

EXPLORATION OF TEACHERS' PERCEIVED LINGUISTIC CHALLENGES IN TEACHING OF ENGLISH LANGUAGE IN ELEMENTARY SCHOOLS

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Abstract

English is a global language that connects people from different countries and cultures. Teaching the English language in schools is important for several reasons such as it is the language of international communication, the language of the internet, etc. Therefore, teaching English is important in schools as it prepares students for the future and enables them to participate in the global society. Since India is a multilingual country which has heterogeneity in the classroom. So, this becomes a challenging situation for teachers to teach the English language with a positive attitude towards multilingualism and respect the linguistic and cultural diversity of their students. The present paper explores the factors that are responsible factors responsible for the challenges in the teaching of the English language in multilingual elementary schools. The researchers also study the various challenges faced by teachers in the teaching of the English language in multilingual elementary schools by self-structured questionnaire. The findings revealed that almost every teacher was in favor of intensive drills, the use of technology, and spoken English classes in the school curriculum. Further, suggestions in the form of educational implications were also discussed in the study.

Keywords- English Language, Perceived, Linguistic, Elementary Schools

INTRODUCTION

India is a developing country, and teaching English has been a significant issue from the beginning of English language education history to the present. Despite the fact that language is the foundation of civilizations and cultures all over the world, everyone in our country is concerned about the state of English in schools and institutions. Most pupils in schools, particularly in government schools, do not have a strong command of the English language. Also, India is a multilingual nation with many different dialects. The National Curriculum Framework (NCF, 2005) emphasizes the use of a child's mother tongue as the primary language of instruction because every kid is most at ease and proficient in their native language, also known as their mother tongue. However, the NCF 2005 places a fair amount of emphasis on teaching English in a way that allows students to become sufficiently proficient in the language.

Elementary schooling, which prepares children for fundamental skills and provides foundational knowledge, can be considered the early stage of formal or organized education, followed by secondary education. It shapes the child in a special and specific way, preparing them for the following levels of education. Learning different languages in an elementary classroom not only builds the child's confidence but also boosts them in further learning. If the child lies behind in learning of language at this level, he might not be able to cope with the next stage of learning.

Classrooms in India where children come from diverse backgrounds, and cultures a challenging situation for the teachers who have to teach second and at times third language, which includes Hindi and English. The importance of learning English at present cannot be questioned. Its relevance in various spheres being one of our official languages and a main language for interaction amongst Nations as well as globalization doesn't need evidence. Family and society play a vital role in a child's learning and understanding of a language. Whereas a major portion of the society still doesn't have primary proficiency in English. This scenario creates a lot of pressure for teachers who have to teach a student with no background that has any link to the language.

It is astounding that English has gained "global status" or "international language," and all the evidence points to English's position as a global language becoming stronger. However, we must face the fact that teaching spoken English to Indian students has long been a significant challenge for language teachers. This study sheds light on the problems, trends, and difficulties that all language learners and teachers are now facing. Numerous challenges pertaining to a tiny classroom with many kids, a rural upbringing, a lack of confidence, and a lack of desire (Kalia, 2017). For instance, in Jammu and Kashmir, there are several regional languages like Doors, Kashmiri, Pahadi, Kishatwadi, Bodhi (Ladakhi) Punjabi, and so on; even the languages have distinctive dialects

from place to place. All this adds to the challenges. Therefore, teachers need to recognize and understand these challenges to instrument pragmatic strategies to help students learn English easily, efficiently, and effectively.

ENGLISH AS LANGUAGE OF LEARNING

For the indigenous, learning a language comes naturally to them. 'Behavioristic approach' is the name given to this kind of instruction. However, learning a foreign language demands intentional effort and a "mentalist approach" from students of other languages. These issues arise for Indian children who attend schools in rural and semi-urban settings as English is not their first language. It isn't intuitive or instinctive. It appears that both nature and nurture, analogy and application, have a role in language development. Language instructors have created and adapted a wide range of techniques to teach English.

The challenges faced by students in rural schools are numerous. Their second language is English. Acquiring a second language entails picking up a set of rules, yet the process of acquiring these rule systems is as little understood as the rules themselves. Students discover that they are unable to communicate in English. They don't know how to construct sentences correctly. They are ignorant of correct grammar norms, spelling, and pronunciation. The student's and teacher's only goal is still to pass the tests. The significance of studying English as a language is never fully understood by the students. In the past, fifth graders in rural regions were introduced to English. However, even though there are now many English-medium schools in this area, English proficiency is fast declining. The instructor must consider the student's age, native tongue, cultural background, and prior English language proficiency. Both the teacher's background and degree of proficiency in English are crucial. It is important to remember the purpose of a course, whether it is to improve reading comprehension, speaking fluency, or translation skills, in order to get the intended results. Each of these items influences technique.

Students in rural regions are unaware of the value of English as a communication language, despite the fact that this is the most significant component of this global language. They lack the courage to speak English, and their expressiveness in the language is limited. The first reason is that they were taught English using the Grammar-Translation Method. This strategy makes children reliant on their native language. They transform whatever they read into their own language. They cram the expected questions during tests since they can't compose a single creative statement. They have no English vocabulary as a result of the GT Method. They rely on inexpensive stuff from aid books when writing. (Kumar & Malekar, 2017)

PROBLEMS OF TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIA

Classes of mixed-ability groupings are common in every small town or hamlet in India. In most rural areas of India, learning and teaching are conducted in the vernacular language. Conversely, the majority of competitive tests (further education and jobs) demand English as the language of teaching. The student-to-teacher ratio is high, resulting in inefficiency. The rural setting limits pupils' opportunities to converse and learn English. Everywhere, the class sizes are significantly larger. This is one of the reasons why pupils cannot receive personalized attention. For the benefit of students in schools and universities, English education must undergo a radical transformation. Students in India's rural and semi-urban areas encounter several challenges because English is not their first language. Their second language is English. Learners from rural regions have more problems throughout the language learning process than learners from metropolitan areas. Parents in cities are mostly educated. As a result, pupils from metropolitan regions benefit from the household context in learning the language rapidly.

Students in remote areas of the nation do not have the opportunity to talk or read in English. Students in villages and small towns are mostly from rural regions. In language lessons, the bilingual technique is used. Only slow learners benefit from this strategy to some extent. Furthermore, this conduct lowers the overall learning process. If a student does not comprehend something in English, he or she requests an explanation in L1, or his or her home tongue. As a result, the English instructor is in a position to use a bilingual technique. A shortage of qualified instructors in rural regions has become a reality. Teachers in rural India are frequently banned from attending workshops and seminars to become acquainted with new ideas and methods of teaching.

The rural population of India, which is dependent on agriculture and has limited income, sends their children to government schools where English is taught as a subject rather than a skill. "Throughout India, almost all castes and classes, both rural and urban, believe in the transformative power of English." English is considered as more than simply a functional ability; it is a symbol of a better life, a way out of poverty and injustice." The instructor uses the grammar-translation approach to educate young children, in which the teacher explains every word to kids in their local language in order for them to grasp and acquire English. This strategy, however, has a significant downside.

Language may be learned by exercising all four abilities, namely listening, speaking, reading, and writing. The student is unable to practice any of the skills due to the rural setting. Many teachers are unable to teach English successfully because they encounter several challenges such as a lack of teaching aids, a lack of essential technical assistance, and a conducive learning environment. The majority of Indian students, particularly those from rural areas, notably in Bihar, eastern Uttar Pradesh, and Maharashtra, see this seven-letter term as

magical and mysterious. The instant they hear something in English, they become uneasy. As a result, teachers in charge of English classrooms confront insurmountable challenges. Students have difficulty listening to and understanding English. What are the causes of this? What are the corrective efforts to be implemented to address these issues? This study attempts to analyze the nature of second language learning and the variables that contribute to its sluggish acquisition, particularly in rural India. (Kumar & Malekar, 2017).

CHALLENGES IN THE RURAL AREA

➤ **Clarity of Policy about English Teaching:** One of the primary causes for the declining level of English is a lack of a defined policy. There are still many unsolved concerns about the role of English in the classroom and curriculum. This has resulted in polarized viewpoints and, as a result, frequent changes in government policy on English education in numerous states. Because of the dangerously large number of failures in English, the government has decided not to consider marks in English as a consistency in pattern with regard to the standards to be reached, maintained, or imparted to pupils.

➤ **Less Qualified Teachers:** This may be the root of the problem. The majority of schools hire English instructors who have little or no training in teaching the language. This is because standard Teacher Education Institutions (TEIs) that offer teacher training courses train instructors in English as well as some other topics so that they may teach English in a methodical or systematic manner. There are, nevertheless, a number of institutes, such as the (CIEFL) at the ELTC, that educate English instructors; yet, a serious approach toward raising English standards has yet to take hold, making it a fortunate few who teach in convent schools or public schools.

➤ **Insufficient comprehension of the objectives:** English is taught in most schools in the same way as other subjects. It is important for language instructors to understand that teaching English should be done as a skill rather than a content area. However, insufficient comprehension renders the instruction ineffectual. Furthermore, rather than teaching his students how to be proficient in the language, an English instructor wants them to be able to take a test and pass it. Students study English only to pass a course since it is taught in schools and universities in such a boring and uninteresting way that they have no love or interest in the language.

➤ **Ineffective Monitoring Strategies:** Because there is no monitoring of English teaching in schools and colleges, there is a propensity to use flawed methods and tactics in English teaching. As a result, instructors receive no instruction. Teachers are not encouraged to interact with professionals in the area or to attend courses in order to replace old, conventional methods and approaches with newer ones. A teacher of English must always stay current on linguistic developments. She or he must adjust or modify approaches in response to new trends and student demands. However, such programs are not easily available to teachers, and even if a few institutes do offer such programs, they are not taken seriously since the demand is not perceived by them.

➤ **Insufficient Exposure to the Language:** This is an additional issue that English instructors worldwide deal with. The language is rarely or never spoken outside of the classroom by the students. Thus, there isn't much room for language learners to pick up more language after a certain point. As a result, the instructor bears full responsibility for teaching the language.

➤ **Paucity of Appropriate Teaching Aids and Resources:** Teaching a language necessitates the use of good textbooks, workbooks, teacher handbooks, and audio-visual tools such as charts, images, radio, computers, and television. Unfortunately, these resources are not made available to instructors and students. As a result, the instruction gets boring.

➤ **Less Motivation:** The motivation component is critical in maintaining the learner's interest. However, in a second language scenario, the student does not have an immediate need for English, therefore his interest in the language fades after a short period of time. It should also be emphasized that learning a language like English requires consistent practice exposure in order to develop fluency.

➤ **Big Classes:** For many years, the issue of huge classes has grown in Indian classrooms. Since a class is inherently diverse. Both the weak student and the innovative student are ignored and given little time. There isn't room for personalized attention, which prevents healthy intellectual development.

➤ **Faculty Examination System:** The examination pattern determines the mode of instruction. As a result, students are pushed to remember a few answers in order to pass the exam. As a consequence, even if a student passes an examination. They do not have a practical mastery of the language. Students have also gotten into the risky habit of using premade guides and question banks, which has hampered his progress.

➤ **Number of English Periods Reduced:** To provide more time for non-languages, the number of periods assigned to English has been considerably reduced.

ANALYSIS OF THE RELATED STUDIES

Gajalakshmi (2013) examined the attitudes of IX-IX standard pupils on studying English. 600 IX standard students-selected at random from a range of high and upper secondary schools in the Puducherry region-were given a standardized questionnaire in the form of a normative survey to get their opinions regarding studying the English language. SPSS ver-16 was used to statistically analyze the gathered data. Based on gender, school

type, management style, and school location, the results showed considerable variation. Thus, additional classroom activities related to the study of English were found to improve students' motivation to learn the language.

Hashwani (2008) investigated "Students' Motivation, Attitudes, and Anxiety Regarding Learning English." The study used a survey questionnaire from Gardner's Attitude Motivation Test Battery to investigate the attitudes of eighth-grade students in a private secondary school toward the study of English language and learning, as well as their intrinsic and extrinsic motivations and feelings of classroom anxiety. The results of 77 students' surveys show that pupils are very enthusiastic about studying the English language and have positive sentiments concerning it. The results also showed that independent of gender, students' language learning outcomes and future accomplishments have a larger degree of extrinsic motivating objectives linked to them than intrinsic ones. Overall, the findings highlighted that girls are about as motivated and have somewhat more positive attitudes than guys. Pupils' moderate replies with a somewhat high standard deviation indicate the general degree of anxiety in the classroom, indicating that anxiety varies throughout pupils.

Kalia (2017) concentrated on a few of the main goals by raising knowledge of the problems, trends, and difficulties that language instructors and students are currently facing. The study's main focus was on how students might use their proficiency in effective communication to apply what they had learned. It also emphasized how crucial it is to teach English in order to meet the language's ever-expanding requirements. In addition, frequent issues that arise in the classroom were explored, and solutions were offered to address such circumstances. The report recommended bridging the "urban" and "rural" divide between the affluent and the poor.

Kumar & Malekar (2017) explored the topics relating to the difficulty of teaching English in rural schools in India. The researchers also focused on the difficulties that teachers confront while teaching English as a second language, which needs deliberate serious, systematic efforts to learn or master. Second language learning is a significant problem for any natural speakers of that language who work with it. Appropriate and suitable corrective methods are suggested for the successful resolution of these issues.

Quinto (2015) examined the attitudes of 10 East Timorese students studying in the Philippines toward English, which is one of the two working languages of East Timor. The semi-structured interviews in this qualitative study yielded five themes that aligned with the research questions: (1) English as a preferred language; (2) English as a measure of proficiency; (3) English as a means of communication; (4) English as a competitive advantage in the job; and (5) English as a symbol of status on a worldwide or international scale. The findings indicate that the participants had a positive attitude toward English due to its usefulness as a language for everyday purposes, a linguistic tool, and a means of achieving one's professional and personal objectives. The study discovered that the participants are motivated by their positive attitude and instrumental motivation toward English, based on a proposed four-fold typology. The results force EFL teachers to distinguish between English learned as a foreign language and English taught as a foreign language. The latter takes into account the attitudinal and motivational aspects of language learning, which are essential for any successful language learning process, while the former is conservative and somewhat prescriptivist.

Renganathan (2023) evaluated peer-reviewed research articles that were published in order to ascertain the state of and requirements for English instruction in rural schools. This study looked at the present English language education reform in Malaysia and its effects on rural schools, in addition to highlighting the paucity of research in this field. The results also showed that enduring problems including rural kids' disinterest in and lack of need for English, inadequate facilities and resources in schools, and a lack of parental support for helping with schoolwork at home continue to be significant obstacles to improving English education. The results also demonstrated that published school-based research was typically conducted by independent researchers using random studies.

Songbatumis (2017) through interviews, studied English instructors' perspectives on addressing English teaching issues in the classroom and the solutions they used to address them. A number of issues arose, some of which were caused by students, some by teachers, and some by the school's facilities, such as students' lack of vocabulary mastery, students' low concentration, students' low motivation, students' lack of discipline, students' boredom, speaking problem, shortage of teachers' training, teachers' language proficiency issue, limited mastery of teaching methods, teachers' unfamiliarity with high-tech, teachers' lack of professional development. This study also proposed strategies to solve these issues such as changing attitudes, using diverse teaching methods and approaches, enhancing resources and facilities, matching students' levels and learning situations etc.

The Language Policy of Jammu and Kashmir state (2006) conducted a study of middle and secondary schools of the state to know the language teaching situation in the post-2006 period. A survey was conducted in selected schools of Jammu, Reasi, and Kathua District in March 2014 by the Department of Political Science, University of Jammu. In this survey school students were interviewed and teachers were asked to fill up questionnaires. The main purpose of the survey was to collect information regarding what language is being taught in the schools to the students by their teachers. The change brought in the school language teaching after the adoption of the 2006 language policy. According to this survey, 70 percent students said that their social science paper is in Hindi, 30% said it is in Urdu and they were from Gujjar and Bakerwal communities, 60% of

the students felt convenient in reading as well as writing in English and 40% in Hindi. 98% could communicate with their friends as well as Parents in the Dogri language and 2 % of students in Gojri. All the teachers said that the students still are not able to read, write, or understand English properly and 10% said that there has been an improvement in the English skills of the students. They also said that the 2006 language policy has proven effective for reading and writing in understanding the mother tongue. However, they are satisfied with the policy because students are unable to understand and express fluently in English and they are losing confidence and command over Hindi. At that school, all the teachers are of the opinion that the language policy was better than the present language policy and providing a facility for teaching for only six months tongue is incorrect and democratic policy for the unity and integrity of the state because equal opportunity is not given to all the regional languages of the state.

SIGNIFICANCE OF THE STUDY

In our lives, Schools play a vital role, so it is very important to make the school atmosphere congenial and nice because it is said that school is the second institution in a child's life. In today's world stress is given to the English language. In today's growing world the importance of learning of English language cannot be questioned. It is level and at various spare being one of our official languages and the main language for interaction among these Nations as well as globalization doesn't need evidence. There is a vital need for the study to know the various challenges faced by teachers in the teaching of the English language in multilingual elementary schools. Also, there is a need to know the various factors responsible for these challenges. Every child has to learn the language with proficiency and for that, the root causes that become hindrances in learning the language must be known and must be thrown out. Due to globalization and international bonding, it is necessary to teach the English language to each and every child with proficiency.

OBJECTIVES OF THE STUDY

- To study the various factors responsible for the challenges in the teaching of the English language in multilingual elementary schools.
- To study the various challenges faced by the teachers in teaching of English language in multilingual elementary schools.
- To suggest measures to overcome the challenges faced by the teachers in the form of educational implications.

METHOD AND PROCEDURE

Research Design- In the present study, the researchers have used the descriptive method of research.

Population- In the present study, the population comprises English language teachers of elementary schools in the District Samba of J&K UT only.

Sample- In the present study, the sample consists of 50 English language teachers from elementary schools in the District Samba of J&K UT only.

Sampling Procedure- In the present study, purposive sampling is used.

Tool used- For the purpose of data collection, a self-structured questionnaire as a research tool is used in the present study.

Technique employed for the analysis of the research- The technique employed in the present study was "Percentage". The responses of the respondents that were in 'yes' or 'no' which carry a weightage of '1' and '0' marks respectively were calculated.

The formula of the technique employed in the present study is as follows:

$$\text{Percentage} = \frac{\text{Frequency of the group}}{\text{Total number of sample}} \times 100$$

Analysis and Interpretation- The analysis and interpretation of the obtained data is given below:

Table 1: Showing the responses of the teachers that students have different linguistic backgrounds

Responses	Number	Percentage
Yes	40	80%
No	10	20%

From Table 1, it can be shown that out of 50, nearly 40 teachers responded positively, whereas, 10 respondents responded negatively regarding item no. 1 i.e. students have different linguistic backgrounds. Hence, it has been found that 80% of the teachers supported the statement that students have different linguistic backgrounds.

Table 2: Showing the responses of the teachers that the students from poor socio-economic backgrounds have faulty pronunciation

Responses	Number	Percentage
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Yes	45	90%
No	05	10%

From Table 2, it can be shown that out of 50, nearly 45 teachers responded positively, whereas, 5 respondents responded negatively regarding item no. 2 i.e. students from poor socio-economic backgrounds have faulty pronunciation. Hence, it has been found that 90% of the teachers supported the statement that students from poor socio-economic backgrounds have faulty pronunciation.

Table 3: Showing the responses of the teachers that the basics of the English language are not clear to the students at the elementary level

Responses	Number	Percentage
Yes	48	96%
No	02	04%

From Table 3, it can be shown that out of 50, nearly 48 teachers responded positively, whereas, 02 respondents responded negatively regarding item no. 3 i.e. basics of the English language are not clear to the students at the elementary level. Thus, it has been found that majority 96% of the teachers supported the statement that basics of the English language are not clear to the students at the elementary level.

Table 4: Showing the responses of the teachers that the students generally are not aware of the silent letters & proper intonations of the English language

Responses	Number	Percentage
Yes	50	100%
No	0	0%

From Table 4, it can be shown that out of 50, all the teachers responded positively, whereas, 0 respondents responded negatively regarding item no. 4 i.e. the students generally are not aware of the silent letters & proper intonations of the English language. Thus, it has been found that 100% of the teachers supported the statement that the students generally are not aware of the silent letters & proper intonations of the English language.

Table 5: Showing the responses of the teachers that the knowledge about phonics should be inculcated from the very beginning of the language learning programme

Responses	Number	Percentage
Yes	46	93%
No	04	07%

From Table 5, it can be shown that out of 50, nearly 46 teachers responded positively, whereas, 04 respondents responded negatively regarding item no. 5 i.e. that the knowledge about phonics should be inculcated from the very beginning of the language learning programme. It has been found that 93% of the teachers supported the statement that knowledge about phonics should be inculcated from the very beginning of the language learning programme.

Table 6: Showing the responses of the teachers that stress upon phonological sounds in the class

Responses	Number	Percentage
Yes	43	86%
No	07	14%

From Table 6, it can be shown that out of 50, nearly 43 teachers responded positively, whereas, 07 respondents responded negatively regarding item no. 6 i.e. stress upon phonological sounds in the class. It has been found that 86% of the teachers supported that stress upon phonological sounds in the class.

Table 7: Showing the responses of the teachers that the mother dialect of the students generally affects the correct pronunciation of the English language

Responses	Number	Percentage
Yes	46	93%

No	04	07%
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From Table 7, it can be shown that out of 50, nearly 46 teachers responded positively, whereas, 04 respondents responded negatively regarding item no. 7 i.e. the mother dialect of the students generally affects the correct pronunciation of the English language. It has been found that 93% of the teachers supported that the mother dialect of the students generally affects the correct pronunciation of the English language.

Table 8: Showing the responses of the teachers that peer group communication influences a child's interest in learning of English language

Responses	Number	Percentage
Yes	48	96%
No	02	04%

From Table 8, it can be shown that out of 50, nearly 48 teachers responded positively, whereas, 02 respondents responded negatively regarding item no. 8 i.e. peer group communication influences a child's interest in learning of English language. It has been found that 96% of the teachers supported that peer group communication influences a child's interest in learning of English language.

Table 9: Showing the responses of the teachers with difficulties in teaching English language to various language speakers such as Dogri, Punjabi, Hindi, and Pahari (other than English)

Responses	Number	Percentage
Yes	32	65%
No	18	35%

From Table 9, it can be shown that out of 50, nearly 32 teachers responded positively, whereas, 18 respondents responded negatively regarding item no. 9 i.e. difficulties in teaching the English language to the various language speakers such as Dogri, Punjabi, Hindi, Pahari (other than English). It has been found that 65% of the teachers supported difficulties in teaching of English language to various language speakers such as Dogri, Punjabi, Hindi, and Pahari (other than English).

Table 10: Showing the responses of the teachers that students face difficulty in all four linguistic skills i.e. listening, speaking, writing, and reading

Responses	Number	Percentage
Yes	40	80%
No	10	20%

From Table 10, it can be shown that out of 50, nearly 40 teachers responded positively, whereas, 10 respondents responded negatively regarding item no. 10 i.e. students face difficulty in all four linguistic skills i.e. listening, speaking, writing, and reading. It has been found that 80% of the teachers supported that students face difficulty in all four linguistic skills i.e. listening, speaking, writing, and reading.

Table 11: Showing the responses of the teachers that average students are poor in all linguistic skills

Responses	Number	Percentage
Yes	29	58%
No	21	42%

From Table 11, it can be shown that out of 50, nearly 29 teachers responded positively, whereas, 21 respondents responded negatively regarding item no. 11 i.e. average students are poor in all linguistic skills. It has been found that 58% of the teachers supported that average students are poor in all linguistic skills.

Table 12: Showing the responses of the teachers that students face similar difficulties in learning other languages like Hindi, Dogri, and Punjabi

Responses	Number	Percentage
Yes	14	28%
No	36	72%

From Table 12, it can be shown that out of 50, nearly 14 teachers responded positively, whereas, 36 respondents responded negatively regarding item no. 12 i.e. students face similar difficulties in learning of

other languages like Hindi, Dogri, Punjabi. It has been found that 28% of the teachers supported that students face similar difficulties in learning other languages like Hindi, Dogri, and Punjabi.

Table 13: Showing the responses of the teachers that students find the English language too difficult to understand

Responses	Number	Percentage
Yes	37	75%
No	13	25%

From Table 13, it can be shown that out of 50, nearly 37 teachers responded positively, whereas, 13 respondents responded negatively regarding item no. 13 i.e. students find the English language too difficult to understand. It has been found that 75% of the teachers supported the statement that students find the English language too difficult to understand.

Table 14: Showing the responses of the teachers that understanding & and speaking the English language is easier than writing the English language

Responses	Number	Percentage
Yes	22	44%
No	28	56%

From Table 14, it can be shown that out of 50, nearly 22 teachers responded positively, whereas, 28 respondents responded negatively regarding item no. 14 i.e. understanding & speaking the English language is easier than writing the English language. It has been found that only 44% of the teachers supported the statement that understanding & and speaking the English language is easier than writing the English language.

Table 15: Showing the responses of the teachers that some students are not interested in learning a foreign language

Responses	Number	Percentage
Yes	25	50%
No	25	50%

From Table 15, it can be shown that out of 50, nearly 50 teachers responded positively, whereas, 50 respondents responded negatively regarding item no. 15 i.e. some students are not interested in learning a foreign language. It has been found that 50% of the teachers supported the statement that some students are not interested in learning a foreign language.

Table 16: Showing the responses of the teachers that teachers should concentrate on pronunciation from the very beginning of the child

Responses	Number	Percentage
Yes	46	93%
No	04	07%

From Table 16, it can be shown that out of 50, nearly 46 teachers responded positively, whereas, 04 respondents responded negatively regarding item no. 16 i.e. teacher should concentrate on the pronunciation from the very beginning of the child. It has been found that 93% of the teachers supported the statement that teachers should concentrate on pronunciation from the very beginning of the child.

Table 17: Showing the responses of the teachers that students poor in the English language have poor performance in other subjects also

Responses	Number	Percentage
Yes	22	44%
No	28	56%

From Table 17, it can be shown that out of 50, nearly 22 teachers responded positively, whereas, 28 respondents responded negatively regarding item no. 17 i.e. students poor in the English language have poor performance in other subjects also. It has been found that only 44% of the teachers supported the statement that students poor in the English language have poor performance in other subjects also.

Table 18: Showing the responses of the teachers that learning of English language would enhance a child's personality

Responses	Number	Percentage
Yes	46	93%
No	04	07%

From Table 18, it can be shown that out of 50, nearly 46 teachers responded positively, whereas, 04 respondents responded negatively regarding item no. 18 i.e. learning of English language would enhance child's personality. It has been found that 93% of the teachers supported the statement that learning English.

Table 19: Showing the responses of the teachers that young students need intensive drills in the English language

Responses	Number	Percentage
Yes	50	100%
No	0	0%

From Table 19, it can be shown that out of 50, all the teachers responded positively, whereas, 0 respondents responded negatively regarding item no. 19 i.e. young students need intensive drill in the English language. It has been found that 100% of the teachers supported the statement that young students need intensive drills in the English language.

Table 20: Showing the responses of the teachers that parents play a critical role in a child's language development

Responses	Number	Percentage
Yes	45	90%
No	05	10%

From Table 20, it can be shown that out of 50, nearly 45 teachers responded positively, whereas, 05 respondents responded negatively regarding item no. 20 i.e. parents plays a critical role in child's language development. It has been found that 90% of the teachers supported the statement that parents play a critical role in a child's language development.

Table 21: Showing the responses of the teachers the provision of a language laboratory in your school

Responses	Number	Percentage
Yes	03	0.6%
No	47	99.4%

From Table 21, it can be shown that out of 50, nearly 03 teachers responded positively, whereas, 47 respondents responded negatively regarding item no. 21 i.e. provision of language laboratory in your school. It has been found that only 0.6% of the teachers supported the statement that the provision of language laboratory in your school.

Table 22: Showing the responses of the teachers that language laboratory plays a crucial role in language teaching

Responses	Number	Percentage
Yes	45	90%
No	05	10%

From Table 22, it can be shown that out of 50, nearly 45 teachers responded positively, whereas, 05 respondents responded negatively regarding item no. 22 i.e. language laboratory plays a crucial role in language teaching. It has been found that 90% of the teachers supported the statement that language laboratory plays a crucial role in language teaching.

Table 23: Showing the responses of the teachers that teachers should use technology in teaching of English language

Responses	Number	Percentage
Yes	50	100%
No	0	0%

From Table 23, it can be shown that out of 50, 50 teachers responded positively, whereas, 0 respondents responded negatively regarding item no. 23 i.e. teachers should use technology in the teaching of the English language. It has been found that 100% of the teachers supported the statement that teachers should use technology in teaching of English language.

Table 24: Showing the responses of the teachers that there should be spoken English classes in the school curriculum

Responses	Number	Percentage
Yes	47	96%
No	03	04%

From Table 24, it can be shown that out of 50, nearly 47 teachers responded positively, whereas, 03 respondents responded negatively regarding item no. 24 i.e. there should be spoken English class in the school curriculum. It has been found that 96% of the teachers supported the statement that there should be spoken English classes in the school curriculum.

Table 25: Showing the responses of the teachers that the internet helps the students learn of English language at their own pace

Responses	Number	Percentage
Yes	47	96%
No	03	04%

From Table 25, it can be shown that out of 50, nearly 47 teachers responded positively, whereas, 03 responded negatively regarding item no. 25 i.e. internet helps the students in learning of English language at their own pace. It has been found that the majority 96% of teachers agree that internet helps the students learn of English language at their own pace.

FINDINGS AND DISCUSSIONS

The present study's findings demonstrated significant difficulties in teaching English in primary schools. Nearly all of the teachers felt that there was a deficiency of training in the classroom and supported the use of technology in English language instruction. Additionally, it was shown that parents are extremely important to a child's language development. Similarly, another research faulted the Ministry of Education for overcrowding, a lack of adequate training, school administration, syllabus designers, previous English instructors, teachers who still use old methods of instruction, and, ultimately, the children's parents (Ali & Narayan, 2023). Even when incorporated into whole-class instruction, phonological and phonics training is extremely beneficial for children with weak phonological awareness (Shapiro & Solity, 2008). Similarly, the present study discovered that most pupils are ignorant of silent letters and appropriate English intonations. As a result, phonics instruction should begin at the outset of the language learning program. In the classroom, the instructor should also emphasize phonological sounds.

EDUCATIONAL IMPLICATIONS

Education plays a very important role in the all-round development of the personality of the individual. It brings a change in the behavior of an individual. To enable students to be complete in the present era of science and technology, students are to be trained in the proper direction.

The present study has very important educational implications which are as under:

- The present study shall be beneficial for the teachers to deal effectively with the students having different socio-economic backgrounds.
- The significant results of the study reveal that we can give proper guidance to the students for their better communication skills in English language
- The most significant contribution of the study could be for the policymakers, curriculum makers, and teachers for the better hold of students on the English language.
- One of the most significant implications of the study may be for the school functionaries as there must be the provision of a language laboratory in the school.
- The findings of the study may be applied while formulating policies & and programmes for the students who belong to different linguistic backgrounds.
- The findings of the study would help in knowing the influence of mother dialect on the learning of English language
- The findings of the study would help the teachers to stress phonological sounds at the elementary level.
- The school authorities & and parents should provide an atmosphere for the students so that they can learn the English language properly.
- The study shows that the students face difficulty in all four linguistic skills i.e. listening, reading, writing, and speaking. Also, the role of teachers in developing these skills should be high.
- It is essential for the teacher to make students aware of the scope of the subjects.
- There should be an internet facility available in the school which would help the students to learn at their own pace.
- Intensive drills should be used by the teachers.

CONCLUSION

In the growing era of globalization and digitalization, English language learning is becoming very crucial. However, the tasks of the teachers to teach the English language in a country like India become more challenging when it comes to heterogeneity in the classes with respect to linguistic and cultural differences. These challenges require teachers to be flexible, creative, and responsive to the needs and interests of their students. They also need to have a positive attitude towards multilingualism and respect the linguistic and cultural diversity of their students. The present study explored the possible challenges faced by teachers in the teaching of the English language. The paper also gives suggestions that need to be focused on so that the students learn the English language in a more effective way and have a command over the language.

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