



Teachers' Perception on English Language Teaching: An Assessment in Paschim Medinipur District of West Bengal

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ARTICLE INFO ABSTRACT

In India, English has assumed a significant role as a medium of instruction, communication, and employment, especially in urban centers. However, the situation in rural areas such as Paschim Medinipur in West Bengal often presents a contrasting picture. This study explores the perceptions of English language teachers in Paschim Medinipur, a district in the state of West Bengal, India, regarding the challenges, strategies, and effectiveness of English language teaching (ELT). For the current study the researcher has followed Descriptive Survey research design. Population for the current study comprises of the Secondary school teachers of the schools located in Paschim Medinipur district of West Bengal. Out of the Existing Population the researcher has randomly selected a sample of 265 teachers for the current study. The researcher has used a structured questionnaire consisting of 36 items with the response of 'Aware', 'Neutral' and 'Unaware'. Reliability and Validity of the questionnaire was tested before use for the purpose. To analyze the collected data the researcher has used both descriptive statistics and inferential statistics. Findings of the study indicate that English teaching methodology practiced in Paschim Medinipur district is favourable enough. Male teachers do not differ from their female counterparts in Paschim Medinipur district in respect of the teaching methodology of English as second language. The rural teachers differ from their urban counterparts in Paschim Medinipur district in respect of the teaching methodology of English as second language. There is no significant difference between teachers who have below 10 years experience and teachers who have above 10 years experience in Paschim Medinipur district in respect of the teaching methodology of English as second language

Keywords: English, Language, Teaching, Perception

Introduction:

One of the most widely used foreign languages worldwide is English. In India, people utilise English for both intra- and inter-state communication in addition to contact with the outside world. To Indians, it represents increased intelligence, culture, and quality of education. It is the most read and written language in India, second only to Hindi in terms of frequency of use (Vijayalaxmi & Babu 2014). The following succinct statements from The National Curriculum Framework (2005) effectively convey the significance of studying the English language: "English in India is a global language in a multilingual country. A variety and range of English teaching situation prevail here owing to the twin factors of teacher proficiency in English and pupils' exposure to English outside schools". English is becoming an essential component of India's linguistic repertory rather than being the language of the colonial rulers. Indians now have far more favourable opinions towards English than, say, those expressed during the 1946–1949 Constituent Assembly discussions.

English is a passport to social mobility, higher education, and better work possibilities since it plays a significant role in the fields of education, administration, commercial and political interactions, court, industry, etc. It is not unusual to see young individuals in metropolitan India code-switching and mingling between the

Indian and English languages. It is regrettable that English has continued to be linked to the upper class, wealthy, or privileged so far. Every Indian kid should have access to English education, and the educational system should work to guarantee that each child learns the language to a high enough degree so that they are not discriminated against for not knowing it. The variety of schools and linguistic contexts, together with the methodically widespread classroom practices of teaching a textbook in order to pass an exam, define the teaching and learning of English today.

Significance of the Study: The significance of the study titled *Teachers' Perception on English Language Teaching: An Assessment in Paschim Medinipur District of West Bengal* can be highlighted from several angles, focusing on its potential contributions to the field of education, policy development, and local context. The study offers valuable insights into the perceptions of English language teachers in a specific region, Paschim Medinipur, which may be reflective of broader trends or unique challenges in West Bengal.

By understanding how teachers perceive the efficacy of English language teaching, the study can identify strengths, weaknesses, and areas that need improvement in the existing teaching methodologies and classroom practices. Teachers' perceptions about English language teaching (ELT) can provide critical feedback on the existing curriculum, teaching materials, and pedagogical approaches. The study can inform educational policymakers in West Bengal about the strengths and weaknesses of the current curriculum and suggest possible changes or improvements to better meet the needs of both teachers and students. In summary, the significance of this study lies in its potential to improve teaching practices, inform curriculum development, provide context-specific recommendations, and contribute to the professional development of teachers. It also offers an opportunity to enhance the overall quality of English language education in Paschim Medinipur, and by extension, in similar districts across India.

OBJECTIVES: The present study has been undertaken with the following objectives-

- i. To study the teachers' perceptions regarding English Language Teaching practice in the secondary schools of Paschim Medinipur and Purba Medinipur district of West Bengal.
- ii. To find out the difference of teachers' perception regarding English language teaching practice among teachers in respect of their gender, residential area and teaching experience.

Hypothesis:

Hp1- There is no significant difference in the perceptions between the male teachers and female teachers in regard to the English Language Teaching Practice in Paschim Medinipur.

Hp2- There is no significant difference in the perceptions between the rural teacher and urban teachers in regard to the English Language Teaching Practice in Paschim Medinipur.

Hp3- There is no significant difference in the perceptions between the teachers in respect of their teaching experience in regard to the English Language Teaching Practice in Paschim Medinipur

Methodology:

Research Design: For the current study the researcher has followed Descriptive Survey research design.

Population and Sample: Population for the current study comprises of the Secondary school teachers of the schools located in Paschim Medinipur district of West Bengal. Out of the Existing Population the researcher has randomly selected a sample of 265 teachers for the current study.

Tool: The researcher has used a structured questionnaire consisting of 36 items with the response of 'Aware', 'Neutral' and 'Unaware'. Reliability and Validity of the questionnaire was tested before use for the purpose.

Statistical Techniques: To analyze the collected data the researcher has used both descriptive statistics and inferential statistics.

Data Analysis and Interpretation:

Table 1-Descriptive Statistics of the Teachers Perception in English Teaching Methodology in Paschim Medinipur

Parameters	Values
N	265
Minimum	37
Maximum	96
Mean	64.30
Median	64
SD	12.92
SEM	0.79

Range	59
Skewness	0.23
Kurtosis	2.55

The above table shows the descriptive statistics of the Teachers Perception in English Teaching Methodology in Paschim Medinipur. From the table it is evident that the mean score is 64.30 with the minimum score of 37 and maximum score of 96 in the range of 59. The obtained SD value is 12.92. The Skewness value is 0.23 and the kurtosis value is 2.55. It is clear that the mean score is higher than the mid value which indicated that the teaching methodology practiced in Paschim Medinipur district is favourable enough.

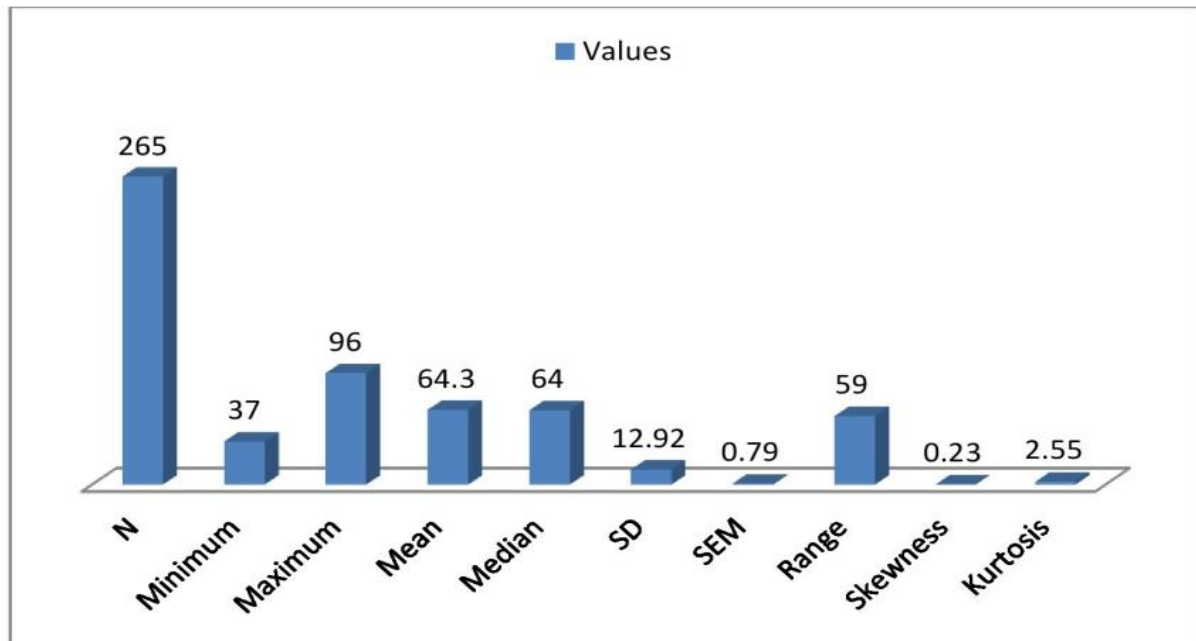


Fig. 1: Descriptive Statistics of the Teachers Perception in English Teaching Methodology in Paschim Medinipur

Table 2-Difference between Male and Female Teachers in respect of Teaching Methodology in Paschim Medinipur

Group	N	Mean	SD	SEM	df	t
Male	145	64.82	14.57	1.21	263	0.72
Female	120	63.67	10.63	0.97		

To find out the difference in the Teaching Methodology of English as second language between male and female teachers t test has been applied. From the table above we can see that the mean value for male teachers is 64.82 and the SD value is 14.57. On the other hand the mean value for female teachers is 63.67 and the SD value is 10.63. The calculated t value is 0.72 which is much less than the critical value 1.99 at the 0.05 level of significance. By conventional criteria this difference is considered to be not statistically significant. It proves that the Male teachers do not differ from their female counterparts in Paschim Medinipur district in respect of the teaching methodology of English as second language.

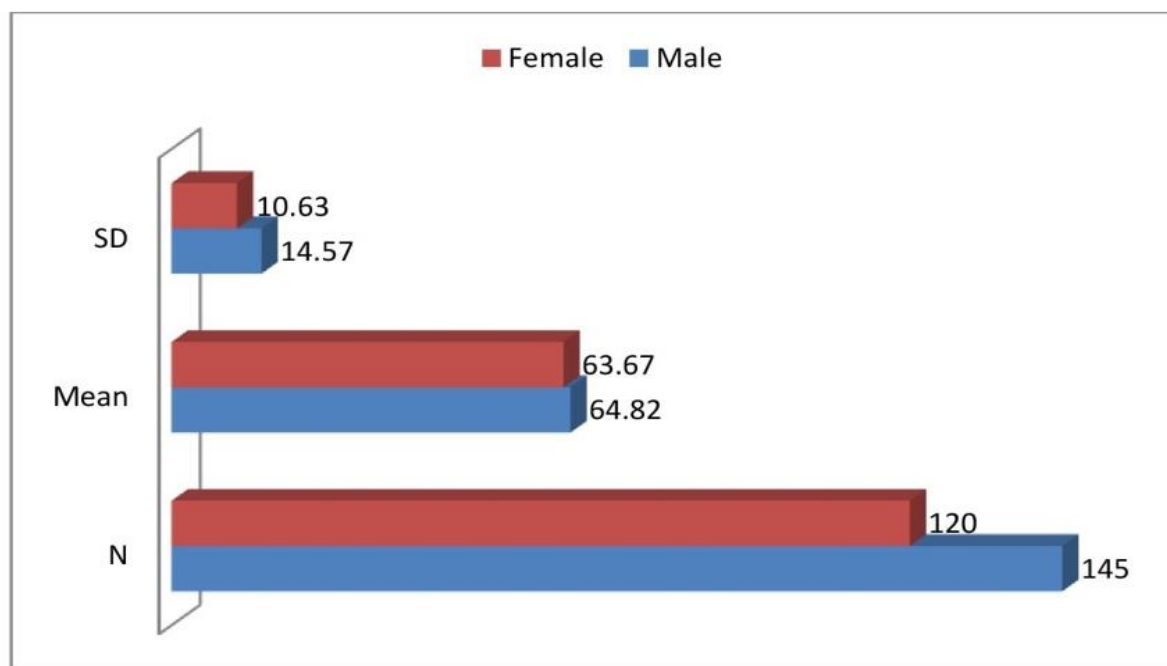


Fig.2: Showing Mean and SD of English Teaching Methodology of Male and Female Teachers in Paschim Medinipur

Table 3-Difference between Rural and Urban Teachers in respect of Teaching Methodology in Paschim Medinipur

Group	N	Mean	SD	SEM	df	t
Rural	127	60.66	9.80	0.86	263	4.56
Urban	138	67.65	14.49	1.23		

To find out the difference in the Teaching Methodology of English as second language between rural and urban teachers t test has been applied. From the table above we can see that the mean value for rural teachers is 60.66 and the SD value is 9.80. On the other hand the mean value for urban teachers is 67.65 and the SD value is 14.49. The calculated t value is 4.56 which is much higher than the critical value 1.99 at the 0.05 level of significance. By conventional criteria this difference is considered to be extremely statistically significant. It proves that the rural teachers differ from their urban counterparts in Paschim Medinipur district in respect of the teaching methodology of English as second language.

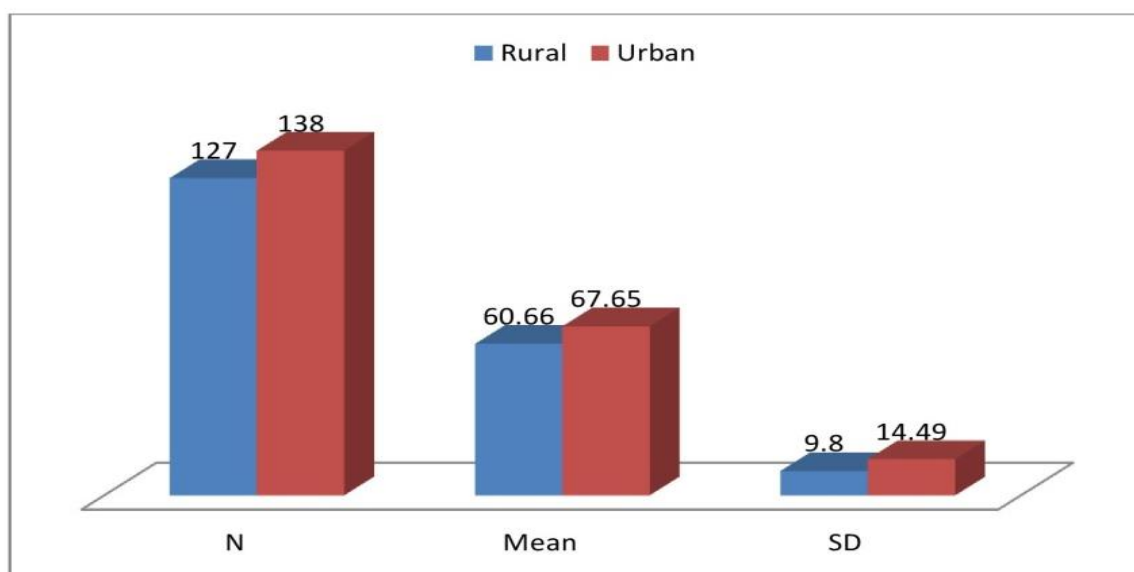
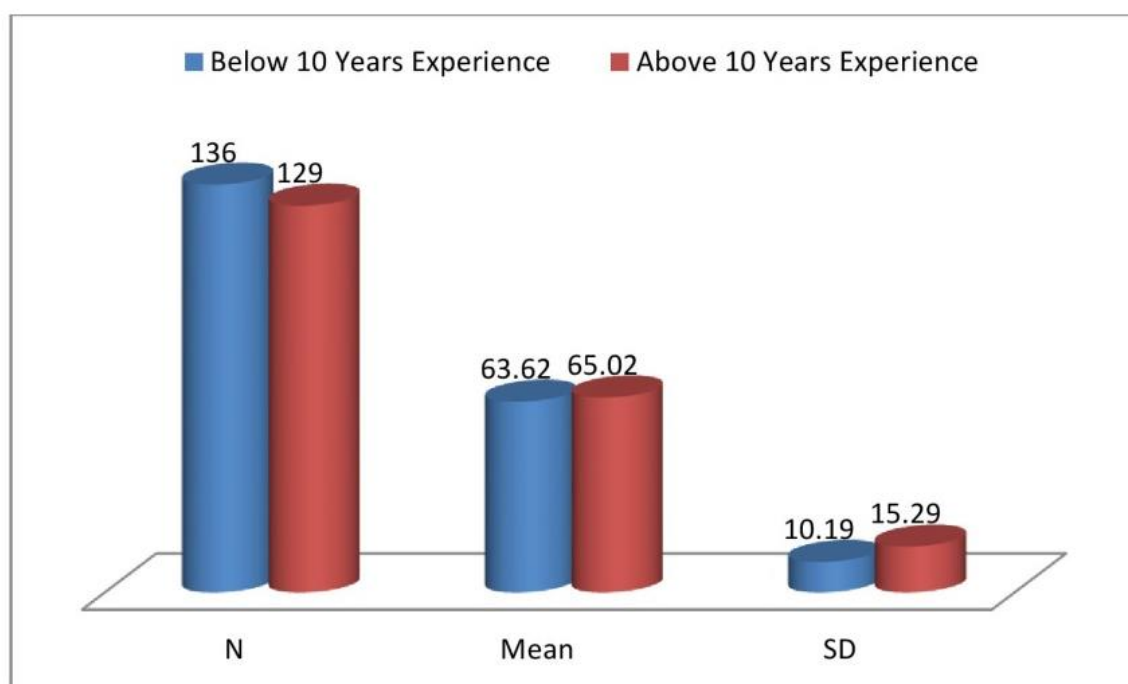


Fig.3: Showing Mean and SD of English Teaching Methodology of Rural and Urban Teachers in Paschim Medinipur

Table 4-Difference between Teachers of below 10 years Experience and above 10 years Experience in respect of teaching Methodology in Paschim Medinipur

Group	N	Mean	SD	SEM	df	t
Below 10 Years Experience	136	63.62	10.19	0.87	263	0.88
Above 10 Years Experience	129	65.02	15.29	1.34		

To find out the difference in the Teaching Methodology of English as second language between teachers who have below 10 years experience and who have above 10 years experience t test has been applied. From the table above we can see that the mean value for teachers who have below 10 years experience is 63.62 and the SD value is 10.19. On the other hand the mean value for teachers who have above 10 years experience is 65.02 and the SD value is 15.29. The calculated t value is 0.88 which is less than the critical value 1.99 at the 0.05 level of significance. By conventional criteria this difference is considered to be not statistically significant. It proves that there is no significant difference between teachers who have below 10 years experience and teachers who have above 10 years experience in Paschim Medinipur district in respect of the teaching methodology of English as second language.

**Fig.4: Showing Mean and SD of Teaching Methodology in Paschim Medinipur based on Teaching Experience****Findings:**

- English teaching methodology practiced in Paschim Medinipur district is favourable enough
- Male teachers do not differ from their female counterparts in Paschim Medinipur district in respect of the teaching methodology of English as second language.
- The rural teachers differ from their urban counterparts in Paschim Medinipur district in respect of the teaching methodology of English as second language.
- There is no significant difference between teachers who have below 10 years experience and teachers who have above 10 years experience in Paschim Medinipur district in respect of the teaching methodology of English as second language

Conclusion:

The study highlights several critical issues affecting English language teaching in Paschim Medinipur, particularly in rural areas. Teachers' perceptions reveal a gap between the resources available and the expectations placed on them by the education system. While urban teachers have relatively more access to resources and training, rural teachers face significant challenges related to infrastructure and professional development.

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