet, no action is being taken in this direction.

The standard approach to English instruction has been criticised by N. Krishnaswamy and Lalitha Krishnaswamy (2012). They said that although there are countless new approaches to teaching and studying English that have been developed elsewhere, none of them will be effective in India unless Indian educators develop their own creative approaches. In order to improve English language teaching in the classroom in the country, it is necessary to break with many established norms and practises in the field. This includes updating outdated curricula, syllabi, textbooks, methodologies, approaches, etc.

According to research conducted by Sarjan et al. (2017), the two most common methods utilised by English Language Teachers when instructing their students were Scaffolding and the question-and-answer relationship. The students are helped to focus on the text and the English teacher is responsible for making them to perceive the reading materials. Teachers can help students improve their comprehension of text by providing tips for identifying and using contextual clues. Teachers of foreign languages, according to Altun and Sabah (2020), "should be aware that cooperative learning activities based on a variety of intelligences can have a profound impact on their students.

According to research by Kalia (2017), pupils are less likely to make an attempt to solve problems on their own if their teachers constantly give them with correct answers. That's why it's so important to stress the importance of positive motivation rather than treating students like marionette in a teacher's hands. In addition, the research confirmed that the key to academic achievement in the classroom is ensuring that no student feels bored and unnoticed. The job of a language teacher is to keep the students engaged and interested during the entire class period. Kalia suggests that teachers should look for ways to contextualise their lessons in students' everyday lives.

Methodology of the study

The current study employed a descriptive cumulative survey for its methodology. The purpose of this research is to learn more about the traditional strategies used by teachers of ESL students in Government High Schools in the Hyderabad District. Among 15 Govt. schools in the urban, semi-urban, and rural areas of the Hyderabad District in Telangana, 30 English teachers were chosen. These teachers were responsible for instructing students in grades VIII to X

To better comprehend the current teaching-learning scenario in Government High Schools in the Hyderabad District with regards to the English subject, a survey research design was used to collect data from 30 teachers from various select schools through semi-structured interviews and classroom observation. Over the course of a week, the researchers spent each day from 9:00 a.m. until 1:00 p.m. at each school. For a full week, beginning at 9:00 AM and finishing at 1:00 PM, each day, the researchers were present at the schools. Interviews were timed to coincide with free periods and meal times to minimise disruptions for the kids. There were at least four observation periods in the classroom and four interview periods per day. The interviews were conducted using a semi-structured method that allowed for natural discourse while still maintaining attention to the study topics.

A handful of the teachers shared written lesson plans along with examples of student work. The interaction took place with the class's students, and observations on the teacher's behaviour were taken as a result. After the teacher had finished teaching the lesson, the researchers spent

a few minutes speaking with the students while the instructor was out of the room. The purpose of keeping track of students' answers was not to conduct an analysis of their progress in class, but rather to better comprehend the methodology employed by the teacher while instructing English as a second language.

Semi-Structured Interview:

The purpose of the questions was to gain insight into how different reading and language arts skills are taught in the classroom. Teachers were given free reign to explain the method and clarify any points of confusion through open-ended questions. The researcher conducted one-on-one interviews with the educators to collect their perspectives on the strategies currently used to teach students who are learning English as a second language. Prior to the classroom observations, interviews with the teachers were carried out. This was done so that a more complete picture of the context of the teachers' words and actions could be obtained. The interviews were conducted in an unstructured format in order to elicit the teachers' thoughts on the subject in a manner that was more generic. The replies from the instructors were recorded in a notebook so that they could be analysed at a later time.

Observation Method: The researcher employed an Unstructured Participatory Observation Method to get insight into instructors' preparation levels and pedagogical practises during English instruction time in the sampled schools' English programmes. The researcher was not restricted to observing only one facet of the teacher's behaviour; rather, she was given the freedom to observe anything she thought may shed light on the study's overarching questions. The researcher sat in the back of the classroom with the teacher and recorded the teacher's actions.

When class had ended, the researcher met individually with each student to discuss their concerns and take notes on their responses in a notebook. During the entirety of class, the researcher refrained from making eye contact with the instructor and the students, as well as from connecting with them in any other way. This was done out of respect for both parties.

Findings of the Study

For analysing the collected data, this research uses the ordinary calculation and percentage to measure teachers' perceptions. The study is qualitative in nature and was delimited to 30 teachers from 15 government high schools situated in Urban, Semi-urban and Rural area of Hyderabad District in Telangana.

7. What methods does the teacher employ to teach English in the Govt high school?

In figure 1, the survey indicated that 56.55 percent of English teachers employed a strategy known as Grammar Translation, in which they translated lessons from English into their students' native languages and back again. The learning process begins in the student's native language, and then English is used to express those ideas. Originality is lost when these ideas are shared. Using this approach, the teacher translates the entire textbook into the students' native language as they go along with the lessons. Students are also expected to translate sentences from their native languages into English. The result is that the learner can no longer think and speak freely in English. There is no organic approach to language acquisition like the Grammar Translation Method. Using this approach to learn a new language promotes literal word-for-word translation, which is impossible. 20.33% of respondents employed alternative

approaches such as lecture method. 10% of respondents indicated that they utilise the question and answer method to educate, while 13% of teachers cited a lack of ongoing Assessment in English language instruction in schools and a lack of knowledge about teaching methods.

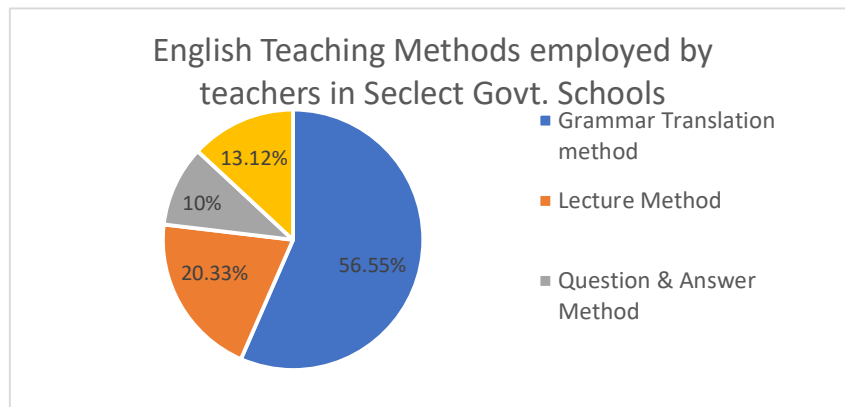


Figure 1: English Teaching Methods employed by teachers in Select Govt. Schools

The Study results also showed that 48.15 percent of English teachers avoid using the target language during instruction because they worry their students won't understand what they're saying, while 36 percent of English teachers use the target language only occasionally during second language instruction. The classroom transaction is conducted entirely in the students' and teachers' native languages. According to the data, 15.85% of secondary school educators place greater significance on writing than on speaking, hearing, or reading the language with their students. The research revealed that educators do not employ targeted methods to teach linguistic abilities including oral, written, and aural comprehension.

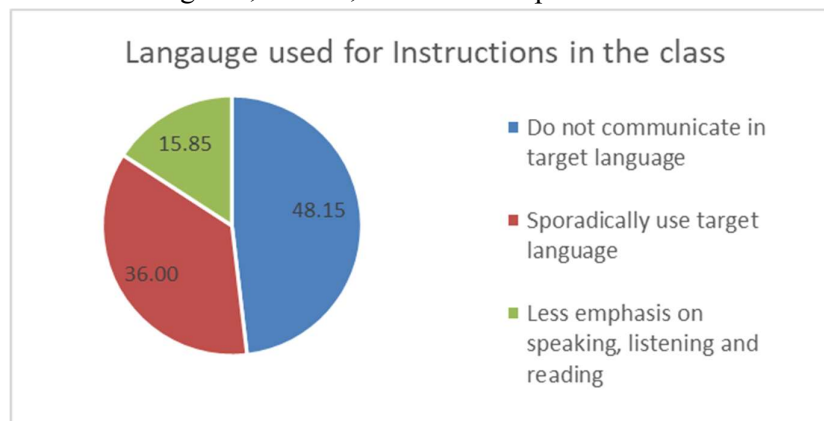


Figure 2: Language used for instructions in the class

8. What percentage of classroom teachers actually use the lesson plans and pedagogical techniques outlined in recommended texts?

Teachers will lack clarity regarding lesson goals, activities, and necessary supplies if they do not make teaching plans. The study indicated that teachers who read the teacher's page instructions are not familiar with the pedagogy and tactics suggested in the books for teaching the various target language skills.

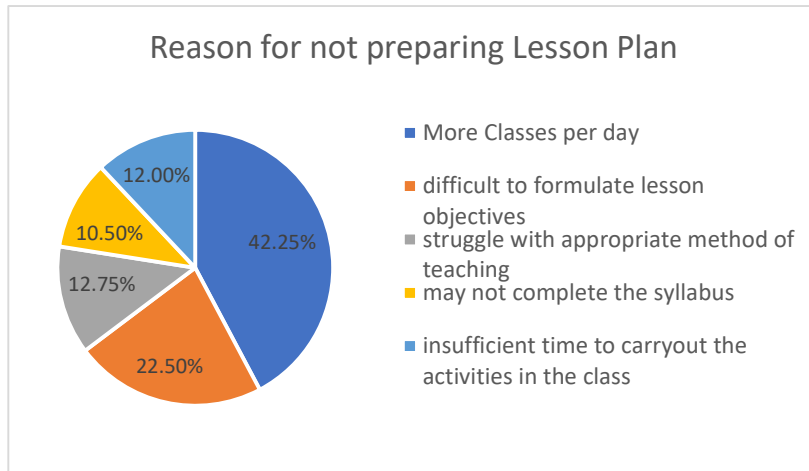


Figure 3: Reason for not preparing Lesson Plan

Figure 3 shows that 57.75% of respondents find it challenging to come up with five lesson plans every day and come up with ideas for learning activities. Ten percent of respondents said they had trouble identifying learners' prior knowledge and formulating lesson objectives; ten percent said they had trouble choosing appropriate methods of teaching; nineteen percent said they would not finish the syllabus on time if they used lesson plans in class; and two and a half percent said they didn't have enough time to carry out the activities in class.

9. Do the teachers have the background in instructional pedagogy to use the strategies for Teaching a second language outlined in the course book?

Instruction is the process by which a curriculum's content and goals are conveyed to students and mastered through various learning activities. The term "instruction" refers to the collective work of both instructors and students. Different instructional strategies, activity sequences, and the arrangement of subject matter can all be used to achieve this goal.

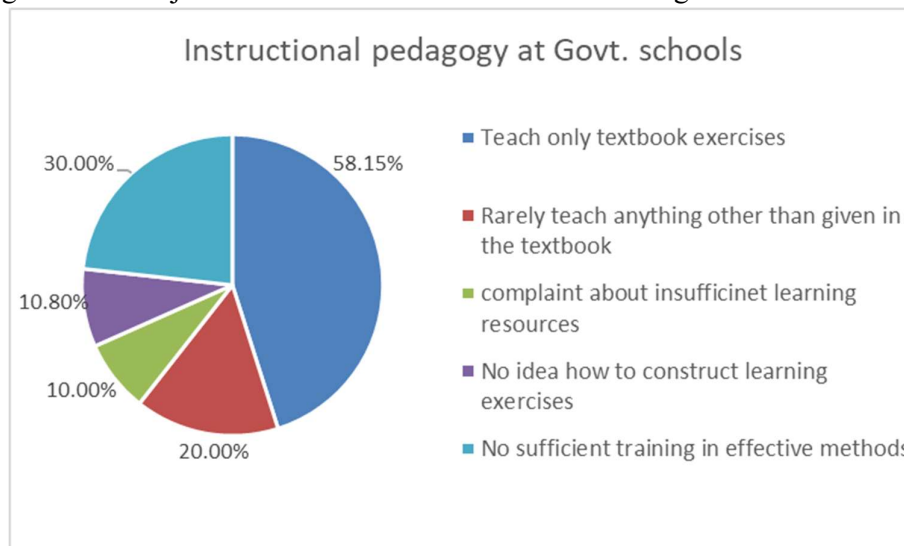


Figure 4. Instructional pedagogy at Govt. schools

Figure 4. shows that 58.15 percent of respondents reported being interested in the classroom activities provided in their English textbook. 20% of those who took part in the survey said they rarely teach anything other than what's in the textbook. 10% of the respondents in the study think this is because of inadequate learning resources at the school. 10.8% said, "I've

never done anything like this before, so I have no idea how to construct learning exercises." The vast majority of teachers indicated that they mostly use a deductive approach to teaching grammar in their classrooms while instructing students in English. 30% of those surveyed felt that they were not getting sufficient training on efficient methods for assisting English language learners' literacy growth. The teachers of English language learners have an immediate and critical need for increased knowledge of effective teaching practises.

10. How should grammar be presented to Secondary grade students?

The majority of teachers admitted that they teach English in a teacher-centered manner in which students listen to their explanation mostly on grammar. They are more likely to teach students grammar concepts and provide some grammar practice. The study revealed that the grammar is taught in the deductive approach only, i.e., the students memorise the grammatical rules and reproduce the same in examination or class works. Rules are first mastered and then applied in learning a language. This over emphasis on rules creates problems for the students. The study revealed that the grammar is taught in the deductive approach only, i.e., the students memorise the grammatical rules and reproduce the same in examination or class works. Rules are first mastered and then applied in learning a language. This over emphasis on rules creates problems for the students. Students rarely put their grammatical knowledge and skills into practise. Although the required textbook is intended to teach both language skills and grammar, grammar is taught independently of the rest of the curriculum.

11. Does the school provide appropriate instructional resources to teach English?

Due to a lack of funding and materials, most schools did not send their English-speaking children to outside competitions. 21.33% of teachers have complained about a lack of adequate resources for teaching English in the classroom. There is a lack of accessibility to the necessary pedagogical resources. 24.05% teachers thought that a course book wasn't enough to help students learn a language. Only 11.06 percent of teachers have access to English teaching materials. And 10% of educators cited a lack of library resources as a problem. 26.05% said that no sufficient reading materials in library. Even more encouraging, 7.51 percent of educators said their institutions provided them with academic support in the classroom.

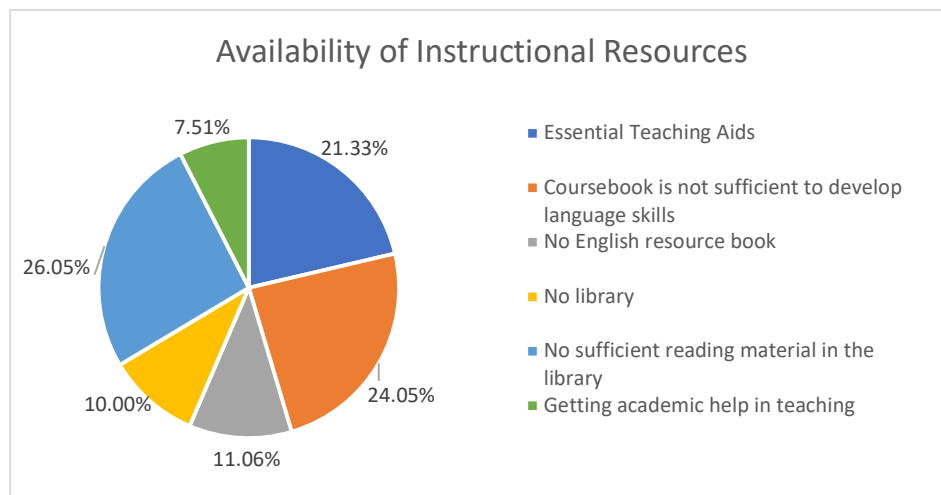


Figure 5: Availability of Instructional Resources

12. What are the common problems in teaching English at High School?

In the course of the research, teachers identified the following as the most frequently experienced challenges when instructing English to high school students:

- i) The fundamental problem with English instruction in government schools is that it is often taught by unqualified teachers. Either they are educated using outdated practises and have never bothered to explore for more effective alternatives, or they gain fresh insights but fail to put them into practise in the classroom. Unfortunately, some English teachers lack exposure to the language during their formal education.
- ii) A typical classroom has between sixty and seventy students, however larger classes can have as many as one hundred to one twenty. It's difficult for English teachers to manage a large class and still get all of the lessons and activities done.
- iii) The goals and purposes of English instruction in India are not well defined. As it is on the curriculum, the teacher is aware of their need to cover the topic, and the students know they must prepare themselves on the topic for exam. English is seen as a knowledge topic rather than a skill subject by both teachers and students. Because of this, the process of teaching and studying English in Indian schools is chaotic.
- iv) The English curriculum is designed exclusively from an examination perspective.. Thus, the material does not stress improving students' communication skills.
- v) The majority of the instruction is delivered without the use of any aid.
- vi) The Translation Method is the only preferred teaching strategy among the teachers. The teacher takes the reader, translates the paragraph, defines challenging vocabulary on the chalkboard, and gives the students homework.
- vii) The vast majority of high school English teachers are either uninformed about or uninterested in updating their pedagogical practises to reflect current best practises.

Discussion

A study was conducted to learn how English is typically taught at Govt. High schools. Instructors tended to treat English more like a knowledge subject, on par with History or Geography, than a skills-based one. The classroom observations, revealed that the teachers were unable to distinguish between knowledge and skill topics, and as a result, they did not focus on developing any particular language abilities in the second language lessons. It's difficult for students to develop a habit of speaking English in school since their teachers employ the Grammar Translation method, the oldest approach to teaching a second language in which the mother tongue is the medium of communication. Yet, individual language abilities like speaking and listening are rarely assessed in isolation. It was also discovered through teacher interviews that teachers mostly highlight writing-related issues such as spelling mistakes, grammatical mistakes, etc. when discussing student difficulties. It turns out that tests for secondary school don't even try to gauge students' linguistic competence in any area except for writing. For this reason, students put a premium on learning to memorise exam questions and write them down. This problem emerges because classroom teachers did not use effective methods to foster students' language growth both inside and outside of the classroom.

Conclusion

When instructing students in the English language, teachers should employ a variety of strategies. Her lessons and the pupils' education will benefit from the variety of approaches she

takes. Pedagogy is crucial since it informs teachers on how to best run a class. This helps educators understand how their pupils learn best and how to tailor their instruction accordingly. It also contributes to better educational outcomes for pupils. Pedagogical content knowledge has several components, including subject matter knowledge, learner conception, and instructional strategies. In order to be an effective educator in the field of English language education, one must continually expand his or her knowledge base. Teachers of English may find success with their pupils by employing techniques like the "Direct Way" of teaching a second language, "Complete Physical Reaction," classroom discussion and interaction, listening exercises, and so on. Furthermore, a strategy shift is required from a teacher-centric to a learner-centric classroom model in language instruction to ensure that students have meaningful opportunities to use the target language throughout class time.

If we continue to educate students in the same way we did in the past, we are robbing them of their future. When we don't provide students the tools they need to succeed in today's world, we're robbing them of a bright future (Dewey, 1859-1952).

Government school teachers should start speaking English with their students. The teacher's primary responsibility is to encourage students to take an active role in the learning process using afore mentioned strategies and the application of contemporary technological tools that are both accessible to and meaningful to the students. Edutainment can be incorporated into the classroom to help students learn English.

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