

TEACHING ENGLISH LANGUAGE IN GOVERNMENT SCHOOLS OF ANDHRA PRADESH

Kagitapu. Venkata Siva Ramakrishna

Post Graduate in English Literature

GHANTASALA, Krishna Dt. Andhra Pradesh(India)

ABSTRACT

English language is not only taught as compulsory subject at schools, colleges and universities but also used as medium of instruction in some government school and other field. Teaching English language requires not only the skill, knowledge of subject, methods and strategies but also infrastructural facilities like language laboratory, teaching aids, teaching learning materials and teacher's resources books and audio-visual aid etc. The effective teaching and learning is depends on use of suitable teaching aids and teachers competence. There are many methods emerged in the 21st century for teaching and learning of English language. Teaching English language becomes challenging for teachers at school education system in India. The present study focused on problems faced by the teachers in teaching English language in government schools in Andhra Pradesh State.

Keywords: Andhra Pradesh, class, educational system, English language, teacher, teaching aids

INTRODUCTION

It is now nearly 400 years since the English language came to India with the British. As colonial subjects we had no other but to learn English. It is often it has been almost two centuries that English education was introduced in India and since then it has been playing an important role in our lives, not to mention our educational system. It is generally held that the British introduced English in our educational system in order to produce cheap clerks for their colonial administration and to produce what Lord Macaulay called "a class of people, Indian in blood and colours, but English in taste, in opinions, in morals and in intellect"(Baruah, 1984). Rajagopalachari said that English was the gift of Goddess Saraswathi to Indian and that in our anger and hatred we should not throw away the baby (English) with the bath water (the English people) (Ramakrishnan, 2007). Jawaharlal Nehru opined, "If you push out English, does Hindi fully take its place? I hope it will. But I wish to avoid the danger of one unifying factor being pushed out without another unifying factor fully taking its place. In that event there will be a gap. The creation of any such gap or hiatus must be avoided at all costs. It is this that leads me to the conclusion that English is likely to have an important place in the foreseeable future" (Nayer, 2004). Hence the English language is given more importance to study in education.

II.ROLE AND IMPORTANCE OF ENGLISH LANGUAGE IN INDIA

English language has been recognised as important language in different ways such as a national link language, as an international link language and as a Library language. Majority of educated people use English language for speaking and reading throughout the world. The statistics collected by David Crystal (1997:61) shows that nearly 670 million people use English with fluency and competency. Most of the countries in the world whose mother tongue is not English learn this as a second language. In India, English is used different sectors like Administration, Judicature, Legislature and Commerce etc. It is used still as a medium of instruction in Medicine, Engineering, Science and Technology etc.

According to Sharma (2011), the importance of teaching English India states:

- i. English has today become one of the major languages of the world.
- ii. It will be very difficult to neglect English language because of rich Literature, Scientific and Technical nature of the language.
- iii. English is given access to the treasure of knowledge.
- iv. It provides opportunities to Indians to get employment throughout India.
- v. It provides a strong binding force to keep all Indians united.

III.POLICIES AND COMMISSIONS ON INDIAN EDUCATION SYSTEM

Education Commission (1964- 66) gave final shape to the language formula. It states, “In classes I – IV, the study of only one language should be compulsory. Mother tongue from classes V- VIII, the study of two languages should be compulsory at this stage. The first language should be mother tongue. The second language may be either the official language of the union (Hindi) or the associate official language of the union (English), so long as it is thus recognized”.

The National Policy on Education (1968) upheld the views of Education Commission. The NPE (1968) observed, “at the second stage, the state Government should adopt and vigorously implement the three-language formula”.

The National Curriculum Framework (2000), states “language is the basis for all areas of learning. It is important in the development of attitudes, values, nurture creativity and imagination.

Teaching of languages should develop independent thinking, free and expression of opinions and logical interpretation of the present and the past events.

NCF (2005) focuses on multilingualism and multilingual strategies in teaching. It states, “We should move towards a common school system that does not make distinction between teaching a language and using a language as medium of instruction”. It focuses on the language across curriculum to foster genuine multilingualism.

IV. DIFFERENCE BETWEEN FIRST LANGUAGE AND SECOND LANGUAGE

Language is a unique characteristic of human beings. It is the vehicle of thought. Many linguists may think of language only as a combination of words and phrases and sentences based on a set of grammatical rules there are many different languages are spoken in the world. The different languages are used all over the world. There are many varieties within the language. Cambridge International Dictionary of English (1995) defines the term "Language" as: A system of communication consisting of small and set of rules which decide the ways in which these parts can be combined to produce messages that have meaning. Sapir described, "Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols". According to Parel (2008), the first language is defined it is the language that an individual has acquired when he was child as a part of natural process of acquiring language without any formal training. It is referred as mother tongue (L1). The term second language can be defined as when a child learns a language systematically or he is given particular training for it is called second language. It is referred as (L2).

V. ENGLISH LANGUAGE TEACHING IN INDIA

The British introduced the English system of education in India in 1935. It was the language used by British administration and thus politically imposed on the Indian educational system. English was taught as a compulsory subject. Though it was a burden for the Indian people during those times, now it has turned to be a blessing in disguise.

In India, English was taught in a number of ways and circumstances. Various states have devised their own educational policies, incorporating English as a second language, or giving it the status of a foreign language. However, it continues to be taught at various levels all over the country. The Education commission has recommended that the study of English as a co-language should be compulsory up to class X. English may therefore be taught as a compulsory subject at school level and made an optional subject thereafter.

Major trends in 21st century language teaching include the Oral Approach, Situational language teaching, the Audio-Lingual method and the alternative approaches and methods which include the Silent-way method, Total Physical Response method, Suggest- Pedia, Neuro-linguistic programming, the Lexical Approach as well as competency based language teaching. The current approach in language teaching is known as Communicative Approach. It includes communicative language teaching, the natural approach, cooperative language learning, content-based instruction and task based language learning.

VI. PRESENT PATTERN OF SCHOOL EDUCATION SYSTEM IN A.P

The major languages spoken in the state are Telugu and Urdu. The official language of Andhra Pradesh is Telugu, which is taught in all the schools under the Board of Secondary Education of Andhra Pradesh State. The pattern of education in Andhra Pradesh is the first five years of schooling is called Primary level which covers up to class V, the next level is Upper Primary level which covers classes VI and VII and the third level is the Secondary level which covers classes from VIII to X. English is taught as a third language at secondary level (8th to 10th.) in Telanagana State. In Andhra Pradesh State the teachers of government schools enter into the

teaching profession after completing pre-service trainings like Diploma in Teacher Education (D.Ed.), Bachelor of Education (B.Ed.), Language Pandit Training (like HPT or TPT), Bachelor of Physical Education (B.P.Ed.). To get into govt. schools these pre-service training certificate holders has to clear the District Selection Committee (DSC) examination. The teachers possessing qualification of Intermediate and D.Ed., are eligible to work as primary school teacher (SGT) and qualifications of BA/BSc and B.Ed., is eligible for secondary school teacher and primary schools. B.Ed., is really a pre-service training for secondary school teaching (APSCF-2011).

VII. TEACHING ENGLISH LANGUAGE IS NOT AN EASY TASK

Teaching English language is not an easy task, it requires the teachers to have ability to use methods and approaches and teaching aids. Teacher has to play many roles in the classroom. One side teachers have to focus on teaching the lesson at understanding level of students. Another side they have to complete the syllabus given time and assess the learning of the students in the classroom. If classroom is observed, there can be find variation among the students competency. Teachers necessary keep it mind before prepare lesson plan. Apart from that time factor and infrastructure, resources are mostly necessary things for teaching language in the classroom. Language is not subject, like chemistry, mathematic but it is skill oriented where practice is needed to acquire skills of language. All main basic skills of language like Listening, Speaking, Reading and Writing are integrated. Most of the studies conducted on the areas of methods of teaching, diagnosis the learning difficulties, teaching Grammar, Spelling, Pronunciation etc. However few studies revealed that majority of the teachers were not professionally equipped to teach English.

Majority of teachers were not aware of appropriate methods of teaching English in the classroom. Teachers felt that size of classroom, lack of resources, and quantum of workload affected the teaching in the classroom. Considering these facts, it is very much necessary to find out problems in teaching English with respect to school related, availability of instructional resources, background of teachers, methods of teaching English and teachers experiences. This particular study tries to shower light on some of the issues and thus found to be significant. The present study has been confined to rural areas of Upper primary and Secondary schools.

VIII. METHODS TO OVERCOME THE PROBLEMS

- ✚ Teacher's resource books and textbooks should be provided in time to teachers and students respectively.
- ✚ Language laboratory should be set up to develop language skills in the students.
- ✚ The Course book should be made to develop language skills in the students.
- ✚ Teachers should be trained and encouraged to employ new methods and approaches to teach English language.

REFERENCES

- [1] APSCF, (2011). Andhra Pradesh State Curriculum Frame work. Hyderabad: SCERT.
- [2] Bhattacharjee, (1984). A study to investigate the Teaching of English Higher Secondary School of East.

- [3] Khasi Hills. In M.B Buch, (1978-1983), Fourth Survey of Research in Education, New Delhi: NCERT.
- [4] Baruah, T.C. (1991). The English Teacher's Handbook. New Delhi: Sterling Publishers Private Limited.
- [5] Nayyer Shamshi, (2004). Modern Teaching of English. New Delhi: Anmol publications Private Limited.
- [6] Government of India. (1964-1966). Report of Education Commission. New Delhi: GOI.
- [7] Government of India. (1968). National Policy on Education. New Delhi: GOI.
- [8] Krashan, S. (1981), Second language acquisition and second language learning, oxford: pergamon. In
- [9] Richard, C. Jack Rodgers, S. Theodore. (2001), Approach and Methods in language teaching. In
- [10] Cambridge University Press.
- [11] NCERT. (2000). National Curriculum Framework for school Education. New Delhi: NCERT.
- [12] NCERT. (2005). National curriculum Framework for school Education. New Delhi: NCERT.
- [13] Parel, M. (2008). English Language Teaching, (Methods, Tools and Techniques). Jaipur: Sunrise Publishers Pt. Lt
- [14] Prem Shankar (2003). Teaching of English, New Delhi, APH Publishing Corporation.
- [15] Sivarajan, K., Ramakrishnan, T.V., & Mridula, K. (2008). English Language Education.
- [16] Calicut: Calicut University publishers.
- [17] Sharma, A. (2011). Importance of Teaching English in India. Retrieved from <http://www.preservearticles.com/201102244205/what-is-the-importance-of-teaching-english-inindia.html>
- [18] Sindkhedkar, S.D. (2012). Objectives of Teaching and Learning English in India. Journal of Arts, Science & Commerce, (3)(1), ISSN 2231- 4172. Retrieved from www.researchersworld.com.