
Challenges of Teaching English in Indian Classrooms

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ABSTRACT: *In India's fight for independence, growth and change into a country with diverse identities, English has played an essential part. English has been utilized by diplomacy, the government, literacy, courts and IT. Its role has been broadened to address contemporary opportunity creation demands. The English language instruction in India is in a horrible state since English is changing. The insanity of policymakers on poverty and the population is the fault of India's teaching English difficulties. There was a lack of a coherent agenda, an insufficient exposure, an insufficient substance, insufficient instructor skills, an inefficient technique and a lack of motivation. The goal of this article is to explore the difficulties arising from the teaching of English in Indian schools. The study examined important concerns relating to the language instruction in India, the English characteristics and the function of English as a partner official language in India and the corrective measures that might be implemented to address the problem in the educational system. The teacher-student proportion and defective evaluation in order to overcome the problems of English learning in India must be given attention. To overcome the English and Learning problems in India the teacher and student ratio and the faulty evaluation system must be taken into account.*

KEYWORDS: *British, Classrooms, Curriculum, English, Language.*

1. INTRODUCTION

Language is the first means of human communication, which has become an inextricable component of life, for a variety of reasons. Language is a most important, ideal and basic way for human civilization to communicate, to create and aggregate ideas and to diffuse speech. Language is characterized as a mix of a vocabulary and a set of syntactic rules regulating it at the sounds, words and expressions level. English, a western Germanic language, was originally known as the Early Medieval country [1]. It's a universal speech today. The language is the first of the majority in numerous sovereign nations, and the official language of around 60 sovereign states. It is the third most commonly spoken mother tongue on the plane, behind Chinese and Spanish, Mandarin. In Bloomfield, 170 million native English speakers were estimated in 1920. As per Blood Value in 1965 this language was spoken by around 3000 million people worldwide. The language is growing quickly around the world. The main explanation is because the original speakers of the language used to be masters of a big part of the planet. Another explanation is because there are specific characteristics in English. A further reason is that, as seen in Figure 1, English has specific characteristics [2].

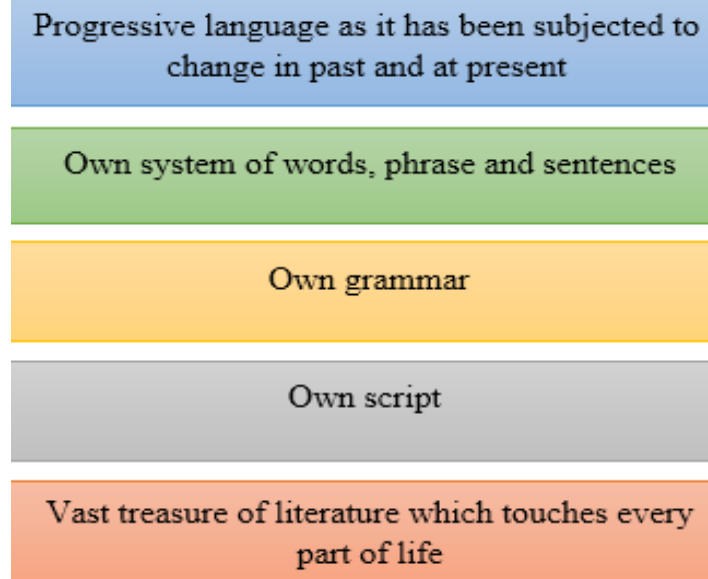


Figure 1: Characteristics of English Language[2].

The English came to India with the British. The official language of the court and of the government, schools teaching method, the method of test and a mandatory subject were all royal in this language at the time. Since independence in 1947, Hindi has been designated India's first official language, making it the only national language of the country. It was nevertheless decided to retain English as an official language until at least 1965 in response to objections in Tamil Nadu and other non-Hindi states. At the conclusion of this time, however, the only language was still too high as the opposition of non-Hindi States to Hindi. In light of all this, before all non-Hindi states chose to remove it, the English Language Amendment Bill classified English as an affiliated language. This has never happened because English is now virtually essential. It is the most dependable means to establish communication, for example, every day between the central government and non-Hindi countries. English was able to attract a great number of Indians to pursue it after meeting their original obstacles and it was important to motivate a complete group to do so. English passed through several phases in India until it became firmly entrenched in the post-independence era as part of Indian society. In the past several decades of the 20th century, its relevance has drastically increased.

Under the National Curriculum Framework (NCF) (2005) a wide variety of schools and linguistic circumstances that promote acquisition of English characterized English today's English teaching and learning. On the one hand. In contrast, the systematically all-round classroom processes are influencing teaching values, which are modified by feedback from the English language instruction sector, by teaching a textbook for advancement. Learners' knowledge of English and students' sensitivity to English outside of schools are the two methods to define English teaching in India in general; in other words, the availability of English in the context of the learning of language.

1.1 Position of English in India as Associate Official Language

English has a unique legal status in India. But, unknowingly, many English instructors and students accept such misconceptions regarding the position of English in this multi-lingual, multicultural

society in respect to Hindu and other regional languages. Nearly anyone acknowledges that English is the world's language with the largest breadth and dissemination both for intergovernmental and internal contacts and for transactional reasons. Sadly, neither teachers nor English pupils grasp the role and significance of the language in India.

- It is no longer British English that have a tight link with English literature for Indian political, technical and scientific progress. Today, it is a language of change and vocationalisation rather than westernization.
- In India, it is taught that the country should remain unified via inter-ethnic, interlinguistic and inter-state communication as a national language, not as a foreign language. There is a wide and broad presence, which reaches deep into Indian hearts and minds.
- Scholars, scientists, advocates and researchers, lawmakers and specialists in higher education, courts, trade unions, civil discourse, parliaments and government all dispute its role. For convenience, they continue designing a colonial portrait in a foreign tongue.
- English teachers claim it in conflicting ways, both from the perspective of students as a foreign language and from the perspective of pedagogy as a second language. This vague understanding leads to several methodological problems[3].

1.2 Problems of Teaching English in India:

In India, English is not always easy to teach. Despite the fact that Allahabad and Hyderabad have done a great deal for the development of English teaching in India by developing new textbooks, grammar recordings, flashcards and images, as well as by educating teachers and making popular the systemic approach to English teaching, the problems which make it difficult to deliver adequate English instruction are still the following:

- 1.2.1 Neglecting the Aims of Teaching English:* English is not taught in India in a manner compatible with the English teaching objectives. The instructor and the learner are never proficient in English at all times. The major objective of the teacher is to pass the test for his students. Consequently, the main aims are ignored.
- 1.2.2 Condition of Classes:* The teacher is unable to deal with some difficulties because of congestion. Students are uncomfortable, and owing to the absence of buildings and furniture their concentration is not studied.
- 1.2.3 Lack of Proper Teacher Education:* Teachers had not been sufficiently trained. Compulsory papers are permitted to take longer than instructive methods in the B.Ed. and L.T. phases. The instruction session is fairly short around the same time. There are several on-the-job training arrangements and services.
- 1.2.4 Old Method of Teaching English:* The antiquated and inefficient translation-cum-grammar system continue to train Indian school teachers. The latest systemic and situational methods are not appreciated by teachers. As a result, the disadvantages of the cum-grammatical way of translation have been experienced and the benefits of contemporary, more successful procedures and approaches have been denied [2].
- 1.2.5 Low Standard of Text Books:* The English school texts are of poor quality. The books are edited by non-teachers in the classroom or published by them. No attempt is being made to choose graded terms in advance for inclusion in text books.
- 1.2.6 Lack of resources/materials/aids:* In an ELT (English Language Instruction), the use of teaching strategies is crucial to the use of instructional instruments and assistance.

Appropriate instructional materials, such as excellent textbooks, workbooks, manuals, television, radio and charting, may be used solely to provide effective training. Unfortunately, some educational institutions cannot provide instructors and students these materials. In such a case, an educator must be creative instead than realistic [2].

1.2.7 Traditional Examination System: The existing system of evaluation of oral and written exams should not be used by teachers. You would want to use the previous testing system. Moreover, there is no effort to comprehend the actual objectives of English by study [4].

The English skills of India are atrociously low because of these issues. This means that English instructors have a considerable obligation to engage and educate their classrooms. In view of this, a solution to these difficulties is vital. If a cure is identified, it is found not to be in the possession of the teachers. However, these problems may be turned into tools and instructors can therefore become inventive. The promise of open-ended practices is to improve the content of ESL classes. Open-ended activities are recommended to differentiate between instruction and encourage learners to pick a range of alternatives [5].

1.3 Remedial Measures:

On the basis of the expertise of the Center for Learning Resources in English language instruction, a few steps ahead were made to prioritize and numerous actual examples of techniques tried.

- Enhance pupils' English abilities. Most countries have the English Classes 1 and 2, and teachers should expose students to speak English in realistic situations. Oral fluency is the precondition for instruction. The National Focus Group proposes that oral language "pseudo 1 treatment" be utilized exclusively in the early stages of learning in the form of primary and secondary rote learning. In order to enhance their own English skills, governments must equip instructors with strict training.
- Providing well-designed learning audio resources that not only give listening and communication opportunities for students, but also provide implicit training for instructors in bringing these two essential oracy skills together.
- To teach the English by bilingual pedagogical technique, use the expansion of the language of school as a teaching resource. Students will be able to study English when they increase their reading and writing skills their language skills.
- Involve skilled resource organizations/people in the production of textbooks, especially in language grading and associated documentation. This means that the anticipated annual performance rate is fair [6].

1.4 Need of the Study:

English is a world language in a multilingual country such as India. In this respect a range and breadth of English teaching conditions exist due to the double effect of teacher skills in English and the exposure of students to English outside classrooms. In addition to being an intellectual or feasible question, the grade in which English is inserted in the syllabus is now a democratic response to people's perceptions and the decision of the people at the stage included in the curriculum has to be respected, while maintaining we do not apply the same framework which has not been carried out downwards. The purpose of English is to build multilingual languages that

enhance all of our languages, which has been a national goal for many years. One third of the world population was projected to have learnt English by 2010. Since English is seen as an opening opportunity, the beginning of the 1990s in our schools corresponds with an acceleration in the English requirements. Language is essential for the entire growth of a child's personality and capacity. Different activities and games should be conducted to enhance their thinking skill while discovering certain basic functions, such as communication, reading and writing, of every language in children's life. Effective training.

The Indian government greatly appreciated primary education, often known as primary education, for children aged 5-14 years. The Indian Government has banned child labour from being forced to live in unsafe situations to safeguard children. However, both free education and a prohibition of child work cannot be implemented because of economic disparities and socioeconomic conditions. 80% of all accredited primary schools is operated or supported by the government and is the main supplier of education in the nation. But this programme has severe shortcomings, such as the high proportion of pupils to teachers, inappropriate facilities and poor teacher training, due to a shortfall of funds and political will. According to official figures published in 2011, the number of primary school teachers was 5,816,673 in India. There were 2.127,000 teachers in India in March 2012. Children 6-14 years or under VIII years have been free since the 2009 Right of Children to Free and Obligatory Education Act [7].

2. LITERATURE REVIEW

Bharati Chand presents the challenges of teaching English in multicultural context in India. Teaching English to the Indian students is the biggest challenge. Even though students, parents and society have adequate knowledge, most of our pupils strive hard to learn the language. The story of English in India is short. In the multicultural environment of India, it underlines the elements of learning the English language. English is a matter of urgency in order, for practical purposes such as commerce, tourism, cultural exchange, administration and social work, to be communicated beyond our own linguistic group. The understanding of the relevance of English nowadays requires learning the language for particular and special reasons and to broaden our intellectual horizons. Very few nations in the world teach English to a large extent as in India. Anything must be done as a language instructor to attract and meet students' requirements in order to learn English [8].

Richa Srishti present article focuses on the learning and teaching problems Communication English in the northernmost belt of the Indians and other professionals (Tier 2 and Tier 3 cities). It attempts both the professors and the students to investigate different challenges. It also looks at the continuous attempts to enhance the learners' abilities in English communication. Detailed discussion of the L1, L2 and L3 scenarios. Further research is being carried out on bilingualism and multilingualism. It also provides practical methods to improve the effectiveness of English teaching and learning. Although the essay takes into account the northern belt alone, it may also apply to other belt, if socio-economic conditions are comparable [9].

Sabri Thabit Saleh Ahmed surveyed difficulties for AL-Dhalea Primary and High School English Language Lehram from the point of view of 20 EFL supervisors to identify these problems and to identify answers and strategies for better English Language Lehram. English has been an essential component of Yemen's elementary and high-school syllabus in recent years. This is not just an obligatory subject within in the curriculum, but also is a study field that many students desire to

pursue. Many Yemeni families have lately acknowledged the value of English as a gateway to science and technology and businesses in our modern world. Results demonstrated that the primary obstacles of English language teaching were huge classrooms, lack of teaching tools, inadequate English skills and their limited expertise in communicative language teaching. The analyses reveal that the main issues in Yemeni primary and secondary schools concerned are big classrooms, the absence of teachers' supports in the teacher language and their inadequate expertise with communicative language instruction [10].

3. DISCUSSION

India is a developing nation, and teaching English from the very beginning of the English language to the current day has always been a challenging endeavor. It has always been challenging for both instructors and students to teach and study English in India. The objective of this article is to explore and describe the challenges, possibilities and potential of English learning in India. The study examines the problems encountered by English teachers and students and suggested solutions. While English is the official language of India, it is nevertheless challenging for pupils to grasp it for several reasons. To begin with, numerous teaching and learning materials, such as good books, working books, student manuals, and TV, television, radio, maps, and other important information are needed for successful instruction. Many instructors and students unfortunately do not have access to these materials.

This frequently makes teaching and learning more imaginative than practical. The quantity of excellent English teachers in India is quite low. And if they are trained, they are taught rather than native speakers by English teachers in India. The techniques are ultimately unsuccessful. Oral work is entirely disregarded, which is the core of all systems. The data show that English, as it is utilized and recognized around the world, is highly essential. Often it is called the universal language. Updating your abilities over time, if you becoming redundant becomes vital. Understanding English is crucial now since it offers to a world of connectedness, quality of life and literacy opportunities. Initially, as English is a French language, it bridges communication boundaries and frequently enhances the intellectual and analytical abilities of an individual. Learning a second dialect.

4. CONCLUSION

Teaching English is a difficult challenge in general, as tactics and strategies shift constantly to keep up with the fast-changing environment. Since India's independence, English has been regarded as a significant international language. When the world becomes more globalized, a perception of English as a global language, rather than merely a language of the United States, has emerged. About the fact that English was once considered a major foreign language in India, Indians in various contexts are often more inclined to have encountered or learned the advantages of possessing a higher level of proficiency. The role of English has shifted from a foreign communication to an international language as a result of these shifts in roles and benefits. Language instruction is becoming more common these days; as strong communication skills became a must for most job openings. It also serves as a portal to higher education at reputable universities all around the world.

English is a general problem since tactics and methods are always changing to keep up with the environment that changes rapidly. English has been considered an important worldwide language

since India's independence. When the globe is more globalized, English is perceived as a world language and not only a language of the United States. As English was formerly viewed as a significant foreign language in India, Indians frequently have the benefit of having a greater degree of competence in different situations. As a result of these changes in responsibilities and advantages, the role of English has evolved from a foreign communication to an international language. Language teaching is now increasingly frequent; since good communication skills have become a necessary requirement for most work vacancies. It is also used by respected colleges throughout the globe as a platform for higher education.

A few commercial firms have emerged to offer language training to youngsters, outside from governmental institutions. The research is focused on concerns related to the teaching of English in Indian schools, the characteristics of the English, its status as an associate principal language in India, important challenges in the teaching of English, and several remedial methods to enhance the learning and teaching process. English teachers must follow new advancements and new approaches in order to meet the needs of pupils. It is the job of the teachers to make the teaching fun. And in language school, pupils need to acquire the simple and required abilities that may be used as an exertion to alleviate tension and calming spring, to prepare pupils to compete in this environment of rats. The new and growing technologies are now making learning and teaching enjoyable.

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