

Teaching English as a Second Language in India

*** A.Shailaja**

Assist. Professor,

Santhiram Engineering College,

Nandyal Kurnool (D)

A.P.

India

**** S. Subba Rao**

Assist Professor

Vijayanikethan College of Education,

Panyam, Nandyal, Kurnool(D)

A.P

India

Abstract:

English is a language which has great reach and influence; it is taught all over the world under many circumstances. In English-speaking countries, English language teaching has essentially evolved in two broad directions: instruction for people who intend to live there and for those who do not. These divisions have grown firmer as the instructors of these two "industries" have used different terminology, followed distinct training qualifications, formed separate professional, and so on. Crucially, these two arms have very different funding structures, public in the former and private in the latter, and to some extent this influences the way schools are established and classes are held. Matters are further complicated by the fact that the United States and the United, both major engines of the language, describe these categories in different terms.

Introduction:

Teaching English in India is a main pivot of educational system. The current situation of studies in India is quietly based on English as a medium of instruction. English has been occupied a prominent role in education everywhere in the world as it became international language. Mainly in India English is taught as second language as formed by many committees and commissions, English is considered as a compulsory education for six years. An **English-medium education** system is one that uses English as the primary medium of instruction – in particular where English is not the mother tongue of the students.

“One hundred and fifty years of intimate contact has made English an integral part our Educational System and this cannot be changed without injury to the cause of Education in India. In addition, English has today become one of the major languages of the world and Indians can neglect its study only at risk of loss to them.”

Pundit Nehru.

The main problem I would like to discuss now is basically depends on the following questions:

1. Why do Indian teachers could not acquire the methods teaching English properly?
2. What is the right way of language acquisition for second language learners?
3. How long the various methods and approaches are useful for the teachers of second languageEspecially for English Teachers?
4. Where do we find the main problem?

Problems Include in Learning English as a Second Language:

There are many problems to discuss to find here why the Indian students could not acquire English naturally. The problems is widely based on many following factors. Especially Andhra Pradesh never legged behind in helping the children in learning English.

(1) Lack of the usage of Communicative Method in Teaching: The major drawback I have observed during my teaching experience is that the method of teaching English is not communicative method but it is quietly of translation method where the student is supposed to pass the certain exam to promote into the next class. Corporate schools in India aim only to get 100% results by just by hearting way to acquire the prescribed answer for the expected question, where the student easily forget it after promoting to next class. There should a particular method be followed be followed in each and every schools.

(2) Lack of Audio-Visual aids: No school could be found proper Audio-Visual aids to make the language class actively. Using Audio-Visual aids could make the class not only lively but also encourage the students to participate in the language tasks, the usage of these will make the pupils to think in English.

(3) Incapable Teachers to teach Grammar: Grammar is the heart of every language, but learning grammar thoroughly by rules is not acquiring the properly. Teaching or learning

functionally is the right method for both, where the student actively participate to speak. In the Inductive method of Teaching Grammar, it is possible to make number of structures and phrases. But in the hands of incapable teachers it becomes Deductive and passive. The students learnt it by rules for that prescribed exercise only, so they could not able to use the knowledge for further uses. This is the main drawback of methods of teaching grammar in Indian schools.

(4) Communicating in English is Compulsory: When the rule is introduced in both English/Telugu medium and Govt./Aided/Unaided schools that too particular weight age marks are given to that is better to get the estimated result. Even in the big corporate schools also, the teachers do not prefer to speak communicate in English both with the students and teachers. As language is habit formation, it could easily be learnt by speaking only. At the same time the teachers who are supposed to teach English should be trained up with different communicative skills conducted by the government.

(5) Fault with English Teachers: The teacher in Indian classroom is quite hurry up to finish the item within the stipulated time. So he/she never shown any interest to teach the language as student oriented but it is as subject oriented. The main aim the will be fruitful here is not of learning the use of language but it is only the completion of the lesson.

(6) Unmeasured Curriculum: The curriculum frame in English Readers prepared without the estimation of the student's capacity of acquiring the task in the particular age. Not only the tasks and exercises given in the end of the lesson are enough for the student to enjoy the language class but also it includes the objectivities of teaching, method of instruction, text books, teaching material, guidance and counseling, tutorials, seminars, learning experiences of the children and evaluation. In general the curriculum is an index page of certain activities learnt by the student in the teaching learning experiences. This not only the subject matter but includes all those activities which cater to the development of a child.

(7) Lack of adequate facilities:Lack of adequate facilities in Indian schools are one of the major drawbacks of teaching English. It is mainly found in lack of teaching aids improper class rooms ventilation problems make a great discouragement in the students.

(8) Excessive use of the Mother Tongue: English teachers in India prefer to translate each word and phrase. So the pupils understand it as the meaning of the word but could not get the language acquisition naturally as there no scope for them to speak the language.

(9) Pronunciation Problems:It is not to discuss alone by carrying the students it is the problem of teachers itself in India.

In English there is no coincidence among the **words - spellings – pronunciation**

Eg; 1) camel, cot, cement cinema.

2) Photography, pot, psychology

3) Teethe, thumb, tea, table

4) Geography, gun, goat, ginger

In the above example 1 the alphabet 'c' is used as /k/ and /s/ in example 2 'p' is used as /f/ and /p/, in examples 3 't' is used as /t/ and /ð/ in examples 4 'g' is used as /g/ and /ʒ/

(10) Lack of Oral communication: In most of the Telugu medium as well as English medium schools the teacher does not show interest to warm up the class by communicating in English. They do not try to motivate the pupils towards the language. So the children listen to the lesson passively. The teachers could not teach the language but they teach the subject only for the examination purpose only where the student is necessary to pass the exam to be promoted to the next class. This is one of the known drawbacks of Indian schools. We could not find any language acquisition without the lack of oral communication.

The Distinction between Acquiring and Learning:

What is acquiring and learning of a language, before going to that we will discuss here the situation why English as a second language could not be taught as language but only as subject. It is only by the above factors not only there are physical but there also some psychological factors quietly affecting language acquisition.

The distinction between **acquiring** and **learning** was made by Stephen Krashen (1982) as part of his Monitor Theory. According to Krashen, the *acquisition* of a language is a **natural** process; whereas *learning* a language is a **conscious** one. In the former, the student needs to partake in natural communicative situations. In the latter, error correction is present, as is the study of grammatical rules isolated from natural language. Not all educators in second language agree to this distinction; however, the study of how a second language is *learned/acquired* is referred to as *second-language acquisition* (SLA).

Why this distinction happens often in Indian schools? We have many remedies in front us to eradicate this problem.

But at the same time what is the right process to get succeed in this matter. The only thing is that the Language Teachers are to be trained up annually in the field of oral communication.

Overview of Methods and Approaches of Teaching English as a Second Language:

Experts of English Language set some useful methods of teaching English. First of all what is method? *“The unit of teaching a language how and what is to be taught is a method”*.

In the words of **W.F. Mackey**

“A method determines what and how much is taught (selection), the order in which it is taught (grading) and how the meaning and form are conveyed (presentation) and what is done to make the use of the language unconscious (repetition).”

What is an approach?

An approach refers to the actual nature of the language and how it is taught by the teacher and learnt by the pupils. What is the kind of subject matter to be taught and how best do pupils learnt it?

What is Technique?

Drilling is a Technique, Miming is a technique. Action chains form a part of a technique.

The use of methods, approaches and techniques in English language Teaching plays a vital role but there is not any right justification for any method or approaches in the language teaching classes.

There are notably four major methods and approaches of teaching English. How long these methods are useful to the language acquisition. There are many drawbacks of each and every method.

But the well known the most running method is *Grammar Translation method* which many teachers of English could feel ease to teach this method as there is a big scope of translating the words and phrases into mother tongue.

At the same time with many complaints and contrasts *Direct Method* is introduced by in the place of translation method. But this is somewhat a better measurement for teaching English. In the same way *New Method, Bilingual Methods* also introduced in accordance with the previous methods. Whatever the methods it may be the four skills of language should be taught and acquired.

English as a medium of Instruction:

Seeing the growing importance of English in Indian education from all points of view, the question of medium of instruction generated a lively controversy and debate all over the country. So the National Policy on Education 1968 recommended that regional language should be adopted as medium of instruction.

Higher Studies of any course must be in English medium only. For this the teachers as well as the students need to have a command in language at first than in subject. But it could not be possible anywhere as the students are prepared to practice the terminology of the new words only for purpose of getting into another class.

So, there is necessary to create the language acquisition through proper practice of learning methods and materials. How is it possible to achieve this in Indian schools? Is it could be achieved by the simply including the modified syllabus? Or by trained up teachers?

Conclusion:

The main aim of the present journal is to bring out the various problems of learning a language like English in Indian schools, its circumstances and problems. This paper may be useful for the teachers and writers of English who prepare the text book and who instruct the students. But at the same time more modifications should be needed to change in the curriculum construction. Regarding the changes occurred in the education system the language teachers especially English should be trained up thoroughly. According to my experiences with the children of Residential Schools in Andhra Pradesh the pupils prefer to know the rules and structure of grammar but not to use it habitually. This may lead a negligence of learning a language. Just uttering words and sentences is not at all a communicating in a language but the mental involvement of reacting the verbal communication situation is language leaning. The student should not kept out of the real situation.

References

1. Methods of Teaching English by Annie Vijaya Kumari. Ch.
2. Methods of Teaching English by EFLU (PGDTE).
3. Methods of Teaching English by Shaik Moula IAS.