

The Current scenario of English Language

teaching in our country

Rabia Khanam¹, Dr. Prof Aksa²

¹Mewar University, Gangrar, Chittorgarh, Rajasthan

²Government college Bisna, Jammu, Jammu & Kashmir

ABSTRACT

Educating and learning English in India has dependably been a test, both for the educators what's more, the educated. Generally talked all through the world English assumed control Indian dialects with the coming of the frontier run the show. Bit by bit it turned out to be a piece of the educational modules in scholarly organizations and dialect of correspondence of the tip top. The English control confronted a hardened opposition in Punjab from the local decision control and the dialect confronted a test in turning into a medium of direction and discussion in the state. The outcome is that taking in the dialect is a fear and a mind boggling challenge for the lion's share. Mushrooming of private and business establishments have made everything the more vital to sharpen the English instructors to centre and handle the understudies by any stretch of the imagination levels of development and preparing. The paper intends to centre around a portion of the key targets by making mindfulness on the current patterns, issues and difficulties that dialect educators furthermore, students need to confront. A few deterrents, for example, a huge number of understudies in the classroom, country foundation, absence of inspiration and certainty, ignorance, failure to peruse and compose, unseemly furthermore, unreasonable educational programs, absence of investment and reaction or more all inaccessibility of prepared and qualified educators make the whole procedure of executing quality instruction and expertise introduction worthless.

Different parts of encouraging and learning are featured in the paper. The significance of instructing the dialect with a specific end goal to satisfy the consistently developing requests of vocation improving to contend in different aggressive exams are focused. The concentration is given that how understudies can incorporate their learning through compelling relational abilities. The significance of instructing English so as to satisfy the consistently developing requests of English dialect is moreover focused. Also, the basic predominant issues in the classroom are talked about and arrangement are given to handle such circumstance. We have to overcome any issues amongst haves and have not or 'urban' also, the 'provincial'. The requirements to change showing

procedure in writing and to embrace proper educating techniques are likewise taken up to confront the worldwide requests.

***Key words:** Quality education, skill orientation, effective communication skills, teaching methodology and strategies.*

I. INTRODUCTION

India is a developing nation and the education of English has turned into a genuine test ideal from the start of the historical backdrop of English dialect educating till date. In spite of the fact that dialect is the foundation of human advancements and societies over the world yet at the same time everyone in our nation is deploring on the falling apart state of English in schools. English as a dialect is deficiently created in a large portion of the understudies of schools particularly government schools in area of Punjab. The incongruity is even subsequent to burning through 10-12 significant years of their life taking in English dialect from I to +2, the vast majority of the understudies remain tongue-tied and the same legacy of practically ignorant students in English is passed on to the schools and the most influenced ones are the understudies of BA stream. Besides, the higher experts dependably expect great outcomes and instructors are gotten in the soil as whether to finish syllabus or enhance the English dialect of the students.

It is shocking to take note of that the English dialect has won 'worldwide status' or 'Universal Language', and all the confirmation recommends that the situation of English as a worldwide dialect will wind up more grounded yet we need to swallow this intense pill that educating communicated in English to the Indian understudies has remained a real test to the dialect instructors for a very long time. This paper tosses light about current patterns, issues also, challenges that all dialect less fatty's and educators are confronting. Different snags with respect to huge number of understudies stuffed in little classroom, provincial foundation, absence of certainty, absence of inspiration,

Besides, the significance of showing English in request to satisfy the consistently developing requests of English dialect is additionally focused. Current difficulties previously English teachers in introduce day ELT would likewise be taken up. They manners by which understudies can put their learning into training in everyday use to satisfy their down to earth requests through successful correspondence abilities separated from picking up order over English dialect would be additionally be featured. We have to cross over any barrier amongst 'haves' and 'have-not' or 'urban' and the 'rural'.

This paper manages the present or contemporary status of English showing dialect at school level. In the prior days, English was much the same as a library dialect yet now that idea has been tested today. At introduce the difficulties previously the English dialect educators in India are various and it is vital for them to get down to business as needs be to meet the requests of the day.

II.OBJECTIVES

1. The objective of English teaching in India ought not be 'delivering bibliophiles' or 'etymological robots'. What is vital is to inspire the understudies by making mindfulness around them with respect to the significance of English.
2. The other critical target is to center around the graduation stream particularly B.A surges of blended capacity. Since the vast majority of the understudies contemplate English not as a subject to be 'adapted' yet as a subject to be 'passed'; so that the future appears long dull passage for such students.
3. The other premier goal of instructing English in India ought to be to make the understudies take in the English dialect (in play waytechniques) with a specific end goal to deliver effective communicators.

III.TEACHER AND METHOD

The history of language teaching presents a fascinating variety of methods. Different methods may be appropriate to different contents. If we start searching for the perfect method or the ideal single solution to the problems of language learning, we are bound to fail. Teacher need to use their discretion in deciding on what method to use and when. (Richards and Rodgers)

So, a teacher should adopt eclectic and pragmatic approach because no single approach is useful in all situations. When the teacher becomes slave to the method, the whole teaching work becomes a topsy-turvy. A good teacher should keep all the method in his/her armory and use any method depending upon the learner's level, needs and classroom situation. Judicious use of any method can prove beneficial for the learners. Knowing the latest methods of language teaching is like taking a loan from a bank without knowing how, when and where to invest the loan to maximum advantage. It is worthwhile for the teacher to keep in mind various approaches rather than a specific method. It is possible to be flexible and adaptable in the English classroom if the teacher lets the class know from the very first what his or her demands are pertaining class work, class discipline and homework and clearly states all goals and objectives. If we respect our students and plan our curriculum to suit the needs of the class, there won't be much difficulty. Most teachers do not strictly stick to one teaching method or strategy but rather combine different aspects of several strategies to create effective classroom interaction. Every method needs to be tailored to the local situations and the context of teaching. There is no single fool proof method, as it were. It is left to the sound practical common sense of the teacher to discover in what circumstances for what purpose which method is most effective.

IV.COMMON PROBLEM IN THE CLASSROOM

As an ESL (English as second language) teacher, we must learn to constantly adapt to our students needs. Many times this means dealing with a variety of problems in the classroom. A good ESL teacher must be able to recognize these common problems and work to find solution for it.

1. **Over Dependence in Teacher:** If the teacher obliges the student with correct answers everytime, it gives birth to the habit of spoon-feeding and student automatically lookstowards the teacher whenever in deadlock instead of trying themselves. Thus we must focus on giving positive encouragement and should not make them puppets in hands of a teacher.

2. **Students are bored, inattentive or unmotivated:-**The secret of success in the classroom is to ensure that no one feels bored or left out. It is the duty of the teacher that he should make the study of language as interesting as possible. For this, try to relate the topic with their everyday tasks and experience so that it becomes purposive and meaningful and they will enjoy. While giving oral or written composition never give topics like 'Polar Bear' or 'Dinosaurs' which they have never seen. Instead give them topics like Diwali, your favorite teacher etc. A child does not take interest in learning things which are altogether unrelated to his life and environment.

3. **Mum participants or introvert learners:-**As an ESL teacher, you will encounter students of different learning capabilities and language skills. Never allow few extrovert and over confident students to steal away the show. Focus on calling introvert and weaker students in the class to answer the questions so as to boost their confidence.

4. **Lack of participation or the Barrier of hesitation:-**We must encourage individual participation and concentrate on more shared learning experience. Teaching English as a second language requires patience and careful planning. We must monitor the class room & check for those who are not participating. A teacher is always the 'catalyst' in the classroom

and in order to ignite such quite mouse's, try to involve them in activities like things they like to do, introducing your friend or any family member or the weather outside etc. You can also involve them for participating in interactive games or activities where the students need to communicate in order to complete a task. Make teaching fun so that the students feel at ease learning English.

5. **The use of mother tongue:-**In teaching a foreign language, the proper and judicious use of mother tongue proves of immense help. The English language which is assumed as a foreign language is taught in an artificial environment and the influence of the mother-tongue is more than the other language. They are taught other subjects in their native language and English fall in their ears only in the class of English.

6. **Over- crowded classes:** Teachers of English experience a lot of problems in handling such a big class. Sixty to seventy students are regarded as the normal class size and in certain cases the class size is 100 to 120 students especially in degree colleges. It is difficult to pay due attention to individual students.

7. Inadequate provision of teaching aids:-lack of audio visual aids is one of the difficulties in teaching English as a second language. With the help of these aids teaching becomes interesting and lively. Ultra CD's LCD projectors should be provided to the students. It also creates the interest among students and make them active as well as enthusiastic.

8. Faulty Examination System:-The English language learning syllabus is created wholly from the exam point of view. As a result the content does not focus on raising the level of communicative competence of the students but is confined in the narrow confines of the exam paper. Even though students are studying English, they are not able to produce even a single sentence without any grammatical error in English. The most important reason is they study subjects from the examination point of view only. Our examination system is such that it makes students cramming robots rather than testing their analytical and creative skills. Teacher also find it very difficult to motivate students in the class because the students always aim at memorizing the notes from low standard guides and reproducing them in the examination.

9. Lack of motivation:-As students do not find any immediate need for English, their interest naturally slackens. The poverty and insecure sociological conditions also force them to neglect the language. Moreover, proper exposure and regular practice are not available to achieve fluency in the use of the language. Teachers should find some way of helping pupils to enjoy their language activities and of building confidence. The enthusiasm, the zeal and interest of the teacher can kindle the spark of learning in the students.

V.CONCLUSION

Teacher and learner are the two eyes to the teaching and learning process. This relationship between teacher and learner should always remain intact for the growth and progress. As Abdul Kalam says: "Winners don't do different things but they do things differently." We don't need to teach a new concept everyday but we can teach the same concept in an innovative way in the form of games and music which students will enjoy and learn. The teachers own energies and enthusiasm is of utmost importance since neither methods nor materials will make up for the deficiencies in personal qualities. Children's have an uncanny and remarkable ability for learning languages, which decreases year by year until the child has reached his late teens. Unfortunately, that is when we usually begin to teach them. The result of this is the secret of success behind fast growing culture of spoken English institute charging huge amounts from their innocent predators. Perhaps we had spent too much time learning the rules and not enough on practicing its applicability in real life. There is now a need of reform in the subject matter of language teaching and to redesign the syllabus according to the present requirements of the learner that should lay more emphasis on practical everyday English and appropriate teaching strategies should be adopted at different levels.

REFERENCES

1. Allon B. Harold: Teaching English as a second language, a book of readings, Tata Mc grow Hill Publishing company Ltd. Bombay, New Delhi.
2. Ehrman, M. (1996). Understanding Second Language Learning difficulties London: Sage Publications.
3. Flink-Levy, Rachael (1989), The silent voice: The Problem learner in the English classroom, English Teachers Journal No.38, January.
4. Mackey Francis William: Language Teaching Analysis, Longmans. Electronic sources:
5. Rodgers S. Theodore & Richards C. Jack: Approaches and Methods in Language Teaching, Second edition, Cambridge University Press.