

A Study of Problems Faced by English Language Teachers in Teaching English at Kannada-Medium Schools of Karnataka

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Abstract—English is taught as a second language in Kannada-medium schools throughout Karnataka. Despite its importance for higher education and employment, many teachers face challenges while teaching English. The present study investigates the major problems encountered by English language teachers in Kannada-medium schools and analyzes the data statistically. The study identifies issues such as inadequate teacher training, lack of teaching-learning materials, poor student motivation, language interference, overcrowded classrooms, and insufficient exposure to English. The findings suggest that these factors significantly affect the effectiveness of English language teaching.

Index Terms—English Language Teaching (ELT), Kannada-Medium Schools, Teacher Challenges.

I. INTRODUCTION

English has become a global language and plays a vital role in education, technology, and employment. However, teaching English in Kannada-medium schools presents unique challenges. Students primarily communicate in Kannada, resulting in limited opportunities to practice English outside the classroom. Teachers often struggle to bridge the gap between the students' mother tongue and the target language. Studies on Karnataka government schools have highlighted concerns related to teacher preparedness, classroom resources, and learner engagement.

II. OBJECTIVES OF THE STUDY

1. To identify the problems faced by English language teachers in Kannada-medium schools of Karnataka.

2. To analyze the frequency and severity of these problems.
3. To suggest measures for improving English language teaching.

III. RESEARCH METHODOLOGY

Sampling:

- Random Sampling technique was used.
- 100 English Language Teachers of Kannada Medium.

Tool Used

- Structured Questionnaire
- Interviews with teachers

Statistical Techniques

- Percentage Analysis
- Mean Score Analysis
- Ranking Method

IV. LIMITATIONS OF THE STUDY

1. The Study only limited to North Karnataka.
2. The Study limited to Kannada Medium Schools.
3. The study limited to only Govt. and Aided Schools.

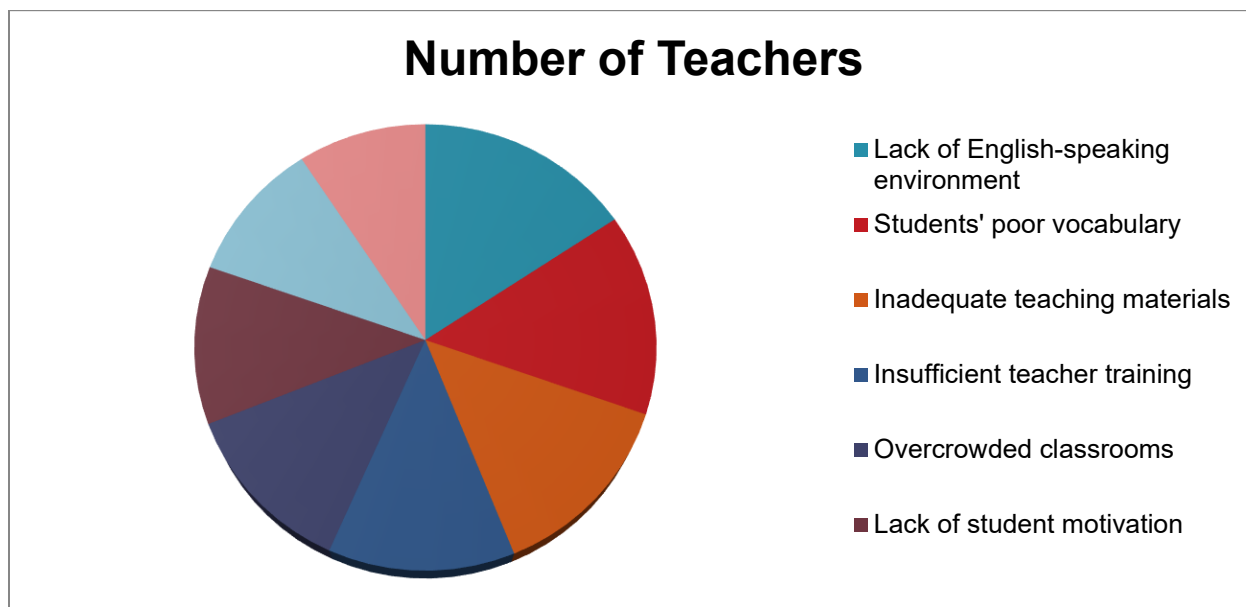
V. DATA ANALYSIS

Table 1: Major Problems Faced by Teachers

Problem	Number of Teachers	Percentage (%)
Lack of English-speaking environment	88	88%
Students' poor vocabulary	82	82%

Inadequate teaching materials	76	76%
Insufficient teacher training	71	71%
Overcrowded classrooms	69	69%

Lack of student motivation	64	64%
Limited ICT facilities	58	58%
Parental support issues	52	52%



Interpretation

The above data & graph reveals the major challenges encountered by teachers in teaching English. The most prominent problem is the lack of an English-speaking environment, reported by 88 teachers (88%), making it the highest-ranked challenge. This indicates that students have limited opportunities to practice and use English in their daily lives, which negatively affects language acquisition and fluency. The second most significant issue is students' poor vocabulary, identified by 82 teachers (82%). A limited vocabulary hinders students' ability to understand lessons, communicate effectively, and develop language proficiency. Similarly, inadequate teaching materials was reported by 76 teachers (76%), suggesting that many schools lack sufficient textbooks, reference materials, and instructional resources necessary for effective English language teaching. Another major concern is insufficient teacher training, cited by 71 teachers (71%). This finding highlights the need for regular professional development programs and training opportunities to enhance teachers' pedagogical skills and language teaching strategies. Overcrowded classrooms, reported by 69 teachers

(69%), also pose difficulties by limiting individual attention and reducing classroom interaction. Furthermore, lack of student motivation was mentioned by 64 teachers (64%), indicating that many students are not actively engaged in learning English. This challenge may stem from limited exposure to the language, lack of confidence, or insufficient encouragement. Among the comparatively lower-ranked challenges, limited ICT facilities were reported by 58 teachers (58%), showing that technological resources such as computers, internet access, and digital learning tools are not adequately available in many schools. Finally, parental support issues, reported by 52 teachers (52%), represent the least common challenge, although more than half of the teachers still perceive parental involvement as an important factor influencing students' English learning.

Overall Interpretation

The above description clearly demonstrates that environmental and linguistic factors—particularly the lack of an English-speaking environment and students' poor vocabulary—are the most serious barriers to

effective English language teaching. Resource-related issues, including inadequate teaching materials, insufficient teacher training, and limited ICT facilities, also significantly affect teaching effectiveness. Therefore, improving language exposure opportunities, strengthening teacher training programs, providing adequate instructional resources, and enhancing technological infrastructure could substantially improve English language learning outcomes.

Table -2: Mean Score Analysis

Teachers rated each problem on a 5-point scale.

Problem	Mean Score
Lack of English-speaking environment	4.52
Poor vocabulary	4.31
Inadequate teaching materials	4.12
Lack of training	3.95
Overcrowded classrooms	3.81

Rank Order

Rank	Problem
I	Lack of English-speaking environment
II	Poor vocabulary
III	Inadequate teaching materials
IV	Lack of teacher training
V	Overcrowded classrooms

VI. DISCUSSION

The statistical analysis reveals that language exposure remains the most critical challenge. Most students use Kannada at home and in social settings, limiting opportunities to practice English. Teachers also reported difficulties in implementing communicative language teaching methods due to large class sizes and inadequate resources. Research in Karnataka and other Indian states similarly points to shortages of training, teaching aids, and infrastructure as major barriers to effective English teaching.

VII. FINDINGS

1. 88% of teachers identified the lack of an English-speaking environment as the major problem.
2. 82% reported students' weak vocabulary and communication skills.

3. 76% indicated a shortage of teaching-learning materials.
4. 71% felt that professional training opportunities were inadequate.
5. 69% reported difficulties due to overcrowded classrooms.

VIII. SUGGESTIONS

1. Organize regular English language training programs for teachers.
2. Establish English-speaking clubs in schools.
3. Provide digital learning resources and language laboratories.
4. Encourage activity-based and communicative teaching methods.
5. Conduct workshops for parents to support English learning at home.
6. Improve ICT facilities and classroom infrastructure.

IX. CONCLUSION

The study concludes that English language teachers in Kannada-medium schools face multiple pedagogical, linguistic, and infrastructural challenges. Statistical analysis indicates that the lack of an English-speaking environment, poor vocabulary among students, and insufficient teaching resources are the most significant barriers. Strengthening teacher training, improving classroom resources, and creating opportunities for authentic language use can substantially enhance English language teaching in Karnataka's Kannada-medium schools.

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