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Issues in English Language Teaching

Abstract: English language has evolved with time so it is required for the teaching fraternity to keep itself updated with the latest changes and happenings in the language. It is required to understand the disparity in the language taught in the syllabus and the curriculum of the language followed in various schools.

English language had evolved as a source of change and had been instrumental in bringing the changes happening in the society in various aspects. The Indian people feel today at power with the people anywhere in the world and the credit of course is of the language which has given a lot of confidence in expression and raising issues. Indian people are now being heard at a global platform and are also a part of a lot of the top most firms in the world. At the most of the top positions in the whole world, Indians are placed in the top most management also. Still it is observed that there are quite a few challenges which the tutor and the learner goes through while dealing with the language. The pedagogy also designs the learning of the language.

Introduction: It is very important to know and understand that how does the language changes from one school to another or one board to another. We will see the disparity in the English Language Teaching with the change of the board and that is the basic study. Let us observe that how the difference of school type brings the change:

- i) Private English medium schools or Elite schools aided by the government: The study reveals that Elite Schools have very Proficient teachers appointed as a staff to teach English. The teachers are highly qualified and have studied English as one of the subject in the Masters Degree. These teachers are qualified to teach English not only as a subject of literature but also as a language. Such schools do have a varying degrees of English in the Environment. The students studying in these schools are from a background where English is used at home as the language to communicate by the parents. Even in these schools, English is taught as First Language, so the children have very strong hold on the expression and communication.
- ii) New English medium; private schools, many of which use both English and other Indian languages: The New English Medium schools or the Private schools where both English and the Other Indian Language are being taught have teachers with limited proficiency. The teachers are appointed but are not always too well qualified. They do teach English as a subject to the students. The children with little or no background in English are a part of such schools. So the parent is not very aware or alert about the standard of English being followed in the school. The students coming to such schools are from simple background. The parents of these school going children also look at English as a window to enter into a bit higher standard of life. The parents do aspire to have an upward mobility through English.
- iii) Regional medium schools aided by the government: The students studying in these schools are good in English or the regional language. Most of these kind of schools are established by the Educational Societies. The children coming to these schools are from mixed economic background where most of the children are from variety of backgrounds. These children either have direct exposure to English in schools or they

come with the knowledge of regional language as the only language known and spoken at home.

iv) Schools run by the district Administration: These schools are basically meant for the students with weaker economic background. The teachers appointed in these schools are not very highly qualified. The teachers teaching in such schools may be the least proficient in English. As the students and parents both do not understand English so even a teacher with least proficiency can handle the teaching of the subject as a language.

All these types of school are also responsible for issues which arise in language teaching.

What role does Pedagogy play in Learning of Language?

Pedagogy pattern of a particular teacher and school also changes the learning process of the language of the students. If it is different pedagogy for different schools it can be one of issues which can be the reason of learning of language in a different way. Pedagogy is the art of teaching or the way methodology is practiced.

Pedagogy or paedagogy is the art or science of being a teacher. It is way by which the teacher introduces the topic and follows the method to explain it to the students.

Pedagogy is also sometimes referred to as the correct use of teaching strategies. It is the pedagogy which inspite of having the similar books and similar curriculum make some school's outshine more than the others. They are different cause of the methodology adopted by teachers do vary. It also plays a very significant role as many schools are known because of their working patterns i.e the methodology.

“Pedagogy is always about power, because it cannot be separated from how subjectives are formed, desires mobilized, how some experiences are legitimized and others are not, or how some knowledge is considered acceptable while other forms are excluded from the curriculum.” — Henry A. Giroux, *America at War with Itself*

Teaching pattern or pedagogy does include a strategy involved by the teacher. It consists of recognition of difference and should be implemented across all key learning and subject areas. If the pedagogy is quite interesting and effective it would lead to enhance and improve the student teacher relationship to a very large extent. It will inculcate in children a sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

The pedagogy pattern also leads to various issues in language teaching.

Languages taught as first, second and third language also can raise to the issues of language learning.

Languages are taught or available to learners as first, second and third language. The exposure to the various languages happen at different levels of school life. In the elementary classes its either regional language or English. In primary classes its Hindi language added to the curriculum. In primary level of schooling a foreign language is also introduced as the third language. In Upper Primary 96.32 percent of schools offered just one language as the first language 3.68 percent of schools offered a choice of two or more languages as the first language. Later in senior secondary classes its only two languages the student appears for board examination.

Medium of instruction (RTE in CBSE School)

The three-language formula envisaged that children in primary school would study through their mother tongue and that this would lead to harmonious personal development and contribute to pedagogically sound high quality education. The Programme of Action with the implementation of Right to Education in CBSE Schools also, the medium of instruction has now been bilingual i.e. the teachers are teaching both in English and Hindi to reach each child.

It is particularly striking that over a quarter of all secondary schools in India now claim to offer English as a medium of instruction.

It is also interesting to note that the number of states/UTs offering education at primary and upper primary levels through the medium of languages.

There is a general tendency for a wider range of languages to be made available as medium of instruction in upper primary and secondary schools compared to primary schools.

Yet other states have a policy of offering a wider range of languages of instruction in primary schools compared to higher levels.

It has been seen that 33 of 36 states and Union Territories, say they offer English as a medium of instruction at the secondary level, while only 24 states offer Hindi as a medium at this level.

Languages most frequently offered by states / UTs as medium of instruction				
School level	English	Hindi	Urdu	Sanskrit
Primary	27	21	7	3
Upper Primary	32	24	9	6
Secondary	33	24	9	7

CONCLUSION

However, a word of caution is required there. The fact that a state in our country allows English to be offered as a medium of instruction does not mean that every school in the state will be able to implement this policy, nor that every child in each school will choose English. There is no single universal approach that suits all situations and for the similar reason most of the teachers use a variety of activities. Various strategies are applied to make a heterogenous group of children to perform different activities so that they learn from each other. So in spite

of having a similar kind of curriculum and syllabus the pedagogy governs the learning in the students, That is how there are quite a few issues in English Language learning which can only be resolved from the grass root level.