



INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

2395-2636 (Print);2321-3108 (online)

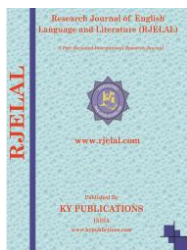
MATTERS AND FIGURE OUT OF ENGLISH IN INDIAN TEACHING LEARNING PROCESS

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doi: doi.org/10.33329/rjelal.73.229



ABSTRACT

Education is the chief defense of a nation. Education is the foundation of a nation. Education plays very important role in the development of country .we can judge the development of any country from its education system Education means all round development of the individual. The system of education introduced by the British in our country was inadequate to cater to the nation's need. A country will not be able to survive in the competitive world if its education system is not capable of contributing for its development. This paper try to highlight the matters and suggest some solutions to resolve them. The study uses secondary data from different available sources.

The research presume that the matters of English in India teaching Learning process that are daunting the growth of this country can be handled effectively if construction and committed actions are taken by the government to resources them.

Keywords: English, teaching, learning process, government, matters, quality, solution.

Introduction

Of all the languages in the world today, English deserves to be regarded as a world's most widely spoken language and specially for Indians. English has by and large secured a special place. The reason to emphasis the usage of English in India is not because it is a world language but because it has historical association which has made a great effect on our cultural life. There are many acronyms used in the file of English teaching and learning which makes it all the more confusing because of the great reach and influence of English .it is taught all over the world under many circumstances. So, in the teaching of English in India we should treat it not as a foreign language but should give it a status of second languages.

Objectives of the study

- To understand the status of English in Indian teaching learning process.
- To evaluate the matters and figure out in Indian teaching learning process
- To ascertain the possible solutions to resolve the matters or issues.
- To provide some suggestions for improvement.

Research Methodology

This research output is the overcome of an overview of studies conducted on the concerns of English in Indian teaching learning process. This research follows the experimental approach and it is a qualitative research in this research we use the secondary data for its analyses discussion with exports form part of the research work.

Concern and Riddle: An analysis

1. Methods

Different methods and approaches are used to teach English in Indian teaching learning process different methods and approaches are given below.

(a) Grammar Translation Method: it is the most popular methods of teaching foreign language it is based on the fundamental psychological i.e. proceeding from known to unknown.

(b) Direct method :In direct methods of teaching a language, teaching of the English language is done using the same language, it also referred as reform method or phonetic method.

(c) Bi-lingual method: in this methods mother tongue used to teach the English language if the situation demands.

2. Approaches:

(a) Structural approach: structural approach in English means teaching English on the base of select structures.

(b) Situational approach: situation approach in English means teaching English by aerating situations in the classroom.

MATTERS OF ENGLISH IN INDIA

1. LACK OF LEARNER MOTIVATION: Students skip classes as they lack any semblance of attention during classes. They either waste their time chatting classmates, making doodles in their notebooks and if they show up in the class it is either the fear of the teacher or due to fear of failure.

2. INSUFFICIENT TIME, RESOURCES AND MATERIAL: English is thought considered a foreign language but is never taught as foreign language. English is given just five to six hours a week .The teaching leaning material is virtually zero .Lack of resources and teaching aids make the situation all the more critical as the students dread to enter a dull and boring class where bitter pill of English is to be given .

3. DEARTH OF CREATIVITY AND EXPERIMENTATION: Students are not encouraged to experiment and take risks with language and to explore new ideas. Language developments fostered by an environment

which encourages creativity, experimentation and challenges.

4. LANGUAGE PROGRAMMES ARE NOT LEARNERS CENTERED :Learning programs should affirm the values of the learner's own language and experience .Making the learner familiar with new language is not everything because the English programmers should make connections between the learner's own world and that of school. But apathy is in India the English teaching does not match with learners needs , learning styles and current level of knowledge.

5.ENGLISH LANGUAGE IS TAUGHT NOT USED :Students learn best when they are engaged in purposeful tasks and have variety of satisfying experience , Learner's own experience and authentic contexts which are relevant to the learner should be the main focus of the English teaching ,Student's knowledge about how language is patterned and organized using various activities can make the class interesting but the teachers of Indian class neither have time nor will to do so.

6.EMPHASIS ON TEACHER TALK : For successful language learning& development , the need of the hour is to make the students as active participants in learning . This includes interaction between teacher and learner .Teacher should use and monitor the effectiveness of such collaborative approaches but the Indian classroom where the teachers talk and students simply listen is considered as well disciplined and the best class.

7.LACK OF PURPOSE :Generally speaking students ,teachers or the parents never bother to clarify themselves about the aims and objectives from the point of view of teaching of English .For a teacher the most important thing is the syllabus and examination, for a student the prime most thing is getting through the subject as they cannot pass unless they qualify in this subject and headmaster is simply a visiting inspector who remains busy in day-to-day administration. Even the policy framers have not tried to give clear cut aims and objectives of teaching English in schools. Students and the teachers consider it to be a knowledge subject and not as a skill subject. West in his book 'learning to Read a Foreign Language ' says that "unless he knows

the ultimate end in view ,the teacher can at best muddle along

8. OVER – CROWEDED CLASSES: For teaching a second language a class of about forty students is ideal and 50 to 60 manageable. Large classes create problems as individual attention to each student in the class cannot be given. In a class of hundred to one and twenty students learners hear other more than they hear the teacher. In big class, performance of the students cannot be checked as no oral or written drills can be done.

9. UNHYGIENIC CLASS -ROOM CONDITIONS: Most of the Indian schools are cramped, unhygienic and unfavorable .Lives are changing fast but there is never an attempt on the part of the authorities to modernize the seating arrangement which would facilitate the learning process. Well ventilated and good lighting arrangement gives a positive outlook but our Indian classrooms are still dingy and not well – lighted. Not just that, in most of the rural schools the classes are mostly separated by bamboo screens thus the noise in the two classes intermingle and disturb the class.

10. INCOMPETENT TEACHERS: Anyone and every one cannot take the job of teaching of a foreign language. English Review Committee (1961) under the chairmanship of Prof. G.C Banerjee has pointed out, “There is shortage of teachers. They have little ideas of correct usage and not at all of correct pronunciation. Their vocabulary is limited as is their reading ability. Such teachers cannot be left to their own resources to improvise teaching material .even of the simplest kind”.

11. FAULTY METHODES OF TEACHING: An effective and substantial program for the preparation of the teacher should quickly and economically equip the teacher to meet requirements of the classroom. But we see in our schools the inadequacies of right methods among the teacher of English. The teacher keep on promoting the methods like ‘grammar-translation’ which is now days termed obsolete. They encourage the students for cramming the material which is either dictated by them or is composed by them after it is translated into mother -tongue.

12.FAULTY EXAMINATION SYSTEM : The present system of examination is more or less concerned with testing the scholastic achievements of students thus not corresponding to the real objectives of language learning .The examiner evaluates students in traditional and dogmatic way and do not use the reliable tool for measuring the progress of the students. Knowledge crammed from ‘guides’ and ‘digests’ with no skill, logical thinking, no imagination and no originality is what tested today. Examination merely tests the memory or cramming power of the candidates and not his overall competence in the subject of English. This is the main reason why the candidates scoring high grades are not fluent in spoken English. They know how to read and write English, few rules of grammar but they not achieve the skill of spoken English.

13. NON – AVAILABILITY OF GOOD TEXTBOOKS: Guy boas in his book school Examination in English says, “The only person equipped to choose the textbooks are school teachers, who really know the fodder suited to their flock.” But the books are actually written or edited by those who are not actually practicing teachers. Only those books should be prescribed which bear relevance to the needs of pupils at particular level but the most unfortunate part is that only theoretical knowledge is imparted to the students and they do not get any practical knowledge. Books do not expand their knowledge of graded vocabulary and structures are not according to their mental level. Work -books, teacher’s hand book, supplementary readers if accompanied with the textbooks will change the scenario of English.

14. NEGLECT OF CORRECTION WORK: Learning English is different than learning mother – tongue by individual because of the difficulty or faults in speech, listening and pronunciation .The result of this is, mistakes in writing, So, all the exercise of the students should be corrected thoroughly and the correct forms for the mistakes must be written but who has the time for all this? In the busy schedule of work, the teachers do not get sufficient time to do the correction work, as a result deterioration in the learning of English by the students is quite apparent.

15. INTERFERENCE BY PARENTS: Undue interference of the parents hinders the work of a good teacher. If by chance we get good teachers who want to make efforts to apply the new ways of teaching English, the parents come to measure the progress of their children in the subject by the number of pages of the text book covered. This kind of interference is setback to the improvement of the listening and speaking done in the class. Thus, they really deteriorate the situation.

16. INSUFFICIENT PROVISION FOR THE SUBJECT IN THE TIME-TABLE: The importance of English has increased lately but there has been no increase in the number of periods of its teaching. We know that it is a skill subject and to obtain mastery on needs practice but in most of the States English is introduced in V or VI class and thought for about six hours a week on the average which is insufficient.

17. INADEQUATE PROVISION OF TEACHING AIDS : The use of instructional aids , including audio – visual aids , facilitate the understanding of all the things related to English . Thus these aids carry special importance for teaching English.

A general survey of English teaching in schools would reveal that most of the teaching is being done without the help of any aids. The dearth of teaching aids makes the teaching of English in India quite ineffective.

18. DOMINANCE OF CONSERVATIVE HEADMASTER: Many a time dominance of conservative headmaster creates a difficult situation for a progressive teacher. He would not allow any variation on the part of teacher and is concerned about good examination results than about the grasp of the language.

The above discussion shows that conditions under which English is being taught in our schools are rotten and not language friendly. But ultimately it is the loss to the pupil's learning ability, the subject of English and the Teaching – learning of the same.

SUGGESTED REMEDIES

Some suggestions for improving the standard of English are given below.

1. INTERGRATED APPROCH TO LEARNING :Teaching should incorporate integrated , holistic approaches to learning and teaching .English combination of approaches ,sharing book , sharing and expressing the ideas of the students orally as well as in writing in different genre can involve the integration of reading, speaking and listening.

2. DYNAMIC AND PROGRESSIVE CURRICULUM: There cannot be a single learning model that applies to all learners . Language development is spiral and involves building on previous learning , and using and responding to specific functions of language at sophisticated and complex level , So the curriculum of English should change and vary according to time , place and purpose .

3. CRITICAL THINKING : The teachers should develop the ability in learners to discriminate and respond critically to a wide range of written oral and visual texts . They should be able to reflect on the different social assumptions , judgments and belief's embodied in texts and this is possible if the students are given chance to interpret and give answers which they find correct and appropriate.

4. ASSESSMENT NOT EVALUATION : Assessment of students' progress should be diagnostic through sensitive and informed monitoring of students in the process of learning within the English curriculum . Which should be meaningful and understandable.

Books which give them knowledge about different functions , contexts and varieties of English and the skill for using English for different purpose , audience and situation should be ample and easily accessible.

5. ADOPTION OF UNIFORM ALL -INDIA POLICY: The government and the society have to decide the future of English and that is only possible. If different states frame a uniform policy regarding the time to be given to the study of English.

6. WELL PLANNED CURRICULUM: It should be made less burdensome and more useful for the learners. It should be of practical utility. The course teaching English in schools.

Of English should be self – contained bearing in mind the need of students. The motto should be "Do what you would like your students to do."

7. AVOIDANCE OF OVER – CROWDED CLASSES: Efforts should be made to decrease the number of students in the class so that the classes are easily manageable. Teachers can divide classes into two or three groups and teach them accordingly. Textbook teaching, grammar and composition work can be divide into groups.

8. TEACHING METHOD: The teacher has to have good command over his or her subject and should be able to adapt and organize it for different students at different; evils. The method of teaching should be pragmatic in approach. It should not students create intellectual timidity in the pupils but should encourage the students a direct plunge into the language itself.

9. IMPROVEMENT IN PHYSICAL CONDITIONS : The class -rooms should be well lighted ,airy and comfortable .A well equipped room with the specimens of English literature and pictures of English life and culture would provide a good physical setting.

10. ADEQUATE ATTENTION TO CORRECTION WORK : Correction work does not mean constant correctional nagging and fault – finding attitude . This is a negative factor which will drag the pupils away from learning the language. By correction we mean that written work should be regularly checked and suggestions should be offered. If need be ,sufficient practice on mistake should be done .

11. NATIONALIZED TEXTBOOKS SHOULD BE PRESCIBED: Books brought out by NCERT,CBSE And the Hyderabad based Central Institute for teaching of English and Foreign languages should be introduced.

12. WELL TRAINED TEACHER : The role of the teachers is very important in this respect . Overall preparedness makes a lasting impression of correct language and its skills on the minds of the pupils .Teaching is an art and success in it is achieved through good training and good practice . In service courses that acquaint the teachers ,with new methodology and Changing trends, in the teaching of English should be encouraged and made compulsory to attend.

R.I.E , in Chandigarh , and CIEFL, Hyderabad has many courses for the same . They also serve as resource centers.

13. TEACHING AIDS : More grants should be sanctioned to the school so that they can have latest audio – visual aids. These teaching aids enable the students to grasp the matter quickly . Smart boards is a in thing where interactive session can be taken as part of curriculum for English class.

14.TRIAL AND ERROR AND APPROXIMATIONS: In spoken English are part of the learning process and develop student’s knowledge and skills. For well focused teaching fluent English is the urgent need.

15.LANGUAGE LABORATORIES :The urgent need is to provide a separate room for English teaching - learning programmers where English pronunciation , Phonetics , orientation programmers and usage of latest teaching aids can be taught.

16.LIBRARY AND REFERENCE BOOKS: Reading for pleasure, during leisure should be encouraged. Students should be provided good reference books on grammar , fiction etc.

17. PARENTS-TEACHER BODIES AND ENGLISH : study programs. Parents should not poke their nose into the affairs of the English teacher if he/ she wants to use new technique or method. On the other hand they should extend a helping hand by ensuring the follow -up activities and in the supervised

18.IMPROVISATION IN EXAMINATION SYSTEM : The system of evaluation needs to be changed. It should not be rigid and stereo typed. Stress should be laid on the testing of oral work and pronunciation . Class drills and oral skills we talk of (listening ,speaking , reading and writing) then that will be the real Language test.

Conclusion

Education is the country’s lifeline. English is the one of the most widely spoken languages. It is indeed the lingual Franca of the modern times. Most educated Indians are well versed. It is used in government offices by the media- both electronic and print, in education institutions of higher learning and in the legal world. In this research paper we have analysis the matters and figures out of English in teaching learning process in India. The teaching of English is a very complicated process. Language is a skill subject so by creating a language sense, making

it interesting, forming a language habit, teaching with the help of proper methods of teaching. Our government need to observe and examine carefully the conditions under which English is taught and in our something like a revolution in the methodology of English taught in our training colleges is needed. To solve the problems of learn English Govt. should take strict actions.

The Govt. should try to improve teaching methods and improve the physical conditions of classroom. Nationalized textbooks should be prescribed. Curriculum should be well-planned. Last but not least the teachers should be encouraged to go in for research. Research minded teachers will certainly be open to new ideas, techniques and methods would certainly improve things.

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