

PROBLEMS OF TEACHING ENGLISH IN HIGHER EDUCATION: AN ANALYSIS

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Abstract: This paper is an attempt to discuss the problems faced by teachers while teaching English in Higher Education. Especially in a country like India, classes of mixed ability groups are a feature of every small town or village. Majority of the rural parts of India, learning-teaching process is done in the vernacular language. The ratio of students to teachers is high leading to ineffectiveness. The rural atmosphere does not provide students the opportunity to speak and learn English. The size of the classes everywhere is considerably large. This is one of the reasons why individual attention is not possible to the students. Teaching of English needs a drastic change for the benefit of learners in schools and colleges. The students of rural and semi-urban areas in India face a lot of problems as English is not their mother tongue. English is their second language. In many places, English becomes the third language as they have a local language, then Hindi followed by English. In this background, Descriptive nature of this present paper highlights the difficulties faced by teachers in Teaching English, Appropriate and adequate remedial measures are cited for the successful rectification of these problems.

IndexTerms - Problems, Teaching, Higher Education.

I. INTRODUCTION

Every educational systems have the responsibility to train students to actively participate in economic, political and social relations in the society. For active participation, in India especially in rural areas one of the needs of individuals, because it is not their first language, is to develop skills in listening, speaking, reading and writing in foreign languages, especially in English language. Low level employability of graduates is the major problem in India. Only a small proportion of Indian graduates are considered employable. Placement outcome also drop significantly as we move away from the top institutes, because lack of quality education in higher education in India. Spoken language production is often considered one of the most difficult aspects of language learning (Brown & Yule, 1983). In reality, many language learners find it difficult to express themselves in spoken language in the target language. Every student has their own problems in speaking language

II. PROBLEMS OF TEACHING ENGLISH IN HIGHER EDUCATION

Higher education becomes input to the growth and development of industry and also seen as an opportunity to participate in the development process of the individual through a flexible education mode [1]. English as a second language becomes inseparable and unavoidable in Indian Education system Descriptive nature of this present paper highlights the difficulties faced by college student in speaking English Indian higher education is facing with the problem of poor quality of curriculum. In most of the higher educational institutes curriculum is out-dated and irrelevant Apart from the highly recognized higher educational institutes in India most of the colleges and universities lack in the basic and high-end research facilities. Many institutes are running without proper infrastructure and basic facilities like library, hostels, transport, sports facility etc. which is desirable to rank the quality institution.

III. IMPORTANCE OF HIGHER EDUCATION

Higher education is the most important to acquire knowledge and learn to students. After independence Indian higher education attained a massive growth. Through education, knowledge must continually be renewed by ceaseless effort, if it is not to be lost. It resembles a statue of marble which stands in the desert and is continually threatened with burial by the shifting sand. The hands of service must ever be at work, in order that the marble continue to lastingly shine in the sun. While discussing the importance of education, I must state that schools have become the most important means of transforming wealth of knowledge and skills from one generation to another. However, the role of institutions becomes more challenging in the modern world with innovations and technological developments. Investment in education and educational institutions should be viewed as an investment for economic prosperity. Presently there is a very less collaboration of higher educational institutes with industries. In any education system, higher education encompassing Management, Engineering, Medicines etc., plays a major role in imparting knowledge, values, and developing skills and, in the process, increase the growth and productivity of the nation. While the Government is committed to providing primary education and certain facilities/subsidies for higher education, given the higher cost involved in the establishment of higher education institutes, we are witnessing the entry of private sector to run educational institutions.

IV. PROBLEMS OF TEACHING ENGLISH LANGUAGE

In rural area English language is difficult to learn because of firstly their mother tongue is not English. Lack of prior knowledge to teachers and they are untrained faculty Irrelevant text books/ syllabus Outdated Teaching Methods Most of the students study English from the examination point of view, so they are not able to produce even a single sentence without grammatical error. Furthermore sufficient practice is not given to students to learn a language. Exposure too is far less to them.

V. ENGLISH AS A DIFFICULT LANGUAGE FOR INDIAN STUDENTS

English language is not difficult but Indian students think that English is a foreign language and that is very difficult language to learn. The investigator has tried to analyse several problems in learning English because for Indians, English has a special place. It is not a foreign language to us; it is a second language. Knowledge of English is necessary if one wants to come up in life. It is major window of the modern world. Another challenging factor is students' beliefs about the nature of learning English as a subject consisting of a list of words and a set of grammatical rules which are to be memorized and separable skills to be acquired rather than a set of integrated skills and subskills the students in English classes do not have common background knowledge because some of them are trained in rural areas in which un-qualified English teachers teach them. While some of the students take advantage of using satellite programs, As classes are crowded, most of the students do not have enough practice in English and do not overcome language learning problems and are not proficient enough to communicate in the foreign language. Because in the limited hours of instruction, they normally could not have the chance of learning English especially the most favored skills of listening and speaking is no place for group work discussion. To acquire the target language effectively, learners need to engage actively in processing the meanings of whatever they hear and read. Group work in the educational context generally involves a small number of students working together to achieve a task

VI. THE PHYSICAL CONDITION OF CLASSROOMS AND ENVIRONMENT:

In rural areas environment isn't like urban and there will be like it's not necessary to us it's enough to learn our language. Environment helps to learn the Language effectively in school, especially in colleges. Classrooms conditions are also very important in teaching language In India many colleges have a problem that they don't have language laboratory mainly in rural areas. Lack of the Modern Teaching Aids is also the major problem in teaching English language and from modern

teaching aids help to improve the learning process and it helps to speak English language . The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. There are a number of challenges that English Language Learners face that may impede learning in a general education classroom.

VII. LACK OF LANGUAGE PROFICIENCY OF STUDENTS AND TEACHERS

In higher education system for teachers skill is the most important matter. Without preparation teachers cannot teach to students. Influence of the mother tongue/ regional language In many places students' low proficiency in English worked as a barrier for teachers in using English as the only language of instruction. That is by many teachers choose local language for teaching. Observation shows that Classes are held in both Kannada and English so that the students can comprehend better" Students' language proficiency is particularly low in rural areas and the socio-economic status of the students in rural areas appeared to be a major reason for the low proficiency of the students. Many teachers in the rural area said that since students in these areas came from under privileged and uneducated poor families, they did not find anyone at home to help them learn English and they received little exposure to English language outside the classroom. "Students are from poor and uneducated family. Students of rural area listen to English only when they are in school. They do not get any language input when they are home whereas the kids of urban area get help from their private tutors. Their educated parents can also help them with learning English. That's why their English language skill is more developed. A potential challenge for teachers concerns with the level of English they require. They need to constantly update their knowledge and equip themselves with the advancements in society and the use of technology in general and in the educational environment (Khan, 2005). On the other hand, foreign language teachers' low proficiency levels or their lack of confidence in their ability is consistently identified in the literature.

VIII. MOTHER TONGUE

Mother tongue is also influence to unlearn the English language and they only concerntrate their language and most of students don't know the value of English language they give respect for their language only. So some journal and educationist told about mother tongue that is,

Crystal defines the term as" the language acquired naturally during childhood" (Crystal, 1991:196).

Crystal also defines the term as " the language first acquired by a child, or preferred in a multilingual situation" (Crystal, 1992:138).

Awoniyi defines the term mother tongue as" the language which a group of people considered to inhabitations of an area acquired in the early years and which eventually becomes their natural instrument of thoughts and communication" (Awoniyi,1978:3).

When young children are learning a new language, being placed in a program that speaks only one language can create a challenge Often, the children cannot receive the individual attention and interactions they need in their primary language Another challenge is the cultural disconnect between the student and the practices of the classroom or content of the curriculum The children not only have the linguistic barriers to face, but also the sociolinguistic.

IX. CONCLUSION

An English teacher teaching in rural schools has to come up with innovative strategies in the classrooms. Skilled and committed teachers need to be appointed at primary level. Teachers should be upgraded and trained to meet the problems of the learners. Students should be motivated to develop their ability through practicing the English language outside the classroom. Knowing about the students' needs is one critical matter for the teachers to teach and authors to write

schoolbooks. Most of students in Iran tend to participate in communicative activities type to learn English. Some students tend to have more opportunities to participate in free conversation classes, expressing their wish towards a more communicatively oriented approach.

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Vol. 5, No. 6; June 2017
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