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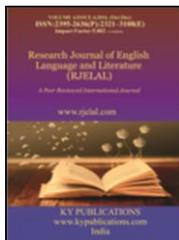
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Remedy for Defective English Language Learning

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ABSTRACT

The word communication is a buzz word in the present professional arena. As a result, English language has been regarded a suitable medium to get into many career paths. However, the learning process in catching the spirit of English language is posing significantly difficult for the stakeholders who are pursuing graduation in Andhra Pradesh. For this, several reasons can be attributed to support the point of contention. The prime reason, so to say from primary level to higher level of education, most of the students are from Telugu medium background. However, from Tertiary level they are evincing much interest to learn English. But, they are unable to cope with the language. So in this context, when the question of remedy for this lacuna arises, immediate reasons appear to the surface are a syllabus, teaching pedagogy and diverse disciplinary learning.

The present paper makes a modest attempt to emerge with convincing strategies to overcome the problem of learning English without any qualms of conscience.

Key Words: English Communication, Deterioration, Re-coronation, Pedagogy, Remedies

Introduction

In the annals of Indian History, remarkable change is witnessed with the entry of the British on our Indian soil. Though many may contradict their emergence, it has made an indelible impression to accept their power without any strong objection. The reason may be their control over Indian pulse in injecting their culture after much study and understanding of the mindset of Indians.

At first, the British have received a strong protest from all quarters. However, after sensing the ethical and cultural empowerment of Indians, they have flexed their muscles by introducing their language to transform the mindset of Indians in a systematic approach, which is considered to be a source to inject their ideology to establish their

sovereignty. At large, their way of education has come into force which has resulted finally in enslaving Indians to surrender to the British irresistibly.

Besides, even in education, it has taken roots to further their dominance in India. Little by little, Indians being fascinated and have responded positively to go ahead with English language to seek employment and progress in their life journey. Bailey in his book *Images of English: A Critical History of the Language* quotes Raja Rammohan Roy's opinion, "English provided Indians the key to all knowledge ... all the really useful knowledge which the world contains." (Bailey, 136) Gradually, their education system has absolutely degraded the Indian *Gurukula* system of education which has been

held in high esteem right from ages. There by, English language has subjugated the power of faculty of Indians to act according to their way of administration. Ultimately, the purpose of British in molding Indians as their stooges to spread their colonial attitude has come to fruition.

Dawn of English

Later, in the process of intensifying their influence, the British representatives Lord Macaulay and William Bentinck have introduced English Education in all schools and colleges. Accordingly, the syllabus has been framed and improvised to make Indians learn the language in a scientific manner. Since then "English became the language of record of government and high courts and government support was given to the cultivation of Western learning and science through the medium of English."(NEB, 403) Responding to the new development, Indians too have tried to grapple the spirit of the language to eke out their livelihood and protect themselves from the British rulers. Moreover, they have learnt the language with much curiosity to confront the British in all spheres.

Relegation of English Language

How so ever, after getting Independence, stiff resistance as well has brought about flutter in India, whether to continue with English language or to say goodbye to it. The sense of patriotism has slowly metamorphosised the attitude towards the language by adopting their mother tongue as Medium of Instruction in education and English language has been given the status of second language, the reason being, many have treated it as "Symbol of Slavery" (Nayer, 12). As a result, the importance of English language has received an axe blow in all educational institutions in India.

From then, regional languages have been made as official languages in state governments. With this, the privilege and the dignity of the English elite are gradually lost. Even in our state, Andhra Pradesh, after Independence, Telugu has become the first language and official language there by English has been relegated to a subordinate status. The then government has made English as a second language from primary school. So, teaching in Telugu has been made compulsory as the regional language is rendered quite suitable and adequate

even at higher education level. Slowly, the learners are tuned to the mother tongue and have started showing negligence towards English.

Globalization

The upsurge of science and technology and the concept of globalization have twirled the attitude towards English language as it has become a Lingua Franca. Consequently, the corporate culture has crept into highlight the necessity of English language. Hohenthal opines, "In the domains of education, government and employment it (English) is without doubt, the most preferred medium."

Re-Coronation of English

In due course, the prominence for English once again has rejuvenated and created an impression of indispensability to learn the language. It has reflected much on undergraduate level. To that extent, the higher education department has established JKCs to generate communication skills and employable skills to procure jobs in MNCs and in IT sector. In consonance with that the government has been trying to reform the syllabus to enable the learners to learn the language easily.

Stumbling Block

The present scenario clearly shows that though English has been learnt from primary to tertiary level in general and at higher level specifically, it is undermining the interest of the students who have been studying in Telugu medium up to PG level. As a matter of fact, there are possible reasons to put forth in the deterioration of learning process. The reasons attributed are:

- fear,
- lack of awareness,
- Err phobia,
- diffidence,
- inferiority complex
- and above all mother tongue, Telugu serve all purpose of daily living.

Even their mind set also plays a key role, because they are of the opinion that learning English is difficult to them. Adding to these, their core subjects are in Telugu language. So, they are habituated to Telugu language and have developed a kind of reluctance in learning English language. Most of the students are quite unwilling to attend the language

classes because of the opinion that the marks acquired may not fetch them in grading. So, they are lagging behind in getting command over the language. Besides, feeling themselves that English language is tough to understand as the language which is used in the texts is complex and critical.

Another striking reason is presumably appeared to be the text books as the language which is used in them are literary and creative. So, they may not draw the interest of students to strain their nerves to understand. Hence, students who feel that the language is tough to understand, they resort to memorize the answers based on the text and try to succeed in the exams by scoring marks. In this process, they feel that in no way, the texts serve their practical purpose of speaking.

Yet another reason can be attributed relating to hiatus of language learning is semester system. Here, teachers are forced invariably to complete the syllabus within the stipulated time. As a result, they as well expedite the normal teaching to prepare students for the examinations. Consequent upon, students are losing the learning attitude and developing disinterestedness to delve deep into the subject to sharpen their language skills freely.

Remedies

It is generally believed that any learning should be beneficial in day to day life. As it is said, English language is not learnt with much affinity by many of the students and researchers. So, the learned teachers of English are of the view that constructive drastic reformation should be innovated to inspire the students to learn the language with much ease. Since, the present society demands the concept of utilitarian aspect, major modifications are to be initiated in framing the curriculum. Exclusively, much prominence is to be emphasized on promoting spoken style by duly designing the lessons in simple English relating to

socio-cultural milieu
stories from mythology
anecdotes of day to day life and
situational English as well for academic purpose.

Coupled with that, teachers are to be trained to adopt novel techniques to impart language so as to enable the learners to communicate sensibly.

For instance Laptops, Computers, smart phones are to be employed while teaching to induce the interest of the students even in large classroom situations to inculcate learning attitude in students. Ibrahim is of the view, "The ICT has a vital role in the process of language teaching and learning by providing an influential base for efficient education." [Ibrahim, 211-214]. Subsequently, the outcome will be they are able to communicate with anyone without any shyness or coyness. It is also felt; the stakeholders should be synergized to deal with any situation such as handling people of different regions with much clarity of communication especially, in business, offices, with strangers, tourists and in other socio- cultural domain.

As far as grammar part is concerned, of course, it may be formal but functional in practice. Because, it is viewed that without grammar very little can be conveyed and without vocabulary nothing can be conveyed. Preferably, in classroom situation, the direct method of teaching in simple language is appropriate to create an environment for the students to learn language instantaneously without any hesitation.

Apart from these, English classes should be regular to facilitate the learners to keep in touch with the language continuously and by reviving the ancient *Gurukula* system of education with limited students in the class which would enable to glorify their career with much concentration and attention is very much needed at this juncture.

Strategies

Collaborative Learning: This strategy can be enforced to enhance language skills through activities such as pair work, role play, group work, round robin, write around, team jigsaw etc., as they yield good results.

Computer Assisted Language Learning: It is a flexible medium of instruction to motivate students to learn the language. Through which, lessons are programmed in such a way that students can have an access to learn the language by themselves.

Interactive approach: It is a feasible approach through which teachers of English can impart

lessons by alluring them to involve in questioning to get clarity of understanding on any topic that is planned to teach in the classroom situation. In one way, it enriches confidence and emboldens them to practice speaking.

Communicative approach: This strategy focuses on improving communication skills in day to day life as traditional and Grammar–Translation methods fulfill the purpose of language to a limited ambience. Hence, this approach is very much preferred especially, to teach English language effectively. In addition, it is highly productive in enlightening the students on situational English used in different contexts.

Humanistic Approach: The ultimate purpose of learning a language is to communicate with others comfortably and confidently. This strategy is triggered out of traditional methods of pressurising the stakeholders to gain mastery over the language. Now, the recent trend eloquently speaks that most of the students are psychologically developing phobia to understand the language. So, it would be better for the teachers to deal the students with much compassion and love to lay the seeds of zest for learning language without fear or any complexity.

Summing Up

As change is constant in nature irrespective of any aspect, even in language teaching it has become an inevitable paradigm shift to bring about novelty in teaching English to enable the learners to learn the language sportively. The advent of British, of course, has infused into Indians to speak English as a necessity. In fact, there might be frequent flip-flops in methods of learning. Most of the students in Government Degree Colleges are deprived of connecting themselves with the flow of language. Though there has been considerable endeavour from the side of teachers still there is deficiency in making learners of English competent. Hence, it is the need of the hour to mull over flexible strategies which can aid the learners to attain proficiency in language. Some of the strategies as mentioned above are to be perfectly beneficial which would assist the teachers to awaken and to motivate the stakeholders to annex language skills with much agility and liveliness.

Above all, the curriculum, as well, has to be designed to orchestrate tremendous interest in students to entice their attention curiously towards learning the language with passion. At the same time, evaluation method is to be adopted to evoke critical thinking to communicate themselves comfortably. For this, apt solution will be to minimize essay writing or short answer questions from the prescribed lessons. To compensate, much stress is laid on situational English which would result in practical way of learning language. At the same time, providing hands on experience to speak English even for the students who are reluctant to attend language classes without any inhibition is most essential.

So to infer from the above point of view, experts of English language to throw a flood of light on their way of approach is most desirable and it is a remedy for all practical purposes. Finally, with an optimistic note, one can say firmly that English language is to be learnt by any student of India as its influence is so intense in the words of Tennyson, "Let ups and downs in learning language may exist but its necessity for Indians would continue forever and ever" because any Indian language may not wither its infinite variety.

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