



## **A STUDY ON THE PROBLEMS OF TEACHING ENGLISH AS A SECOND LANGUAGE – A PRAGMATIC VIEW**

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### **ABSTRACT**

*Developing the ability to understand spoken and written English and make them to speak and write in English is the main objectives of teaching English as a second language in India. As the teachers differ in the opinion of using mother tongue to teach the second language. English language teaching in India is having the multiple facets according to the teacher's views. Hence, this study analyses the objectives and problems of teaching English as a second language.*

**Key words:** *English Language Teaching, Second language learning*

### **INTRODUCTION**

The main aim of teaching and learning English is to speak fluently, read and write effectively. This main aim depends mostly on the ability of the students to produce the English speech sounds correctly without the influence of their mother tongue. If the teacher of English is able to pronounce the sounds correctly, the learner can follow the sound and spelling easily. To understand the correct meaning the proper word-stress and sentence-stress should be taught. By developing the silent reading habit, the sensible reading speed can be achieved. Locating the central idea of the reading passage will improve the comprehension ability of reading and listening. To help in writing neatly, legibly with proper speed, the mechanics of writing should be taught. Teaching the usage of dictionary will develop the ability of understanding spoken English and help in speaking in English. As the objectives discussed above in teaching English, the study aims to analyse the problems in achieving these goals in detail.

The overcrowded classroom, encourage indiscipline and managing the large class becomes physically exhausting for the teacher. And the individual attention to every student also

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becomes impossible. Seminars and training the student in speaking skills is not possible in the crowded classrooms. Debate and conversation spoils the classroom discipline and bringing back to the normal mode becomes difficult for the teacher, hence the teacher used to avoid the debates and conversations in the crowded classroom which is the most beneficial methods in improving the speaking skill as well as the listening ability and critical thinking also. So, the crowded classroom becomes lecture based classroom rather than activity based. In addition, the students gradually withdraw themselves as the voice of the teacher will not be sufficiently audible and the students start losing the interest in learning the language. In the given time, providing the writing work and assessment of the work is also becomes ineffective. The bonding of the teacher and student becomes weak in the class as the teacher needs a course of time to remember every student's name. Calling the student by his/her name is necessary to make a good teacher-student relationship and in primary level it is must to make the student comfortable in the classroom. Besides, the teacher cannot try any new method or technique in the crowded classroom because judging the effectiveness of the method become futile. Not like other subjects, the second language learning needs lot of activities based on listening, speaking, reading and writing skills. The activities can make the subject interesting and easy to learn. At least, the less crowded classes of primary level will give good foundation in second language.

Using the mother tongue in the English classroom, and the controversy of teaching English using mother tongue challenges the teacher's proficiency in the target language and makes the classroom atmosphere tensed. If the classroom is mixed with the students who are having different mother tongues will confuse the teacher as well as student. If the student is having the primary education in the medium of his/her mother tongue, the student unknowingly demands the explanations in the mother tongue and breaking the pattern of learning the second language by using the mother tongue becomes impossible for the teacher of higher classes. When the students demands the meanings and explanations in the mother tongue, it demands more time for explaining in the mother tongue and target language. Learning the skill of speaking is always based on the activities of speaking. If the teacher uses the mother tongue to teach the spoken language, the student start to translate directly from his/her mother tongue from the thinking.

It disturbs the speaking process and the student finds difficulty in speed of the spoken language. So, the teaching of spoken English is disturbed by the mother tongue, in contrast, the teaching of written English is benefitted by the mother tongue intervention as it saves the time because most of the grammatical items are correlates with the regional languages of India. Only selected grammatical items like prepositions are to be explained separately. As discussed earlier, when the teacher uses the mother tongue for teaching grammatical items, the students immediately demands the mother tongue in learning spoken language also which brings difficulty in pronunciation correctly and speaking fluently. In India, most of the classrooms are overcrowded with the students, so the teachers find easy to teach English

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using the mother tongue to save time, control the class and bring good result. So, this has been viewed as a main problem by the researchers and professionals.

Students of mixed abilities make the teaching difficult and affect the student's motivation. Indian classrooms are known for the mixed abilities of extreme ends. In primary schools, it can be witnessed frequently of the students who are special. Hence, it will become really hard for the teacher to manage the class with the special children. In primary level, the teacher has to explain each and every special accommodation given to the special children to rest of the class, sometimes, this special care disturbs other children and the teacher has to struggle to maintain the relationship with the class. Apart from this special children, mixed abilities of the children becomes really challenging for the teacher to train each student according to their abilities. The lack of teaching aids in lower classes affect teaching. With limited time and resources, teaching English as a second language in the Indian classroom is challenging, but, with the right number of students and effective teacher can make the task successful.

Inadequate training to the teachers and the lack of competence in English language make the teaching task ineffective. Training for the teachers of English to teach English as a second language in the crowded class room with multiple abilities. Finding the specific objectives of teaching English and awareness on various teaching approaches, methods and techniques will bring effective results in teaching English, because the vague objectives of syllabuses confuse the teacher and make the teaching task difficult.

### **Conclusion**

Students get easily promoted up to eighth standard and sometimes even up to tenth class even if they don't learn English according to their grade level. So, the teachers of English have to struggle to teach the basics and cope up the present syllabus frustrates and makes them to fail in their task. The present job market demands fluency in English all over the world. So, the stress in teaching and learning English is increasing day by day. The research and new techniques to teach English and training the same to the teachers will bring fruitful results and success to the society.



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