



## **CHALLENGES OF TEACHING ENGLISH AS FOREIGN LANGUAGE AND ITS LIMITATION IN INDIAN SCENARIO**

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### **ABSTRACT**

*The nature of present research work is a survey based study which aims at exploring the problems of teaching English communication skills in context with India. The researcher observed the importance of teaching English as a foreign language on the one hand, and the scenario of India in the field of teaching English on the other. In this connection, he first finds it necessary to go through various aspects that may affect the teaching –learning activities in the region. The researcher also discusses various methods and approaches of English language teaching and tries to co-relate these with situations and resources available in the district. The researcher believes that a brief description of these aspects supports his hypothesis of the present study.*

Seen from historical viewpoint, India the cultural capital of Asia has a rich history. Foremost in the field of education - the system of education prevalent of which was applicable to this area too. Education was imparted through indigenous schools having practically no equipment or facilities for education.

English as a global language enables people to keep in touch, do business and/or travel in the modern globalized world. Thus, teaching and learning English is of critical importance. The trends in ELT have been gaining tremendous significance in education systems. It has undergone numerous changes and innovations. There are various crucial factors combined together causing damage to current affairs of the teaching of English. A few may be taken as decline of methods, growing emphasis on bottom-up and top-down skills, creation of new knowledge about English, integrated and contextualized teaching of multiple language skills, and many such others.

Every type of language teaching has its own technologies. The grammar-translation method allows the teacher to explain grammatical rules and students to perform translations. Teachers following this method rely on the blackboard as a perfect vehicle for the one-way transmission of information. This teaching aid is later on being supplemented, if not entirely replaced, by the overhead projector and computer software programs consisting of grammatical exercises - another excellent aid for teacher-dominated classroom. On the contrary, the audio-lingual method in which teachers integrate technology into their



classroom and build the confidence to learn, allows students to learn best through constant repetition in the target language in labs. Audio-tape is the perfect aid for those following this method. However, this method is regarded as expensive. With the passage of time, laptops, computers, interactive whiteboards and broadband internet are becoming cheaper and more easily available to introduce them into classrooms. Another drawback of it is that it focuses only on language form and ignores communicative excellence. Besides, computer and technology with latest advances applicable to language teaching still produce uncertainty and anxiety for many teachers without appropriate training.

The English Language Teaching pedagogies focusing on developing learners' communicative competence and autonomy in language classrooms have two key concepts of the learner-centered classrooms: placing more responsibility in the hands of the students to manage their own learning, and providing teachers with the role as facilitators of knowledge to help learners learn.

Language is a part of society. It is not an isolated phenomenon. It involves the physical, mental, emotional, moral, and social development of the individual. At individual level, learning a language can be effective only if it best matches learners' needs and interests. To promote optimal development of second language competence, it demands to be kept in account 'what content to be taught, how much and to whom'. At societal level, historical and cultural settings are seen to be linking the nature of language. There is a relationship between linguistics and other fields of study. It is related to other aspects of society, behavior and experience through the development of a theory, such as in sociolinguistics, psycholinguistics, philosophical linguistics, biological linguistics, and mathematical linguistics. Among all the interdisciplinary subjects, sociology and psychology contribute a lot to the development of language learning and teaching. Sociolinguistics studies the ways in which language interacts with society in relation to race, nationality, regional, social and political groups, and the interactions of individuals within groups whereas psycho-linguistics focuses on how language is influenced by memory, attention, recall and constraints on perception to understand the human development.

The extent and importance of language learning-teaching in an age of rapid growth of scientific knowledge make it reasonable and significant to define some key concepts within this issue. No doubt, in Indian context, emphasis is laid on learning grammar rules, lists of vocabulary, and sentences for translation which usually has little relationship to the real world. Oral practice is limited to students reading aloud the sentences they translate following Grammar-Translation Method. Inclusion of new courses at graduate and post-graduate levels in the universities compelled the authorities to think ahead with regards to implementation of some new teaching-learning methodologies other than the prevalent ones.



As per discussion made by the researcher in this paper which intends to be totally dedicated to the nation, it may sometime appear that the researcher is deviating from his goal while giving accounts of overall literacy, male and female literacy ratio and such other information in global, Indian and the state of Rajasthan context. He obviously does so but he is not deviating. Instead he is trying to establish a relation between the target district of his study and the overall scenario of the nation.

In nutshell, situation in terms of higher education and Communicative language learning and teaching in the district is still limited to the use of traditional classrooms. The emergence and use of information and communication technology contributes to new possibilities in English teaching. Technical innovations, however, have brought awareness among learners. Availability of electronic gazettes like mobile phones, laptops, web-based communication tools is motivating learners towards achievement of learning goals. It, now, depends on a joint venture of both learners and teachers, to what extent they are capable of exploiting these resources in a positive direction.

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