PROBLEMS OF ENGLISH LANGUAGE LEARNING IN MODERN INDIA

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Annotation

English is one of the most influential and important language of the world. It is an international language. People cannot ignore the importance of English language because most of the learning and research are available in English medium. If they have to establish communication with the world, they must have to learn English. As English is a foreign language to them, there are lots of problems in teaching of English. English has acquired an international recognition. It has become a link language among the nations of the world. Similar is the case among the states of India because the people have to take recourse of English as a medium of communication. Since the Independence English is the unofficial official language of India. Without it we cannot imagine the existence of a nation because English is spread over the world. India is a developing country and the world cannot overlook the possibilities of Indian markets. Therefore, this paper will examine the problems of learning of English in India as well as see if there is any solution to these problems.

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The English language teachers have to do and have to be a lot more now than in the past. Many organizations are asking teachers to change traditional methodologies and apply mixed or thoroughly online learning. Teachers must be expert in a multiplicity of information processing activities, as well as have the know-how to efficiently instruct the type of modern global communication required of an international language. These new technologies face not only academic purpose but also professional identities as teachers become depressed and disturbed if the software or skill required has a high degree of difficulty. In most learning institutions, the communicative language approach is to be the dominant ELT method and that print textbooks are still default learning materials. But because the concept of communication itself has shifted and print media continues to decline as digital increases, the modern era demands change. For most, change brings up a mixture of negative and positive feelings. On the one hand, it tends to bring up fear, defiance, and even panic. On the other, it can excite and energize.

For ELT professionals, change does all this and more. A lack of resources in the language learning classroom is not unique to the current period, but this challenge seems to have intensified in recent times due to the pressing need for technology tools and reliable access to internet-based communication within the English language classroom. Telecommunication has become increasingly important across all ELT contexts: teachers ask students to interact, access information, and share information on their phones; programs ask teachers to manage homework, grades, and attendance via online learning management systems (LMS); and publishers ask programs to buy learning materials that have digital classroom presentation tools.

Yet a lack of resources within schools and among the students inhibits the kind of technology integration needed to take advantage of these opportunities for language use and learning. Even when the resources are there, we find that incorporating devices into a lesson can highlight inequalities in the classroom and potentially cause generational tensions. Blended learning models like the flipped classroom have changed the face of the traditional ELT classroom, and implementing web-based technologies via powerful internet connections can increase student autonomy and motivation. These models provide students with opportunities to simultaneously learn 21st-century English language and employability skills, as well as use platforms and materials relevant to their modern lives. They also connect international students and migrant learners with far away families and friends, allowing them to quickly resolve family matters and maintain a culturally-derived sense of self.

At the same time, any teacher will tell you that it’s harder than ever to get students to focus. Research affirms that the onslaught of smart phones, videos, and social media is having an effect

on our brains, consciousness, and certainly on our attention span. In the language learning classroom, this translates into students incessantly checking their phones and using a number of mobile apps to displace meaningful learning. For example, I've had students hold cell phones up during class to simultaneously translate what I'm saying rather than take real-time notes or ask clarification questions. If teachers don't take a specific and systematic approach to digital technology from day one, the modern ELT classroom can feel like a constant battle for students' attention. Behavioural changes in study habits, and digital organization and distractions, should also be taught and practised in class. Here is an example of a routine that helped curb cell phone distraction: students enter the classroom, put their phone on silent, and leave it in a designated cubby or similar spot located at the back of the classroom. Recognising the importance of English Mahatma Gandhi said in Young India:

"I do not want my house to be walled in on all sides and my windows to be

Stuffed. I want the cultures of all the lands to be blown about my house as freelyas possible. I would have our young men and young women with literary tastes to learn as much of English and other world languages as they like and expect them to give the benefits of their learning to India and to the world" (170).

In view of the above, most of the schools run in India have English as the medium of instruction from primary to the higher secondary level. As English is a foreign language or Indians, so many problems and obstacles come in the way of teaching of English. Prof. V.K. Gokak sums up in Balasubramanian's *Teaching of English Made Easy* very aptly the deplorable condition of teaching English in India:

"The teaching of English in our schools is in a chaotic state today. Pupils are taught English for about six periods a week for six years. But it has been estimated that they hardly know 150 words by the time they join a university. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English. (56)

The place of English in the post-independence era has not been properly discussed and defined. It has been changing from time-to-time. In certain states it is no longer essential for a student to pass in English subject to get through the High school examination. The consequence is that the students are not serious about the study of English. Very few teachers understand the aims and objectives of teaching English language. Always a teacher is guided by the motive of enabling the students to get through the examination. For this, he makes them cram rather than to master the skills of the language. He is concerned and satisfied by only the passing percentage of the school, they are not even least concerned about the overall academic development of students.

Most of the schools and colleges function without the aids of audio-visual aids. As students see computer has become a part and parcel of their life, so it is expected to provide computers with all its related accessories to schools and colleges because it may prove very fruitful in teaching English as well as other subjects too. Most of the Indian teachers suffer themselves from pronunciation drawbacks therefore it would be in vain to expect from them to teach correct pronunciation skills to students. In this case computer may help a lot to teach pronunciation. There are so many websites which teach this skill. Main points of teaching may be presented through slide shows on the computers in Smart Class rooms. So these aids can't be overlooked as a means of teaching English in India. Teaching of English in India is not as difficult as it take for. The necessity is that should handle it with proper care taking into considerations all the problems-whether it is small or a big one, and finding a suitable solution for it using our all intelligence and ability. Because for a teacher, Jain in *Essentials of English Language Teaching* said:

His class room is his for a teacher, "His class room is his laboratory. Just as a scientist is free to work in his laboratory, so is a teacher to feel himself free. At the same time, he should be alert, like the scientist, 'to invent' new methods, new devices, which may lead him to towering success" (176).

Berlinda Mandasari in English Language Learning Strategies: An Exploratory Study of Management and Engineering Students mentions that:

Students from management program learned English better when their feelings were involved in learning English. Keeping this concept as the backdrop the role of a teacher takes varied shifts so as to keep the interest of the learners high and make them feel involved in the process of learning. In this regard, the teacher has to swap roles and assume himself to be a leaner first to empathise with their students and stay updated, then a facilitator who does not only act like a sage on the stage but also as a ‘guid.(17)

English language is considered to be the language of the professional world. In India it is used as secondary official language and is frequently used in national, commercial and political communication. The advent of technology has strengthened the status of English yet further. Today use of technology is evident in almost all the domains of knowledge and learning and so is the case with English language. Language remains an indispensable part in most of the situations of communication and almost all the transactions of business for that reason. Like many other countries, in India too, that language remains to be English at least for the transactions of the business.

Recent few years have witnessed a great hike in the percentage of Indians migrating to other countries. Students aspiring to pursue their higher education from abroad and the efforts to seek job opportunities outside India have also become a matter of status symbol for many of the Indians. Apart from gaining the requisite qualifications and skills, proficiency in English language remains one of the most sought after skills for the students. A change in the existing teaching methodology, if it is not so instrumental in attaining the desired results can be tried. Every single hour dedicated to the learning of the English language for specific and academic purposes like Business English can be split into creative and innovative activities. the teachers and learners of English should enhance all the four skills of English communication skills and devise ways of brushing up the speaking skills of the learners. The role of English stands yet taller and the classrooms have a greater responsibility on the shoulders to make the positive change visible.

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