

“Problems of English Language-Teaching Learning A Critical Analysis”

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Abstract

My paper focuses on the problem of Teaching-Learning in the Indian context. It also suggests ways and means to address the problems of English Language Teaching and Learning. It mainly focuses on the problems of incompetent Teachers, lack of knowledge of aims and objectives. Wrong methods of Teaching Faulty examination systems, syllabus and faulty syllabus and other problems. The paper explores new strategies to be initiated by all the stakeholders to address the problems of English language Teaching and Learning. Every effort should be made to enable the students and learners to acquire reasonable competence in English and be able to use English in real life situations. It throws light on language skills such as listening, speaking, reading and writing and their importance in learning a second language.

Keywords

Language skills – LSRW, methods of Teaching English, Aims and Objectives of teaching English, supervision and correction work. Important strategies to enhance the standard and quality of English teaching and learning. In competent Teachers, too much focuses on literature and not languages. Over weightage to Grammar and lessons no importance to language skills, Grammar vocabulary.

My paper focuses on the problems of English language teaching and learning and attempts to address the problems Teaching-Learning. V.K.Gokak rightly observed “The study of English language Teaching-Learning is in a chaotic state”. V.K. Gokak said, “the foundational years of Teaching English is in the hands of Teachers who neither know enough English nor are familiar with the latest and far-reaching trends in the pedagogy of English language teaching.

English Teachers don't teach what they ought to teach. Teachers prepare the students only for examination. They teach neither language and literature. It is very evident that a student who has received formal English education for Ten long years finds it very difficult to speak and write a few grammatically correct sentences. On the contrary a student of 4th or 5th standard speaks well and writes well. What is wrong with the students who have received formal English education. But it has been estimated that they hardly know 1500 words by the time they join a university. This means they have hardly been able to learn English words at the rate of one

word per period. Michael West “A language is not a subject which can be taught; It is a subject which must be learnt”. There is no real teaching by the teachers or learning by the students in the schools. The standards of English are fast deteriorating. It is very apparent that the standard and quality is far from satisfactory. My paper focuses on the following points:

Teachers don't understand the real aims of Teaching English. A Teacher without the knowledge of aims and objectives is like a traveller without knowing his destination. They don't find difference between teaching Dr. Ambedkar lesson in History and teaching the same lesson in English classes.

The quality of education more or less depends upon the quality of teachers. Most of the teachers with a few exceptions are incompetent. They don't have rich vocabulary, defective pronunciation and they don't have command over the language.

The lack of communication skills and obviously they fail to motivate the students to acquire competence in English. It is very evident that teachers are qualified but not competent. All qualified Teachers are not necessarily competent. The government and the educational institutions should recruit the best minds who are competent and committed to the profession. Our faulty examination systems is one of the factors which contributes significantly for the low performance of students.

Teachers are not testing what they ought to test all the four skills of the language are not being tested listening, speaking, reading and writing. Writing is the only skill being tested in our examination. The entire system of conducting examination should be redefined and restructured.

Overcrowded classes and lack of proper infrastructure is one of the factors which contributes significantly for the low performance of students. There are many schools where there are no teachers, classrooms, labs, library, playground etc. Government should give priority and should provide all the facilities, infrastructure, competent teachers, etc.

Lack of Audio-visual aids is also one of the factors which contribute significantly for the dismal performance of students. A classroom without pictures is like a house without windows. A picture is worth 10,000 words. There are many schools and colleges where these facilities are not there. Audio visual aids appeal to all the sense organs, eyes, ears, nose, skin and tongue and they are the gateways of knowledge.

There are many methods of Teaching English. Generally English teachers adapt wrong methods of teaching. They adapt traditional methods like translation method, Bilingual method and text book method. Modern method of teaching English like Direct method, communicative approach and structural approach are language oriented methods. The teachers don't adapt these methods because it requires command over languages and need to do a lot of homework.

Refresher courses, orientation programmes and in-service teacher training programmes should be conducted continually to orient them on modern methods of Teaching. Text books are not written in accordance with the aims and objectives of teaching English. They are content and examination oriented. They don't focus on communication skills, language skills and other language components.

NCERT brings out textbooks which are language oriented and communication skills oriented books. The teachers, who teach the subject should prepare the text books keeping in minds the needs of students and aims and objectives defined by NCERT (National Council for Education Research and Training). Faculty syllabus prescribed for different classes are not satisfactory. They are not related to the surroundings of the learners. The students are able to face the examination. But they don't acquire competence in English. There is a lot of difference between the kind of English being taught in schools and the requirements of the jobs. The teachers are preparing the students for examination and not for life and jobs.

The business of the Teachers in the classroom is to eliminate wrong behaviors and strengthen right behaviors. In the teaching of a language, correction work is of great importance. For teaching a second language, correction work becomes all the more important but we find that very little attention is paid to it. The teachers are overburdened with a lot of work and they have neither time nor patience to do correction work. Lack of research contributes significantly for the miserable plight of English language Teaching and learning in schools and colleges. There are many problems being faced by all the stakeholders of education. It needs intensive research to address all the problems of English teaching and learning. The teachers should carryout research on various methods of teaching grammar and vocabulary ad all the other components of English Teaching and learning process.

Thus it is very clear that the conditions under which English is being taught is not satisfactory:

The teachers play a very decisive role in shaping the destiny of students and every effort should be made by the institutions and the government to recruit very efficient, competent and qualify committed teachers. Besides, there should be a uniform language policy across the country. All the stakeholders of education should shoulder the responsibilities of enhancing the quality of education across the country and even beyond.

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