



Teaching English: Some aspects and Importance of learning English as a Second Language in India

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Abstract: English is a major second language in our country. In different parts of the country it is introduced at different levels or classes, depending on the policies of the state. In the last few years, attempts have been made to introduce English from very early stages of schools to college level. One of the major problems of learning English lies with our own mindsets.

Keywords: Teaching English, Listening, Practice, Problem Solving.

We believe that English is a different language for us to learn and somehow make our students believe in this. When student enter the college\class and are introduced to English, it is with some fear that they approach this language that causes the first problem. India is a multi lingual country and every student is our societies grow up with at least two languages i.e., Mother-tongue and language is the immediate region. Students communicate in these languages with equal facility with no interference at all. Second language learners by contrast already have a language and concepts about the world and the ways of naming and describing it through the medium of their mother tongue. Whenever there is a lot of similarity between mother tongue and the second language in terms of structure and concepts there is no interference, otherwise learning mother tongue proves a major block in the learning of a second language. A major factor that led to the growth of English language in the twentieth century. Today English language that has spread across the world. There is no country in this world which does not use English for some purpose on the other. The term English as second language (ESL) has traditionally referred to students who come to school speaking

languages other than English at home. The term in many cases is incorrect, because some who come to school have English as their third, fourth, fifth and so on language. English as a second language (ESL as TESL) also refers to specialized approaches to language teaching designed for those whose programming language is not English.

Since the early 1600's the English language has had a toehold on the Indian Subcontinent, when the East India Company established settlements in Chennai, Kolkata and Mumbai, formerly Madras respectively. The historical background of India is never far away from everyday usage of English. India has had a longer exposure to English than any other country which uses it as a second language, its

distinctive words, idioms, grammar and meteoric spreading gradually to affect all places, habits and culture. English has special national states in India. It has a special place in the parliament, Judiciary, Broadcasting, Journalism and in the education system. The importance of the ability to speak or write English has recently increased significantly because English has become the defacto standard. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world. English is a language that has become a standard not because it has been approved by any "Standards" organization but because it is widely used by many information and technology, industries and recognized as being standards. The prevailing views seem to be that unless students learn English, they can only work in limited jobs. Those who do not have basic knowledge of English cannot obtain good quality jobs. They cannot communicate efficiently with others and cannot have the benefit of India's rich social and cultural life. Men and Women who cannot comprehend and interpret instructions in English, even if educated are unemployable. They cannot help with their children's school home work every day or decide their revenue options of the future.

A positive attitude of English as a national language is essential to the integration of people into Indian society. These would appear to be virtually no disagreement in the community about the importance of English language skills.

Problems of Learning English from Rural Background Students:

Majority of the students belong to rural area most them have had their regional language medium at their schooling. They have their own intellectuality, requisite qualifications and their aspirations. But, at every future of their lives, they feel English is an obstacle for their carrier. Another problem is lies with some teachers avoiding the use of mother tongue totally in their English classes. To



make the student understand, they go out of the way to use demonstrations on gestures which may often be not understood by the student. There also other problems associated with learning English in our school and colleges in our country at large. The student gets to listen to English for about forty minutes in a day during their English class. This could also be a generous estimate, as several teachers of English are found to use a fair share of mother tongue while teach English. Outside the English class, opportunities either to use English or listen to English are seldom found. This is particularly true of rural schools and colleges of the state in run in cities. Lack of opportunity is a great deterrent to learning English. The students should be taught the importance of English for it is only essential for their academic life but also for their prospective carrier for improving communication. English students need for language skills. In this connection it is necessary to note that English has also been working as a major offensive. This means that the English language has been the cause of death of many major languages. It is because of this reason that some linguists prefer to call it a "Bulldozer".

Problems of learning English:

English is a major second language in our country. In different parts of the country it is introduced at different levels of classes, depending on the policies of the state. In most states, it is introduced in the first year, while some states still maintain it either at class three or five. Whatever be the case, the fact remains that the child has acquired the mother tongue fairly competently before it is introduced to the new language called English. English language has a phonology which is markedly different from that of most Indian languages. This is seen in the existence of discordance between the spelling and pronunciation of English. This is difficult for a student to competence in the early stages. For example, the pronunciation of letter 'c' and 'g'. These two letters have softer and harsher versions which are free variants. In each one of the 'ch' gets pronounced differently: character, charter, and charlatan. Many more examples of this kind can be given to show how English spelling and pronunciation do not match with each other. Besides the pronunciation, English also uses stress at the word level and also the sentence level. This phenomenon is new to our students. The word stress though circle bound, is not consistent. It depends on the spelling, and the grammatical category to which the word belongs. Sometimes, the stress on a word is also arbitrary. To learn how each word needs to be pronounced can cause

Role of English Teacher:

There are different methods of teaching language to the students. The old, traditional and orthodox methods of teaching language is talk and chalk method. Whereas the latest methods that are in use for teaching literature are conducting seminars, using LCDs, PPTs, Audio-Video

problems to children who were learning English. English has stress timed rhythm while most Indian languages have syllable timed rhythm.

Role of materials to improve learning English:

According to this approach the teaching, learners are more important than teachers, materials, curriculum, methods or evaluation. As a matter of fact, curriculum, materials, teaching methods and evaluation should all be designed for the learners and their needs. It is the teacher's responsibility to see to it that all these elements work well for learners and to adapt them if they do not.

Multimedia instructions messages intended to enrich the teaching learning content which promotes effective language learning. The efficacy is accomplished mainly through incorporating words and pictures. The teachers can avail the help both printed text and materials from the wide spectrum of technology, T.V, Videos, PowerPoint presentations (PPT), computer assisted language learning, network

based language learning etc., . These are some other activities which teacher can create to bring interest in students. We can ask students to frame a sentence on basing a abrupt idea and send it to the other student, that student should add his own idea to bring some meaning to it. Various programmes are presented in radio which really helps to promote the learning of English language. Newspapers and magazines too supplement language learning to a great extent. Students from rural areas are able to read newspapers and magazines of their choice, which can benefit them in the learning English language. Our students privileged that they are provided with digital classrooms fitted with LCD Projectors and modern equipments. These classrooms really give them a different feeling and make their learning enjoyable. Self practice can make language learning quickness. These practice with interest and modest is an independent exercise and had no substitute. According the classical languages, particularly Sanskrit, suffered a decline objectives, it is evident that English is to be taught as L2. All the remedial counsels, UGC sponsored institutions, use of technology, audio cassettes, the language laboratory, radio, T.V, review of syllabi, testing, error analysis have not helped in improving students in any way. The standard of English has always fallen short of even the minimum level, except in contain cases.

CDs, through debates, Group discussions, role-plays, Quiz and Jam so on. Teachers can make a valuable contribution is developing a friendly relationship with their students, indents develop positive attitude towards learning English language.



CONCLUSION

Teaching English across the curriculum for any level is of relevance to primary, upper primary education. English is taught as one of the subjects and not as a medium of instructions. English language is learnt mainly through comprehending and communicating messages with written or oral form. So input rich communicational environment becomes a pre-requisite for language learning.

Inputs include textbooks, class libraries, newspapers, magazines, language games, media, storybooks, cassettes etc., Drama and enacting of plays is a traditional way of pseudo production of language in addition to learning rhymes and poems. Setting up English language laboratories and supply of dictionaries to high schools. Government also orders that steps shall be initiated to setup an English language laboratory in each of the 6500 High schools when English medium is introduced with audio equipment to enable the students to have interactive sessions through listening and answering simple English conversations. As the English language is getting consolidated as a global language, it is indispensable for all the countries to teach and learn English. In particular, it is very essential for a multi lingual and developing country like India to learn this global language. With all the problems, discussed above, the standards of English in our country are deplorably low. Hence, a lot responsibility is thrown on the shoulders of the teachers to make their classes interesting and learning of English fruitful.

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