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CHALLENGES AND PROSPECTS OF ENGLISH LANGUAGE TEACHING IN INDIA: A COMPREHENSIVE ANALYSIS

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Abstract

This article discusses the multifaceted challenges faced in teaching English in India. English language plays an essential role in our lives as it helps in communication. As we know it is the main language for studying any subject all over the world. It plays an important role in providing job opportunities. Teaching English language in India is always a challenging to language teachers because the students do not take it English as a language but accept it as a subject. The study's findings show that many factors obstruct the quality of English teaching and learning: The teaching of English in India is not in accordance with the aims of teaching English. Many times, neither the teacher nor the student is acquainted English. Generally, the language teacher's wants that his students should pass the examination. The main aims, in this way, get neglected. Mother tongue influence is another major challenge while teaching English to students in India because Indian languages and English have different phonetic structures. Effective teacher training programs should provide teachers with necessary skills to teach the English and should focus on rectifying the problems in teaching and learning English in India.

Keywords: English language, skills, teaching, learning, multifaceted.

INTRODUCTION

English is rich in literature and culture. English is the language that is found in all comers of India. English is the language of the global village. After India got independence then a controversy began about the place, importance and study of the English. But it is the language of the world and the knowledge of the language makes a person, a citizen of the world. Pandit Nehru has said "English is a big key on the modern world." Its importance as international language can be denied by none.

But there are lot of challenges while teaching English in India, now we are going to discuss some of

them, the first one is English subject in School-curriculum: The problem occurs in giving a proper place to English in school-curriculum is still untracked. The questions come to our mind that at which class should the study English start and Should English be a compulsory subject like this. If yes, up to which class should it be a compulsory subject?

Condition of Class structure in India:

The conditions of classes obstruct the better teaching of English. Obviously the lack of furniture and buildings are main drawback students often feel inconvenient and their attention is distracted from

learning and even overcrowded classes also, the teacher is not able to tackle individual problems.

Method of Teaching English:

In Indian schools, teachers are still using the old and faulty. "Grammar Translation Method" of teaching. The new approaches – structural and situational – are not popular with our teachers. As a consequence, our students are facing lot of problems.

Less Standard of Text – Books:

The text-books of English are needed to be a high standard. Pointing to this problem of Prof.V.K.Gokak has said, "Either because of the distribution of patronage or because of fears of charges of favoritism a reader which is an organic part of one series is another series... Books are prescribed which bear no relevance to the needs of pupils at the stage". The English Text-books need improvement in the following spheres:

- a. Selection and graduation of vocabulary,
- b. Good printing,
- c. Genuine illustrations,
- d. Suitable subject-matter,
- e. Language and style,
- f. Exercises and glossary,
- g. Relevance and
- h. Abridgment of English stories to suit Indian conditions.

In fact, the standard of text-books can be improved, if they are written by teachers teaching English in schools. In the words of Guy Boas, "The only persons quipped to choose these text-books are schoolteachers who really know the fodder, suited to their flock.

Low use of Audio-visual Aids:

In our schools, there is very much less use of audio-visual aids. Due to lack of funds, expensive aids cannot be purchased, but whatever cheap aids, eg. Pictures, charts, models, flannel-boards are available, are not used by teachers. Only during training period, some enthusiasm is found among pupil-teachers in this regard. As soon as they become teachers they shirk from using audio-visual

aids. English can be best taught by using audio-visual aids and they are neglected in our schools.

Lack of Effective Teachers:

Prof. V. K. Gokak has said, "The fundamental years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far reaching development in the pedagogy of English". This is very much true. There are four main reasons of the lack of effective and competent teachers:

1. Lack of adequate training at the B.Ed. Level.
2. Teacher who had not offered teaching of English at B.Ed Level.
3. Lack of initiative and innovation in teachers and
4. Absence of right motivation as teachers are motive only to get their students through examinations.

Prof.R.L.Mehta observes, "His sole aim is to get the pupils through the examination by fair means or foul. The result is the graduate who cannot write a correct sentence of English".

Lack of Suggestive Correction:

The exercise in class books students lack in suggestive correction. All the exercises of students should be corrected thoroughly and the correct forms for the mistakes must be written. For instance, the pupil has written 'sitting'. It is not sufficient to go cross the word. The teacher must write 'sitting', so that the student can appreciate his mistake and know the correct form. These are some of the main problems of teaching English in India Prof. Ronald Mocking has listed them as follows:

"The old fashioned type of benches and desks which restrict movement; the bad light; the noised from neighboring class which may be separated from them by nothing more than a bamboo screen, insufficient provision for their subject in the timetable, lack of aids of all kinds; interference from parents or a dominate, conventional Head-Master; and finally the requirements of an examination system which places a premium on the written

language and seems to favor the grammar-grinder of the old school”.

Thus, there is much to be done to improve the standard of teaching English in India.

The major challenges are faced by students coming from:

- i. Rural and Underdeveloped areas
- ii. Tribal background
- iii. Economically backward society
- iv. Uneducated families

The teaching of English in India has always been in tricky conditions. Firstly, many teaching/ learning materials like — good textbooks, workbooks, and handbooks for teachers, TV, radio, charts or other useful visual material — are essential for effective teaching. Unfortunately, many teachers and students are not provided with these materials. Hence, sometimes the teaching and learning becomes more imaginative than practical good teachers of English are found in very small number in India. Even if they are trained, they are trained by the teachers of English in India but not by the native speakers. Thirdly, Methods are not appropriate. The oral work which is the soul of any method is totally neglected. Lack of motivation, faulty examination system and large classes are other examples.

Because of these challenges, the standard of English in India is gracefully low. Hence, lot of responsibility is left for English teachers to make their classes interesting and learning fruitful. Against this background, we need to find a solution to these challenges. If the solution is sought for, it is realized that they are not in the hands of the teachers. But these challenges can be turned as opportunities and teachers can become resourceful. Open ended activities can improve the quality if the ESL classes. Open ended activities are needed to improve the communication skills of the students. Again, without exception the standard of English teaching in India has fallen dramatically, chiefly because infrastructure has not been able to keep up with the exploding number of students and even today the role and importance of English in the Indian society continues to rise unrestricted. Vernacular and mother tongue education continue to be neglected.

Thus, while Hindi remains the 'official' language, English continues to rule the roost. Problems caused by this phenomenon are indeed difficult to resolve.

Because of these challenges, the standard of English in India is shockingly low. There is a lot of responsibility of English teachers to make their classes interesting and fruitful learning. Against this background, we need to find a solution for this challenges .When we find the solution we realized that it is in the hands of the teachers. These challenges can be turned opportunities and teachers can become resourceful. Open ended activities certainly can improve the quality of ESL class.

Prospects

There are lot of prospects for the students those are the well in Language. The language class shouldn't be a one man show but it is two sided both the students as well-as the teachers should play multi roles. Sometimes the students should be silent listeners and at other times they should be active participants. The teachers create the atmosphere to make them ready to compete, withstand and excel in this world of rat face. And the new and and quality of instruction, with the differentiation occurring in the children's response, reflective of their abilities and interests. Differentiating learning experience through learner responses may be a powerful instructional strategy for maintaining both. Conduct open ended activities like student centric activities to make them ready for everything.

To put the idea in nutshell, the role of activities is providing self-sufficiency to learners which means making them to use of the capacity of being responsible for own learning process with the help of the available resources. In such situation, the syllabus is negotiated between learners and the teacher with—self instruction, self direction and individualization. It is therefore recommended that English learners must be extensive readers. Teachers must reward the students for their efforts of learning so as to motivate their struggle to acquire the language skills. Government as a matter of priority should make available necessary facilities that will empower teaching and learning of English. Parents should arouse the interest of their wards by

providing needed materials and encouraging learning and studying environment at homes.

Conclusion

Teaching of English in India is not as difficult as we think, if the language teacher should handle the situation with proper care. The teacher should create the atmosphere where the student can learn and lead himself towards his success.

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