



## **Problems of Teaching English in India: A Study**

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### **Introduction:**

English holds a place of status in our country, even after more than six decades since Britishers left India. No indigenous language however has come up to replace English, either as a medium of communication or as an official language in India under the influence of nationalistic feeling and emotional hostility English began to reassert its position. Now a day it is still urgent to discuss, what to teach and how to teach a foreign language taking into account the objective, social and professional needs of future specialists in our country.

Besides businessmen, tradesmen, engineers, scientists and scholars all over the world must know English because it is the international means of exchange of information and experience. The students have to learn foreign language because students of any subject, any discipline must learn a foreign language teaching it is necessary to formulate its actual and realistic aims and tasks.

### **Problems in Teaching English:**

1. Teachers may first notice that their lesson plans change over the course of the class. Classes may progress slowly despite your efforts. Students learning a english language often learn at different paces and generally learn material differently. Encouraging students to practice the skills learned in class and incorporating listening exercises, such as learning poems or parts of a favorite story in the new language out of class, students may be able to stay on track with your plan of instruction at a slightly slower rate.
2. Another noticeable issue for English language teachers is having students fall back on their native language for conversation. It is often easier for students to communicate in their native language instead of English. It is usually frustrating for students to rethink and reword their thoughts into the new language clearly.
3. Students may be able hear and understand spoken English but confuse sentence structure and grammar when writing the same thing. Grammatical problems in writing is another problem teachers face in teaching English language. It



can be difficult for students to write clearly in a second language, as their native language may have different requirements for tenses and placement for sentence structure.

4. Building up a student's English vocabulary is one of the first issues teachers instructing students in a second language face. Thinking about one object and remembering two identifying names for it can be confusing for younger and older students. Incorporating interactive lessons to identify common objects and images is a great starting place for building vocabulary for everyday items.

5. In India, lectures speak. Teacher talking time is more than half of the prescribed time. The class listens passively. The learners are not encouraged to ask questions. The teachers must involve their students to work in pairs, groups and teams and prepare term papers, projects, etc. Therefore, in spite of being taught English in school and college for several years, learners fail to learn the language. They cannot write in acceptable English of their own, cannot use English appropriately and fluently in speech and often cannot understand conversations in English.

6. The learners' negative attitude toward English poses a great barrier for effective teaching. This negative attitude emanates from the fact that learners have limited competence in the language therefore preventing them from actively participating in classroom activities.

7. Most of the problems arise due to the interference of mother tongue in speaking English. Both the teachers and the students are very fluent in talking their own mother-tongue. But they forget the essence of pure language.

8. The size of the classes everywhere is considerably large and thus student's participation in the class work is quite impossible. The ratio of students in relation to teachers is not proportional. This is one of the reasons why individual attention is not possible to the students.

The policy regarding the place of English in our education system should be well defined. This should be determined keeping in view its use and vast opportunities in the field of science, technology, social sciences, philosophy, area studies, journalism, international trade and diplomacy. The teacher should emphasize more on the language learning skills than the portion completion at the undergraduate level. The school and the college libraries should subscribe good journals which may enable them to know the latest developments in the field of



linguistics and English language teaching. Teacher should encourage the students to talk. As long as the students attempts to talk in English make it a point to listen.

In India, majority of the workforce comes from rural areas as 75% of India lives in villages. The policy makers have to bridge the urban-rural divide in teaching of English.

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