

# PRACTICAL DIFFICULTIES IN TEACHING ENGLISH

## Abstract

While speaking of today's education system in India, we need to consider the significance of English not mere as a 'subject' to be taught at school and college levels but as a 'language' that makes the student able to deal with the basic need of getting opportunity of earning i.e. job. When we take a look at the scenario of our schools, colleges, and the place of English with the practical purpose of its use in the sphere of academic life and job market, we come across an eye-opening fact that only three per cent of people are able to use this language effectively. This article look into various angles of the problem and proposes some solutions.

**Keywords:** Global language English, proficiency, scarcity of teachers etc.

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## **I. INTRODUCTION**

Though the government has made English a compulsory subject, the medium of instruction in most of the government schools is either Marathi or Hindi (in Maharashtra). The learners get affected due to this and develop the habit of using their mother tongue in day to day life and in schools also. This habit takes them away from English. In later life too, they have the same circumstances at college level. Because of the students being away from English, the feeling of alienation is naturally created in them. They do not get much exposure to vocabulary and spoken skills. These students generally try to avoid all those things through which they can enable themselves to make skilful use of English which include of such as listening to the English programmes on the radio, watching English news, movies, different programmes etc. on TV, reading English newspapers, books and use of dictionary for getting the meanings of new words etc.

## **II. PROBLEMS OF STUDENTS IN LEARNING ENGLISH**

There are certain reasons behind why the students facesher problems in making effective use of English. The overcrowded classrooms in most of the schools, especially in rural areas hinder the process of learning. It does not become possible for the teacher of language to pay attention to the students individually. This also affects adversely the process of valuation of students' progress in learning this language with the skills of writing as well as speaking. Due to the over number of students and worry of result, the emphasis is laid upon making the students able to get prepared for examinations only. They are made perfect in learning by rote. This worsens the conditions more. This also handicaps them and restricts the opportunities of seeking jobs in the job market.

## **III. SHORTAGE OF TRAINED TUTORS OR TEACHERS**

The scarcity of competent teachers in remote or rural areas is another reason of students remaining weak in English. The teachers also generally are not willing to go to the areas far from the cities. The students after doing D. Ed. /B. Ed become teachers. Many a time, they need the training for themselves to be competent in the language of English. Besides this, the motivation to the students for learning English for practical purpose of creating a golden opportunity for job creation also lacks in the rural areas. Commonly the students focus on 'just' getting passed in this subject as it is considered to be the most difficult subject by Hindi or Marathi medium students in a wider region of the Maharashtra state. The inability of the teachers to motivate their students as well the students' inability to get self-motivated has been causing to create indifference to this subject.

## **IV. PREFERENCE TO MOTHER TONGUE**

Though the students pursue their school or college education from English medium, the maximum use of mother tongue while teaching also could be cited as the obstacle in the way of creating psychological environment of English among the students. In Marathi and Hindi medium classes, the teachers hardly teach entirely in English. For the convenience of students, the teacher is compelled to teach English subject by making the use of mother tongue. The overuse of mother tongue in teaching English subject has become an issue of worry today for the experts of English in the academic world. This also spoils the interest of students in learning this subject. Another reason behind students being indifferent to English

is their socio-cultural and financial background. In the rural areas, the awareness among the parents about the importance of English is too less. Secondly the love for and the status symbol of the mother tongue comes in their way of sending their kids to the English medium schools. In Maharashtra and other states also, the issue of extinction of mother tongue due to the maximum use of English and the foreign culture which has clung to the Indian traditional society has also become the matter of discussion for the creative writers as well as the critics in various regional languages. In Maharashtra, it is an issue which is in the court of not only Marathi writers but also the politicians. Due to the false propaganda by these political leaders against English, suspicious outlook for sometimes had been created among the people. It should be mentioned here that the Tamil agenda of political parties in Tamil Nadu and Marathi agenda in the politics of Maharashtra had served thorns for the simple rural people that took them away for a while from not only Hindi but this international language also. But today, in the 21<sup>st</sup> century, the rural people also are getting the importance of English. When the people in rural areas have started realising the fact about English, the new financial policies have brought negative changes in their lives. Because of the economical backwardness, they are not able to get their children admitted into the English medium schools. In the English medium schools also, there is the problem of competent teachers. Due to all the reasons as cited above, the foundation of students of English becomes weak and in their future because of similar conditions, they face many difficulties. For the problems and difficulties in teaching-learning process and especially English subject, the various factors should be taken into consideration.

## **V. SOME SOLUTIONS TO THIS PROBLEM**

There are some solutions to get resolved these problems at different levels. Not only English but the three subjects including Science and Mathematics should be in English from the school level. Teachers should make the maximum use of English while teaching this subject. The attention to students' oral performance with use of English language should be the base of students' valuation along with their capacity of solving paper of English in examinations. The practice of drilling should be brought in use as maximum as possible. The syllabus framers also should include less complicated contents in the syllabus with the place to the contemporary literature in it. The teaching of English should be made playful like Mathematics and Statistics. For this, the teachers by realising their responsibilities should adopt new and innovative techniques of teaching. They also should motivate the students. They should make them realise about the importance and place of English at the international level and in getting job opportunities. The regular courses for the training of teachers should be organised. In this way by bringing up necessary steps in this regard, the difficulties in teaching-learning process of English subject could be dealt with to some extent.

## **VI. CONCLUSION**

It is true that in most of the parts of our country India, the English language is a compulsory subject. But as we have discussed above that the more focus is on the mother language or mother tongue, the students develop more interest in their mother tongue. The needed heed is not given to the English language. More a way, English is considered as a subject just to clear the examination and get promoted to the next class. This common mindset need to be changed. English should be accepted as a language and then subject. It should be used as a tool. Its practice in the school or colleges and outside also should be promoted. The teachers need to be more focussed on the rural students as they have limited

resources to get mastery over this language. Once it is accepted as a language and no status symbol is associated with it, it will be more user-friendly and the purpose of teaching the English language will be fulfilled without much problems.

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