



Problems Of English Teaching- A Brief Study In The Context Of India

Dr. Kashyap Bishwas Associate Professor, Department of English Lakhipur College, Lakhipur Goalpara , Assam.

Abstract:

India's educational system is fraught with issues. Even though the English Language Teaching Institutes in Allahabad and Hyderabad have made significant contributions to improving the English Teaching in India by developing new textbooks, gramophone records, flashcards, pictures, educating teachers, and popularizing the structural approach to teaching English, there are still some issues that make it difficult for adequate English teaching to take place in our nation. Due to population growth, poverty, and policy makers' mistakes, teaching English is difficult in India. To address the issues with English teaching and learning in India, it is necessary to address the problems that have been identified, including a lack of clear-cut policies, a lack of exposure, a lack of appropriate materials, a shortage of qualified teachers, improper methodologies, a lack of motivation, a teacher-to-student ratio, and a flawed examination system.

Present paper tries to identify the problems of English language teaching in India.

Keywords: Language Teaching, Motivation, Teacher-to-student ratio, India.

Introduction:

Every educational system has a duty to prepare students to actively engage in social, political, and economic connections in society. Being able to speak, listen, read, and write in a foreign language—particularly English—is essential for full involvement in India, especially in rural areas where English is not everyone's first language. The main issue in India is the low degree of employment of graduates. A very tiny percentage of Indian graduates are regarded as employable. Due to the dearth of high-quality education in India, placement results also drastically decline as we move away from the top institutions.

In nations where English is not the native tongue, teaching English has become a significant problem. As a result, learners find it challenging to learn a second language because they are unable to use it in everyday situations and are expected to learn grammar from textbooks rather than from experience. Teachers should therefore always seek out practical methods

to lessen the problems of teaching the English language. They face various issues and frequently wonder what the most effective teaching methods are.

The goals of the research:

The current paper has following objectives:

1. To examine some features of English.
2. To elucidate the history of English language teaching in India.
3. To determine the difficulties encountered by Indian teachers of English as a foreign language.

Features of English Language:

A large number of East and West European nations as well as the United States speak and read English. Today, people all around the world use it as a second language. There are aspects and characteristics inherent in the language to which English owes much of its ever-increasing Global appeal, as well as historical, political, and economic considerations that have a great deal to do with this international extension of English. Some of the traits that have helped English spread over the world include the ones listed below.

- One can refer to a language as progressive if it has a past, present, and future. English is also a progressive language because it has undergone historical and ongoing changes in an effort to become more comprehensible.
- English is the best language. English is a good example of a language that, in an ideal world, expresses ideas similarly.
- The vocabulary, phrasing, and sentence structure in English are unique.
- Each language has its own set of phonemes, morphemes, and syntax that make up its grammatical structure.
- The grammar of English is unique.
- English uses a unique script.
- English literature is a tremendous treasure that permeates every aspect of existence.

A brief history in India:

Beginning with the establishment of British colonial control in India, English education has a long history in India. The British East India Company needed clerks and translators, therefore English-speaking schools were established in India. The Company began setting aside funds for the Indians' English education in 1813. English was declared the official language in 1833 with the Charter Act. English-educated Indians would be given preference for government positions, Lord Hardinge declared in 1844. Free-traders backed this strategy because they thought it would help create an Indian population that was devoted to the

British. The missionaries joined in on this and added their support for the teaching of English. Missionaries were eager to convert Indians from powerful families and soon realised how much simpler it would be to do so if they used English because it would make career development easier. The Western canon of philosophy and literature was viewed by liberals as having a civilising effect. These men didn't see the dangers of education until the turn of the century, when they realised its propensity to foster nationalism and political upheaval. The government was making efforts at this time to regulate and even restrict education.

It's important to remember that some Indian gentlemen founded the Hindu College in India before the British Government agreed to fund English education. In the first three decades of the 20th century, traditional schools teaching Sanskrit, Persian, and Arabic were in direct rivalry with Hindu College and other comparable institutions spread throughout British India. These institutions relied on the support of affluent Indians. Traditional schools saw a decline in support as economic trends altered. Around the same time, intelligent young men made the decision to study English. There was minimal interest in the education of girls, in contrast to the support for schools for boys. Despite pressure from missionaries and liberals, the colonial authority showed little interest in the education of women. Because they believed that women needed to be included in the church in order for conversions to become permanent, missionaries were interested in female education and girls' schools. Women's education was, however, given second-class status because men made all the decisions.

The 1840s saw the arrival of single female missionaries who were given the task of working with women and children in India. These educated missionary ladies focused their efforts on winning over married adult Indian women to Christianity in an effort to establish their worth. They gained admission into homes as teachers and endeavoured to share Christ with their charges while reading stories and teaching needlework. Occasionally, they were able to convert someone. Girls' schools were supplanted by the mission administrators when it became clear that these ventures were ineffective.

Problems of Teaching English in India:

English is not their first tongue; the students are learning it as a second language. They come from many nations. These days, it's crucial for pupils to acquire the English language. They enroll in various institutions to master the English language. where they receive English language instruction from English teachers. It is not an easy task for teachers to teach English to non-native speakers. A competent teacher must be able to identify issues, provide the greatest learning conditions for their students, and inspire them to learn.

Neglecting the Goals of Teaching English: The English curriculum in India is adhering to the goals of teaching English language. Both the teacher and the learner frequently have little or no experience with English. The teacher's primary concern is ensuring his pupils succeed on the test. In this approach, the primary objectives are overlooked.

Lack of Consistent Policy: There is no consistent policy governing the start of English instruction in our schools. The teaching of English is currently introduced at three separate phases.

Early stage (ages 6 to 9): In public schools and some areas of West Bengal, Rajasthan, and West Karnataka, it begins in classes I or III.

English is introduced at the start of secondary education in some regions of West Bengal, Kashmir, Orissa, Delhi, Madhya Pradesh, and Uttar Pradesh. b) Middle Stage (age of 11 or 12)

b) Later Stage (14 years of age) - In some states, like as Gujarat, English is taught throughout the final four years of secondary school.

Old Approach of Teaching English: In Indian schools, instructors continue to instruct students utilising the ineffective "Translation-cum-Grammar" method. Our professors don't like the new techniques, which are structural and situational. Because of this, our translation- Cum-Grammar approach has no benefits for pupils, who must deal with all of its drawbacks.

Condition of Classes: The following classroom settings make it difficult to effectively teach English.

- A. Lack of classroom space and
- B. Lack of buildings
- C. The absence of furniture.

The teacher is unable to address specific issues in small groups because of the crowded classes. Students frequently feel uncomfortable and their attention is diverted from learning as a result of the lack of structures and furniture.

Using less audio-visual equipment: The use of audio-visual aids is significantly less common in our schools. Due to a lack of cash, teachers are unable to purchase expensive teaching aids, but they do not use any inexpensive ones that are available, such as pictures, charts, models, or flannel boards. The only time student-teachers show any interest in this is during the training phase. As soon as they are hired as teachers, they avoid using audiovisual aids. Audio-visual aids are underutilised in our educational system but are the most effective way to teach English.

Lack of Extensive and Appropriate Teacher Training: The teachers lack thorough and appropriate training. More time is allotted to required papers at the B.Ed. and L.T. levels than to instructional strategies. At the same time, training only lasts a brief time. Additionally, there are extremely few resources and facilities for in-service training.

Lack of Competent Educators : Teachers who are not proficient in English or who are not aware of the most recent and significant advancements in English pedagogy are in charge of teaching English in schools throughout the crucial years. This is definitely true. The absence of capable and effective teachers is mostly caused by four factors:

1. The B.Ed. level lacks proper preparation.
2. A teacher who didn't offer to teach English at the B.Ed. level.
3. Insufficient initiative and creativity among instructors and
4. Teachers' sole motivation is to see that their students pass exams, so there is a lack of the proper motivation.

Mother Tongue: Due to the influence of their home tongue on their decision to relearn the English language, the majority of students doesn't appreciate the importance of the English language and instead only demonstrate respect for it. The language that is naturally picked up throughout childhood, or the one that is first acquired by a kid or chosen in a multilingual setting.

According to Awoniyi, the phrase "mother tongue" refers to "the language that a group of people believed to be inhabitants of an area acquired in the early years and ultimately became their natural instrument of thoughts and communication".

Speaking other languages in the classroom: The most obvious problem English teachers encounter is communicating in their native tongue or other languages. For the students, speaking in their own tongue or other languages they are comfortable with rather than English is quite simple. For pupils who are trying to speak the language but don't know the words or sentences, it can be incredibly irritating. They can speak with each other extremely easily in their original tongue or any language they are familiar with. When teaching the English language to students whose first language is not English, this is the most frequent and significant issue that English teachers encounter.

Conclusion:

The majority of learning and teaching in rural India is done in the local tongue. Due of inefficiency, there are many more pupils than teachers. There is lack of opportunities for students to speak and learn English in a rural setting. Everywhere, the class sizes are incredibly large. This is one of the reasons why it is impossible to give each pupil individualized attention. For the sake of students in schools and universities, the way English is taught needs to be drastically changed. India's rural and semi-urban pupils struggle greatly because English is not their mother tongue. Their second language is English. There are

several locations where English is the third language spoken after Hindi and the native tongue.

It is necessary for English teachers in rural schools to develop creative teaching methods. At the primary level, qualified and dedicated educators are required. To address the issues of the students, teachers should be updated and trained. Students should be inspired to improve their skills by using the English language outside of the classroom. For teachers to educate and for authors to write textbooks, understanding the needs of the students is essential.

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