

Teaching Strategies Used by Secondary Teachers in Teaching English as a Second Language in Rural Odisha

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Abstract: *This article examines teacher attitudes, teaching strategy, lesson preparation and learning needs used by rural English teacher. This study brings an understanding of strategies for teaching English reading and writing to L2 students. The central notion for the investigation comes from the need to increase greater worldwide outlook of the teaching of English learners. The result comes from by face –to- face interview with teachers, analysis of classroom, and observing students. The hypothetical outline for this investigation draws from Collier's Conceptual Model, Acquiring a Second Language, explaining the complex interacting factors students experience when acquiring a second language. The paper examines whether teaching strategies that ESL teachers of rural area can add to their teaching.*

Keywords: ESL teacher, teaching strategies, rural learners, secondary level

1. Introduction

Teaching and learning English is fast growing in a mission all over our country. English is learned everywhere because people have found out that knowledge of English is a passport for better career, better pay, and advance knowledge for communication with entire world. Our country is facing a kind of divide: English have and have not. Rural student feel that they are under privileged because of lack of English. There is irony in the situation that English has been a part of our education system for more than a century. Yet it is beyond the research of most of our young learners of rural area.

Arnold (2004) noted a common problem often faced by rural schools. That problem is related to the lack of quality school administrators (e.g. school principal). This could happen because potential administrators are aware that “being a rural administrator is a difficult job that fewer and fewer people are willing to take” and they know that they will also “receive less compensation” (p.5). To cope with this matter, schools or local authorities should offer a good salary and better work conditions for administrators working in rural schools.

In fact, many countries of the developed world are facing the same problem and hold similar. Beliefs related to learning English as a second language. Moreover, we need to go beyond merely describing programmes or the start up of programmes and instead examine the instructional strategies used by teachers as they help students to acquire ESL with ease and fluency. The main aim of this article is to makes a broader understanding of strategies for teaching ESL student. An appropriate study of ESL students and their needs analysis by ESL teacher is required to enable them to develop their individual potential. In this study, seven questions were prepared to expose not only the instructional practices but also to learn teachers' interest and beliefs to gain insight into which principles guided their decision

making. The following questions are also prepared to highlight the problem:

- Do learners in rural area at secondary level face any problem in ESL?
- Are the teachers aware of these problems of their learners? Are the learners aware of this problem?
- Do the perception of teachers and learners regarding the problems match?
- What instructional strategies do teachers use to teach:
 - The secondary learner?
 - Writing?
 - Spelling?
 - Vocabulary development?
 - How to conduct assessment?

2. Scope

As the problem of school teaching is not the problem of the college teaching, so the problems faced by rural student are not the problem of urban student. The scope of our study is therefore to investigate ESL teaching strategies at the secondary level and teaching methodologies used by the teacher.

3. Methodology

This study followed a survey research design to examine common strategies used by the teachers among ESL students in a secondary school in Odisha and teachers' experienced feedback towards students' problems. Such a design was applied to collect data from 10 teachers through an interview, analysis classroom and observing student. The student and teacher participants of this study were selected from secondary schools in rural odisha.

4. Observation Method

The researchers observed and focus on the teacher behaviour related to teaching inside the classroom. Student responses

were also recorded from the same classroom not to analyze student behaviour or learning, but to reveal the teacher response in developing concepts, and elaborating. In addition to recording the teachers' words, notice was also made of gestures, body language, and motions. Use of drawings and diagrams, both in poster form and on the chalkboard used by the teacher were recorded. At the end of the day the observer matched up to notes and effort to clarify where their notes varied.

4.1 Interview

The interview was prepared with around seven questions. The questions were planned to learn about the teaching of the various mechanism of reading and writing language arts teaching. The time and date of the interviews, as well as the learning assignment of interviewees, were recorded. Further, the researchers noted that the instruction closely followed the content of the textbook. They decided that collection of the reading and writing textbooks would likely provide more explanation related to teaching techniques.

5. Findings

- **Question 1 and 2 asked** for to collect demographic information about experience, class taught and training they have got for ESL teaching.
- **Q 3: What are the common problems you think your learners are facing in ESL writing?**
According to most of the teachers spelling error, are most common in writing followed by vocabulary, word order ,word missing ,punctuation, meaning is not clear ,and tense problem .
- **Q 4: What are the strategies you use to deal with learners' error?**
Many teachers indicated that the individual correction was most of the common strategy they used, though a few teacher mention peer correction.
- **Q 5: What are the strategies you use to teach vocabulary?**
Teachers, in a well-crafted method, would name the idea and some synonyms for vocabulary and then sometimes present an explanation. This led to an accurate communication of the concept and eliminates the possibility of confusion.
- **Q 6: What the strategies do you use for spelling error?**
Teachers suggested range of strategies, such as providing more practice and using peer correction.
- **Question 7: What are the strategies they used for assessment conducted?**
It was reported that students at all levels are assessed in reading, writing, spelling, and vocabulary. This is accomplished through the means of teacher observation, text books, writing books, and monthly or quarterly tests. Students are given results at the end of each of three terms.

6. Discussion and Limitation of the Study

This article has shown some facts to support the idea that effective instruction for English learners does the following (1) develops proficiency in natural language or conversation through activities that are related to the children's everyday

experiences, (2) provides enough scope for learning, even over-learning, practice toward automaticity of knowledge and skills, and (3) Understanding and development of thinking skills through the methods of demonstration, and questioning. I will focus on the secondary level because Secondary education is an important sub-sector of the entire education system. On the one hand, it provides middle level work, based on the quality of education. This level of education, therefore, needs to be organized in such a way by the ESL teacher that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively. The job of an ESL teacher is first and foremost in ESL classes who, regularly apply different strategies in classes that are suitable for the students needs. In order to be a good ESL teacher, one must not only teach, but inspire and empower. The goal is to excite the students about learning, speaking, reading, writing, and comprehending English.

7. Conclusion

This study has been conducted to look at the teaching practices of secondary teachers providing instruction in English in Odisha or other states where English is the official language. This study does reveal some promising practices but more research is needed. In the light of above survey and analysis regarding teaching and learning of English as a second language our learners are facing many difficulties. Teachers need to pull out their learners from these vicious circle and put them into virtuous circle by using different teaching strategies as such a great number of secondary school learners can be improve their English learning skill. We should ensure whatever is possible in our context to help learning English as meaningful and relevant with better career opportunities.

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