

Teaching and learning English as a second language in Gujarat

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Introduction:

Gujarat is a well developing state of India. In the current time Gujarat is business hub. National and international companies are interested to invest their money and power in Gujarat. Whole world's eye is on Gujarat because the surrounding and environment of Gujarat is fully adaptive for business. And business is inbuilt capacity of Gujarati people. The only draw-back is that we have not accuracy and fluency in English language.

At present English is world-wide accepted as universal language. For every purpose English is a greatly needed language, whether it is economics, business, teaching, science or doctor. Without English nothing is possible. But most of the young Gujarati people have no competency in English. Since we do not use English for general purposes we face difficulty at world-level performance. For us English is only official language and we do not use it in day to day life. Moreover we are so much afraid of using English. The only reason for this is that we have no competency in English.

The government of Gujarat is aware of this situation. So it took many actions in this regard, like government started 'SCOPE' a need based course for developing English competency, produced new syllabus which is on activity based learning, and Present the "SARVA SHIKSHA ABHIYAN", and started the 'pragya-project' in which students actively participate in learning. In addition to this the government arranges mandatory teacher's training, 10 days in year for every teacher by subject masters. And also telecast the best lessons by experts on 'BISAG'.

Though these steps of government are well appreciated, the situation is not changed much. Students are still afraid of using English, for those English is still a boring 'subject'. Let us list the possible reasons for this and possible solutions for this.

1) English as a 'subject', not as a 'language'

Teachers teach English as a subject and not as a language. So the learners try to learn English as piece meal: grammar, vocabulary, morphology, phonology etc. separately just as we learn math and science. Hence there is an urgent need to teach English as a language: teach it as a 'whole language'. If we learn English as a language, than only we can able to use it in day to day life. If we learn English as a subject (grammar and vocabulary).than we able to use it for official work only, not for communication. But if we learn as language (with listening, speaking, reading, and writing skills) we are able to use it in every purpose.

2) Wrong teaching methods and strategies.

Though we talk about CLT and TBLT most of the teachers still conveniently follow Grammar Translation Method, In which students learn grammar deductively and cramming the English vocabulary, and they feel that they know everything. But when they try to apply it to speak English, they fail because of impracticality. It is high time to make sure that teachers use current teaching methods and strategies. And give opportunity to student to speak language.

3) Less or no use of technology.

In non-formal education, technology is the best agency of teaching/learning English language. Because technological gadgets like computer, mobile, laptop, projector is the best medium of learning English as they provide learners a variety of opportunities to experiment with English. The language of those gadgets is only English. So by the use of those gadgets learners learn English unconsciously and batter. But we have not enough facility to provide those types of technology to the students, and who have the facility they are not competent to use it. Government gave the computers and LED TV in every school and many programs of learning English and other subjects. But many teachers have no knowledge to use computer. This drawback cut off the students to competent knowledge.

That's why government make CCC degree compulsory for increment in salary and it must be given by GTU. It is an appreciated step taken by government. Teacher must be competent to use technology. It is one of the solutions to increase learners' English status.

4) Lack of competent teachers.

In many government schools, special English teacher is not available. So, any language teacher (Hindi, Gujarati, or Sanskrit teacher) teaches English to the students who has no competency in English language. Many English teachers are not able to speak English accurately and fluently. And in teacher training courses they are not at all serious because they feel secure as government teacher.

Thus, it must be one special English teacher in every school. Who has an accuracy and fluency in English and competent knowledge about teaching English. Teacher should be able to use modern methods of teaching English. And who is able to use technical gadgets for teaching. One who knows child psychology. And one who is humble and friendly with child. Only that teacher is perfect teacher for teaching English.

Conclusion

So, we can conclude that there are many problems to teach and learn English in Gujarat. But the future of English in Gujarat is so bright because the new generation is aware about English and they are active on social-media and there is a pressure on them to use English in day to day life also.

But in rural area the situation is not too good. So, we must pay attention on rural area as well, and competent English teachers should be appointed. The teaching strategies should be modified; classrooms should be equipped with modern technology. And modern methods should be used. Learner should know about English people's culture as well as English language development and language construction. This is the only way to learn English and use English competently. And this is the only way to walk with world. Because we have to walk fast, world never walks slowly for us. We have to look forward, universe never looks backward for us and English will make us capable to walk and talk with world.