



Improving the Standard of English Education in Indian Schools

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Abstract:

Everyone is lamenting the subpar quality of English instruction and learning in Indian schools, particularly in govt. schools. Everyone is contributing original ideas to change this system. Yes, it is awful to witness the miserable fate of this priceless resource known as English. More than four centuries have passed since the invention of the English language. The language is now a staple of the Indian educational system and can brag of being the tongue of India's educated class.

Introduction:

However, individuals continue to use this terminology carelessly, which occasionally causes them to belly laugh. Consider the students they teach even English teachers find it difficult to communicate. It indicates that the issue's foundation is fundamental. Let's talk about some measures that could help English instruction in schools.

a. Hire knowledgeable and enthusiastic teachers.

The first and most important step in this way is to select passionate teachers who really and genuinely want to teach. Teachers are chosen using a poor recruitment strategy. Their selection is only done for formal purposes. Candidates who deserve to be chosen are passed over and are only accepted into private universities.

Interviews and written exams are merely formalities. Rarely is spoken English during the interviews tested. To increase system transparency, the entire interview process should be recorded. Only qualified and enthusiastic teachers must be chosen. The recruitment process has been corrupted the most by this fake interview technique. Money is used here.

b. Teaching English in the Classroom -



Activity involving listening needs more attention. Speaking must come after it. In teaching it, teachers must avoid any formalities. It implies that there should be genuine teaching and learning. Instead of translating, the teacher should encourage the student to think in the target language. Before seeing it written, he or she hears and speaks the language.

c. Make directions simple and clear.

When speaking to a group of students, especially ones you've recently met, it can be tempting to use the politest wording possible to describe the activities. After all, nobody enjoys being nasty. The courtesy of saying, "OK, so now what I'd want you all to do, if you don't mind, is just to stand up for a moment and come to the front of the class," may, however, be lost on a student who speaks very little, if any, English. Oh, and don't forget to bring your book. Could we just do that, please?

Instead, use as little words as possible and whenever possible, use gestures to make instructions crystal clear. You should also divide long lists of instructions into manageable chunks. The words "please" and "thank you" are sufficient while being polite. Please take your book, everyone. Rise up. Please come over right away. I'm grateful.

d. First, let them listen.

Your students will probably want to start practising speaking pretty much right away. Don't push students to speak before they've had a chance to hear you using the language extensively (although that doesn't mean you should just ramble on at the front of the classroom; with beginners more so than with other levels, you really have to consider what you say and grade your language accordingly). It takes some time for one's ear to acclimate to the sounds of a new language, and not everyone will be so keen.

e. Repeat after me: drill, drill, drill...

Beginners require a lot of drilling and repetition, particularly as they become familiar with the sounds of their new language. Even if repeating the same phrases over and over is vital, it can be tedious. Try back-drilling when practising new sentences to ensure that your intonation is natural and that you understand the associated speech components. Back-drilling involves breaking a sentence into manageable bits and then building it back up. Take "Would you like a cup of tea?" as an illustration:



Would you want a cup of tea? tea > cup of tea > like a > like a cup of tea >

f. Early on establish a language in the classroom

Can you speak more slowly in the classroom? What are the next steps? I'm lost on this. The meaning of... Although the question "How do you say... in English?" is typically used when instructing toddlers, it is also quite helpful for adult beginners. No matter how welcoming and laid-back the environment in the classroom, learning a new language can still be intimidating, especially if you feel like you're not understanding everything that's being said or that you might be asked to say something that you don't feel ready to speak. It is far better to provide pupils with classroom language at the outset so they can move through the lesson with ease.

g. Don't use meta language

If pupils can't employ the real structures or words to which the terms past simple, irregular verb, and adverb of frequency apply, then learning those terms is useless. Show them how to pronounce it instead of instructing them. As much background as you can (visual prompts work well). Additionally, be sure to assess their comprehension by asking them questions that will reveal their level of understanding. Never start a question with "Do you understand?" because a) many people are reluctant to admit they don't understand and will instead pretend that they do; and b) a student may believe they have understood when they haven't.

h. Prepare thoroughly, a lot, and keep them talking.

Even while teaching novices necessitates moving slowly and repeatedly using the same language, this does not need doing the same activities, especially not all at once. Don't enter the classroom without first carefully considering how you will teach new language, how you will verify that the kids have comprehended it, how you will practise it, and how you will handle potential misconceptions. Make sure you have a variety of exercises to employ. This level has a significantly larger likelihood of confusion than levels above it, and it can occasionally be much more difficult to sort through.

The following is a list of possible educational implications:

1. It has been found that the eclectic approach to teaching and learning English as a second language is highly useful and effective.



2. To be innovative in their teaching and lead their students along a far more successful path of English learning, all English teachers must be aware of the many ELT approaches.
3. Every school needs to have a language lab so that teachers may teach students how to pronounce words correctly. This is due to the fact that accurate pronunciation is frequently regarded as one of the most crucial elements of successful English language training.
4. In order for the students to master the craft of writing, they must be taught to write in English using their own words and refrain from memorising material.
5. The interaction in English classes must be conducted totally in English in order to expose the students to the language that is the subject of the lesson and to help them improve their listening and speaking skills. There are very few circumstances in which they must speak in their native tongue.
6. Students should only be taught grammar rules that will help them right away with understanding, speaking, reading, and writing. In other words, the emphasis of their training should be on functional grammar rather than traditional grammar.
7. Reading comprehension needs to be increased.
8. The four skills—listening, speaking, reading, and writing (LSRW), which must be taught and learned properly in order to become proficient in using English—must be taken into consideration when English is being taught.
9. By encouraging students to read anything written in the language of their choice, instructors may help their students become independent English learners. The pupils will become independent learners of English as a result of this transformation.
10. Using audio-visual aids in the classroom is advised to increase students' engagement in understanding and mastering the topic being taught.
11. Teachers should take a more focused approach in the classroom to developing all four LSRW abilities, with a more organised approach to developing the most in-demand talent, Speaking Skills, through some engaging activities. This is so because the most in-demand talent is Speaking Skills.



12. The progress of all four skills may be aided by the use of visual aids to inspire pupils and to offer visual cues regarding the text and the context.
13. You can assist pupils improve their LSRW skills by 50% if you teach them to grasp the context.

Conclusion :

In spite of this, people still use this word carelessly, which occasionally makes them laugh out loud. Even English professors find it challenging to communicate with their students, take into consideration. It suggests that the core of the problem is basic.

When teaching English, it is important to take into account the four skills—listening, speaking, reading, and writing (LSRW), which must be correctly taught and learned in order to become proficient in using English.