

# Educational problems in primary schools

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Education in primary schools considered the basic pillar of development and progress in societies. This study aims to examine, identify and describe the educational problems faced teachers and pupils in primary schools. Starting with the curriculum, how to convey it to your pupils. The purpose of the paper is to find out the problems in teaching and learning English at the Primary schools.

### **Introduction**

The right to education, which is a basic human right, includes the right to access to education. Access to education is usually a problem for disadvantaged students like those who live in villages or those who have special needs.

Education has become one of the most powerful weapons known for reducing poverty and inequality in modern societies. It is also used for laying the foundation for a sustainable growth and development of any nation.

Primary education in particular is the

level of education that develops in the individual the capacity to read, write and calculate. In other words, it helps to eradicate illiteracy.

### **The problems of teaching and learning English**

Language is basic to all communication between one person and another world over. English language is considered as important language in different ways such as a national link language, as an international link language and as a Library language. English is the major foreign language taught in schools. Learning to read a second language is a complicated process which is why so many children struggle to become strong readers. Majority of

educated people use English language for speaking and reading throughout the world. English has been considered to be the first foreign language in non-English countries. It functions to help the development of the state and nation.

Since it is only a foreign language, there are a lot of problems found in the English language learning and teaching in primary schools, such as lack of pupil motivation is believed as one of the primary problems of English language learning. It may be because of students' perceptions toward English. Due to the nature of the language that is found in their country, many of them take it as a difficult lesson to learn. As a result, they skip class, and when they attend the class, it is not because they want to learn English but likely because they fear of failure. Moreover, lots of them may lack of attention during class, chatting with classmates, doodling in their note books or gasp in their textbooks.

Next, insufficient time is another problem in teaching and learning English. The class-time is often very short; it is once or twice a week, one or two hours daily for lots of subject matters to teach. Therefore, the lesson plan is not developed as programmed was and next class is often a review of the last unfinished teaching-learning process. If this situation happens constantly, the teacher will fail to reach the objectives that have been set before. To make it worse, they also will be unsuccessful to recognize the problems there are in the students learning process. Part of this problem stems from the fact that young learners do not learn like adult learners of English. Scott and Yteberg (1990) rightfully claim in their introduction to teaching English to young learners that activities for young learners should

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incorporate the content with body movement and senses, pupils should experiment with the language they are learning while absorbing it rather than receiving grammar rules, classroom interaction should foster cooperation rather than competition, there must be variety of every component of classroom planning, teaching, and assessment.

The last problem encountered in English language teaching and learning is over-crowded English classes. The number of learners in a typical class room can range from one to fifteen or twenty learners. However, a teacher can find more than thirty students in a very small classroom without a tape recorder, television, posters, or sometimes without markers neither board. It is surely will be difficult for teachers to carry out activities where students can improve their communicative skills because it is not possible to personalize teaching, and as consequence not good results are shown every day.

To sum up, lack of motivation, poor scheduled time, not enough resources and materials, and the excess of pupils in each classroom are undoubtedly some of the problems that teachers have to face in teaching and learning English as a foreign language. To overcome these problems is actually the responsibility of the educational system. However, the teachers also have to use their creativity to be aware of the limitations and constraints, and collectively make an effort to address and find ways to deal with the frustration these problems bring about.