



Challenges in English Language Teaching in India

Dr. G Venugopal

Associate Professor &
Head Dept. of English
Vasantrya Naik College,
Nanded (MS)

Mohammed Mazhar Mohammed Gouse

Research Scholar (English)

Abstract

Learning and instruction In India, both teachers and students have traditionally found English to be challenging. With the arrival of colonial rule, English took over Indian languages and became widely spoken around the world. It gradually became part of academic institutes' curricula and the elite's language of communication. As a result, the majority of people find learning the language to be a fear and a difficult task. The proliferation of private and commercial institutes has made it even more critical to train English teachers to focus on and address pupils at various stages of development and grooming. A large number of students in the classroom, a rural background, a lack of motivation and confidence, illiteracy, the inability to read and write, an inappropriate and impractical curriculum, a lack of participation and response, and, most importantly, the lack of trained and qualified teachers render the entire process of implementing quality education and skill orientation futile. The study highlights several aspects of English language teaching and learning with regard to the current challenges that instructors face.

Introduction

India is a developing country, and teaching English has always been a difficult task, from the beginning of the English language's history to the present day. Despite the fact that language is the backbone of civilizations and cultures all over the world, everyone in our country is concerned about the state of English in schools and institutions. Furthermore, higher authorities always anticipate good results; leaving teachers torn between completing the coursework and helping students to develop their English language skills. It is astounding to learn that English language has been granted "global status" or "international language," and every data shows that English's position as a worldwide language will strengthen, but we must remain vigilant. This study illuminates the present concerns and challenges that all language learners and teachers in India face. Various obstacles such as a large number of students crammed into a small classroom, rural background, lack of confidence, lack of motivation, hesitation barrier, lack of reading habits, phobia in the minds of learners, inappropriate curriculum that does not meet the needs of English learners, lack of feedback, and a lack of trained and qualified teachers are some



of the major factors that render the entire process of implementing quality education futile. The current issues that English teachers of India face in today's ELT would also be discussed. Here are some of the challenges in English Language Teaching in India.

Classroom Environment

In studying and teaching English language, the classroom environment is the most important factor. The majority of English teachers had to deal with environmental issues when teaching English language. The distracting classroom environment causes teachers to lose focus and has an impact on English language instruction. Teaching English language requires a proper and comfortable environment. The teaching and learning of English language is ruined if the environment is not acceptable and comfortable for the teachers. When teaching English language, most teachers encountered such an unsettling situation.

Teaching Resources are Limited

Everything, not only English language teaching, is heavily reliant on resources. Typically, teachers experience this challenge because they lack the tools necessary to present English language lectures to students in a way that promotes effective learning. It became extremely difficult for teachers to teach without the necessary resources for lectures. Speakers, microphones, projectors, computers, and other digital equipment are among the resources. It helps students learn English by making the overall lecture and surroundings more fascinating and beneficial for them.

Excessively Crammed Classrooms

A big number of pupils in the classroom causes a lot of disruption and stress for the teachers because they have to put in more effort and work to teach such a huge number of children. The following are some of the issues that a big number of students have caused:

1. Made noises that bothered the teacher.
2. Managing the class pupils is difficult.
3. It is quite difficult to engage packed students in learning.
4. Not all pupils have access to the same learning resources.

These are some of the issues that can occur in a crowded classroom.

Limited Time to Teach a Lecture

In acquiring the English language, time is the most crucial factor. It takes time for the teachers to monitor their students and teach them at their level. The teachers have very limited time in class to teach the English language. Teaching in less time is one of the most difficult responsibilities for teachers. Teachers are unlikely to be able to complete the topics of their lectures in less time, which is insufficient.



Students Take Over Lessons

Lessons are taken over by students. The majority of students are uninterested in learning English. They take over the sessions and engage in other activities, effectively defeating the English learning process. English language teachers always count the students since they cannot move farther in the course if students are absent.

Disruptive Student Behavior

Students get bored and try to do other things during lectures, which causes disruption for the teachers when teaching the English language. They try to talk to other students during classes, which causes a lot of disruption for the teachers. Some pupils arrive late for class. They entered the classroom during the lecture, which caused the teacher to be upset. The most serious issue that teachers confront when teaching the English language is disruption. It obliterated the entire English language learning process.

Classrooms that use other languages

The most visible challenge that English teachers confront is speaking in other languages or in their original tongue. It is quite easy for students to converse in their original tongue or other languages that they are comfortable speaking instead of English. It is quite irritating for pupils who are attempting to speak a foreign language and must think of phrases and sentences that they do not understand. It is relatively simple for them to converse in their original language or a language with which they are already familiar. This is the most prevalent and significant issue that English teachers confront while teaching English to pupils who do not speak English as a first language.

A student is reliant on a teacher

Another issue that teachers confront is that their kids are fully reliant on them. They made no attempt to learn and communicate. Those kids constantly look to their teachers for assistance in learning and right replies. They did not attempt to form words and phrases in the English language. Students did not acquire the technical terms and circumstances of how to utilize different types of tenses and words of the English language in speaking as a result of this problem.

The Class is Difficult to Manage

Students in English classes at English learning academies come from a variety of backgrounds. The majority of pupils in English programmes come from rural areas. Where there are no opportunities to study English. It is quite tough for them to learn English. The majority of them are unable to learn English. Some of them are able to pick up the English language quickly. It becomes quite tough for teachers to manage the class and keep all of the classes on track.



A little vocabulary

India is a linguistically diverse country. The quantity of words that pupils must memorize is enormous. Some of the reasons for this problem include a shortage of vocabulary items, a high percentage of passive vocabulary rather than active vocabulary, and a lack of vocabulary exercise through production.

Mother Tongue Influence

One of the most common problems encountered by English learners in India is mother tongue influence. Their native languages heavily influence their pronunciation. The impact of the mother tongue on English is undeniable. This is manifested in erroneous pronunciation. Mispronunciation can be caused by guesswork, ambiguity about the right form of a word or sentence, or general linguistic ineptness. The disparity in sound systems and spelling symbols between the native tongue and English causes most pronunciation mistakes.

Teacher Overdependence

If the teacher always provides accurate answers, the students develop a spoon-feeding habit, and instead of attempting themselves, the students look to the teacher whenever they are stuck. As a result, we must focus on providing positive encouragement rather than treating them as puppets in the hands of a teacher.

The Absence of Clear Cut Purposes

There is a general lack of clarity in India on the aims and objectives of English teaching. Because the subject is on the syllabus, the teachers are aware that they must teach it. Students study English as a subject to be 'passed,' rather as a subject to be 'learned.' This causes kids to become addicted to low-cost bazaar guides, infecting them with the cram-and-forget virus and short-term superficial learning syndrome. For many of these students, the future appears to be a long, dark tunnel. This is why English teaching and learning in India's schools and universities is in disarray.

Lack of Qualified Teachers

When it comes to teaching English, incompetent teachers are the biggest source of problems. They are either trained in outdated methods and have never bothered to look for new and improved approaches to use in the classroom. Many English teachers are unaware of the most recent and far-reaching advancements in the field. Even the training materials and approach are outdated. There is not much room for improving intuitive and spontaneous linguistic understanding.

Flawed Teaching Methods

The teaching of English in India is plagued by faulty teaching methods. The majority of teachers are still stuck in the Elizabethan age, and they are content to



pick up the reader, translate the paragraph, write the definitions of difficult words, and assign homework, believing that their job is done. Every method must be customized to the specific circumstances and educational context. The teacher's sound practical common sense will determine which method is more effective in which situations and for what purpose. Students are not exposed to how to utilize words. Rules are used to teach language and rote memory is used to learn it. As a result, kids are under pressure to memorize the language.

Inadequate Teaching Aids

One of the challenges in teaching English as a second language is the lack of audiovisual resources. Teaching becomes more fascinating and vibrant with the use of these tools. Students should have access to Ultra CD, LCD projectors. It also piques pupils' curiosity and encourages them to be active and passionate.

Conclusion

Teaching English in India is a difficult task. Challenges, on the other hand, are neither frustrating nor insurmountable. Teaching without obstacles is tedious and ineffective. Teachers are encouraged to do action research through challenges. Action research findings can be used to overcome obstacles. The challenges include the position of English in India, materials consumption and production, teaching methods, blending, testing and evaluation, continuous professional development and training, learning styles, learner motivation, diverse socioeconomic-linguistic backgrounds of learners, medium of instruction in schools, various school board backgrounds, amount of exposure to English and the influence of L1, ill-trained English teachers in schools. With some proper planning these lacunas can be overcome.

References

- 1-Javalgi, Dr. P.G. "Teaching English as a Second Language in the Indian Context Perspectives and Problems at Macro Level," A published article in the book *English in Indian Contexts*. Pune: Abeda Inamdar Senior College of Arts, Science and Commerce. 2004. 133-138.
- 2-Rizi, Badriyeh Mirzaie, Mohd. Akhtar Siddiqui, Reza Afshar Moghaddam, and Shankar Mukherjee. "Deficiencies in Teaching English as a Foreign/Second Language in the Secondary Schools of Iran and India," *International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*. 2.6 (6 Jun. 2014): 5-14. Web.
- 3- Thompson, M.S.H., and H.G. Wyatt. *The Teaching of English in India*. New Delhi: Sarup Book Publishers Pvt. Ltd., 2013.
- 4- Tripathi, Dr. Mallika. "Teaching English Language to Indian Students: the Truth behind the Curtain," *The Dawn Journal*, 3.2. (July-Dec. 2014): 947-955. Web.