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Prospect of Glitches Confronted by the Teacher of English in Teaching English Language in India

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Abstract

Though language learning is a natural process for natives, but for the students of other languages they put in immense efforts to acquire it. Despite their sincere efforts, they face challenges regarding pronunciation, spelling, and vocabulary etc. In multicultural Indian classrooms the teachers of English, comes across students with varying degrees of competence in English language learning and varied teaching conditions. Indian classrooms are a microcosm of the larger society, so teaching English language in a way that prepares the students to face the cutthroat competition has become a necessity and a challenge for English language teachers. Today, English has become the key element for being successful in their careers. The commonplace and conventional methods of teaching-learning are not adequate now-a-days. Teachers are no longer arbitrary distributors of knowledge, but they are playing the role of a guide and facilitator for the students. Teachers of English are using ground-breaking ideas to make English language teaching and learning stimulating and simple. Teachers started using literary writings and their investigation to discover and ignite the imagination and creative skills of the students. There are many more hardships like linguistic, cultural, educational, political and personal challenges that Indian students face while learning English language. Therefore, this paper will look at the problem and prospect of teaching literature in Indian educational institutions as a way of enhancing English language learning and teaching.

Keywords: English language teaching, multicultural classroom, literature, English as a second language, language skills, language, challenge, experience.

Introduction

According to Oxford Dictionary Language means, the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way. The study of language is the basis of all other learning, language defines us as human being. A language is not just a

collection of words, such as we find in a dictionary but it is the rules or patterns that relate our words to one another. To be human being is to use language, and to talk is to be a person. A language is a system of conventional vocal signs by means of which human beings communicate means they exchange their ideas or views of feelings. Our language has the properties of productivity and movement, and relies entirely on learning and social conventions. Its complex structure affords a much wider range of expressions than any known system of any animal communication.

As we know very well the English language introduced in our country only after the arrival of the British people just after their arrival it began to exercise its influence on the scholarly life of the people and also it reduced the communication gap between the rulers and the people of India. And, with strong efforts taken by the people like *Lord Macaulay* and *Lord William Benetics*, and also because of the enthusiasm of Indian like *Raja Ram Mohan Roy*, it has developed in such a way that it became a gate way to western treasure of knowledge and also it began a mutual cultural interaction between India and Britain which lead the exchange of cultural heritage between the two nations. The English language has had incredible history. When we first catch sight of it in historical records, it is the speech of some none-too-civilized tribes on the continent of Europe along the North Sea. Of course, it had a still earlier history, going back perhaps to somewhere in Eastern Europe or western Asia, and long before that to origins we can only speculate about. From those murky and undistinguished beginnings, English has become the most widespread language in the world, used by more people for more purposes than any other language on Earth.

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The paper is an attempt at exploring the nature of various problems that are being faced and experienced in the present-day classroom by the teacher. Here I am enlisting few problems encountered by the teacher of English in India.

**ATTITUDE STUDENTS AND TEACHERS
TOWARDS THE LANGUAGE**

Now a day, the scenario of English language teaching and learning is very poor. It is not because good teachers or enthusiastic pupils do not exist but the real problem lies in not taking responsibility towards enrichment of the English as a language. Every one of us looking at it as a mere paper which is included in the curriculum and we have to pass it to acquire degree or certificate. No one is paying any heed toward its application in our day-to-day life. Only aim we have as a teacher of English to cross the hurdle and make the pupils much competent to achieve a short term goal of getting degree or certificate. This is the basic problem we encounter when we have been thought about this language. Here I must admit that only few of us are exception to it.

**TEACHING METHODS USED AND ROLE OF
THE TEACHER**

Teaching methods used in India are traditional methods. The traditional methods of teaching are lecture methods wherein we find one-sided dialogue of the teacher and unreceptive response or blind acceptance by the students. And very much is left to the imagination of the teacher and the students, and, if possible, upon the explanatory ability of the students. But in new methods, the teacher's skill in making the learner feel the experience of the writer contributes to effective learning. The teacher has to have ability to apply new techniques suitable to the learning of English language in content-oriented and language-oriented aspects. The teacher has to train the minds of the students to grasp the writer's idea, attitudes and the beauty of language as well as the use of new words; teacher requires such new skills to make teaching learning enjoyable. The teacher must have a capacity to connect the foreign aspect in the content and language with real life situation so that

they could make best use of their learning in their practical life.

Here, every teacher must not forget he is the teacher of English not the English teacher. It seems that most of us don't know the basic difference between these two words that are the teacher of English and the English teacher and there lies the main cause of problem of teaching this particular language. In India we all are the teacher of English not the English teacher. We are not native speaker of English moreover our prospective pupil and we too do not get much exposure to English in our day to day life hence it adds much to the problem of learning and teaching of the English. So while teaching English language we must keep it in mind instead of teaching language theoretically and using the method that are very useful in foreign countries, go for practical methods and try to reach the heart & minds of the students so that they could feel comfortable and they should feel the earnest need of learning this foreign language then only we can achieve destined goal of learning English and adds to the enrichment of English.

OVERCROWDED CLASSROOMS

The condition of most of classrooms in all over India is same. A classrooms are said to be overcrowded in which the number of students exceed the optimum level such that it causes obstacle in the teaching-learning process. The classroom is the most important area within a school or college. Pupil spends most of their time in an environment conducive to learning and its design reflects the priority, goals, philosophy, personality and teaching-learning style of the student. Students learning behavior can be enhanced by taking time to create a classroom climate in such a way that pupils feel comfortable with their teacher and peers but unfortunately in our country the classrooms are overcrowded. These overcrowded classrooms are not conducive to create a good rapport between the teacher and students. Focusing on the effect of this very serious problem prevailing in our country, one thing is very clear that teaching in such an environment, where the number of students is

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exceeding the acceptable limit, effective teaching and learning is not possible.

MOTHER-TONGUE INTERFERENCE ON ENGLISH LANGUAGE LEARNING

The importance of mother-tongue in the learning of English cannot be overemphasized.. This implies that though language learning is generally difficult, second language learning has greater problems which results in the greater number of errors in performance of second language users.

LAZINESS AMONG STUDENTS

Some time students may not be enthusiastic to work hard and excel in school. They are often engaged in some other activities that cause them to lose focus on their studies. They rarely study or do their assignments and normally buy assignments from other writer who does their paper for them. At the end, this affects their studies and normally causes them to fail. This put them in danger of being disqualified or expelled from school due to constant failure. Hence, they watch their dream go away since they will not even get a chance to graduate. Students should strive to do their best in class. Therefore, they should make sacrifices and work extra hard so that they pass and excel in all that they do, Lazy students normally do not attend classes and sleep too much. In most instances, they remain in their classroom watching movies and listening to music. Others spend most of their time going out with their friends and partying. This means that they do not get time to study or do homework and assignments. Laziness in school ultimately translates to failure and leaves one's parents disappointed. Students should cultivate a culture of working hard to ensure success.

DIVERSITY AMONG STUDENTS AFFECTS THE CLASSROOM

Diversity in classroom focuses on the following forms of marginalization: race, class, gender, and sexual orientation — and rightfully so, given the importance of these forms of difference. In fact, students come to the classroom with different backgrounds, sets of experiences, cultural contexts,

and world views. Additionally, issues of diversity play a role in how students and teachers view the importance of the classroom and what should happen there. Students may perceive that they do not “belong” in the classroom setting — a feeling that can lead to decreased participation, feelings of inadequacy, and other distractions. Teachers may make unsound assumptions of students’ capabilities or assume a uniform standard of student performance. Teachers may themselves feel out of place based on their own ascriptive traits (i.e. differences based on class, privilege, etc.).Identifying and thinking through notions of difference and how they affect the classroom allow both students and teachers to see the classroom as an inclusive place. One way to form strategies for promoting an inclusive classroom is to use self-reflection and think of potential classroom scenarios and how one might address them. The solutions to such scenarios are ones that each teacher should consider for him- or herself, since there are no immediate rights or wrong answers.

A GOOD SCHOOL INFRASTRUCTURE IS ESSENTIAL

It is well known fact that having schools in good conditions is decisive for students to achieve the expected academic results. In other words, the condition of the schools directly impacts the performance of the students. A good school infrastructure, with renewed spaces, makes it possible for children and youths that lives in premises to study and, in addition, tends to improve the attendance and interest of students and teachers in learning. For this same reason, investments in school infrastructure have an essential role in solving access problems of students to the school system and to improve their performance. School or College must at least comply with the following parameters of school with good infrastructure.

- **Comfort for students, teachers, and administrators:** spaces for teachers and students, with an adequate temperature, ventilation, and lighting, with water, electricity, and Internet services, as well as sanitary services and the respective drainage of sewage waters.

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- **Spaces for the development of rehearsals and practices** such as libraries, and natural sciences, information technology, physics and chemistry labs.
- **Spaces for the development of talents** and entertainment, sports, and culture.
- Other educational inputs including home environment, motivation, good teachers, libraries, technologies and student services.

[6]www.ijhssi.org//Volume 6 Issue 2//February. 2017//PP.53-57.

CONCLUSION

Teachers should be cleared with all the fact that affects the teaching and learning of English language. It will help in raising the standards of English as a language in India. If we take into consideration the role of teacher and learner in acquiring the knowledge of a language; the problem can be solved effectively. Only then the students will realize the practical use of English language. English will be used by them as a medium of expression. They will be able to use English as a language of communication.

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