

## PROBLEMS OF TEACHING ENGLISH IN THE GOVERNMENT SCHOOLS OF JHARKHAND: A PERSPECTIVE

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### **Abstract:**

*The study and cognition of English has been of interest for teachers and educators from time being. It is well known that English is the most widely used language and the chief vehicle of international communication in the world today. English is the voice of the new millennium and is likely to be adapted by most of the people in this world also in India. The adaptation of English as the official language of our country was since the British rule. Since then government in trying the students of our schools to get attune to this second language. Several initiatives have been taken and up to some extent. We are successful in coping up with the hindrances and barriers related to the teaching learning process of this significant language. Nowadays the term 'Global English's known which originated as an outcome of globalization. The purpose of this study is to study the stumbling blocks of teaching English in the government schools of Jharkhand.*

**Keywords:** *Teachers, reconciled, attune, hindrance, globalization.*

Learning a foreign language is always a difficult task. Learning in true sense is a complete knowledge of reading, writing, listening and speaking. In this paper I am trying to discuss the problems and solutions required for effective teaching of English language and learning in the government schools of Jharkhand. After the formation of Jharkhand in the year 2000, JAC i.e. JHARHAND ACADEMIC COUNCIL was formed. Under the dynamic leadership of the state government all the branches of education Secondary, Intermediate, Sanskrit (Madhyama) and Madrassa were brought under one single roof of JAC. This was done with the intention that all the branches of learning must get suitable and unified attention so that they may grow into mighty banyans and feel equal sense of importance and all the problems could be handled with care and concern.

We see that the history of language teaching is enriched with several effective ways and measures for teaching second or foreign languages. Every country, developing or developed is trying to teach English as the second learning language in their education system.

French, F.G. (1964) stated that "It is only through this (English) language that we have distilled essence of modern knowledge in all fields of human activity. Anyone who can read English can keep in touch with the whole world without leaving his own house".

The University Education Commission (1948-1949) observed: "English is a language which is rich in literature humanistic, scientific, and technical. If under sentimental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge". Students also need English both for pursuing their studies and communicate in real life situation. English is needed to perform a large number of communicative acts i.e., comprehend and interpret professional material in English, read English books and magazines for information or pleasure and also communicate with speakers of other languages. Our approach to language teaching should then be such that students are enabled to use English for the purposes they would need to use it. English has a respectable place in the society and it has an established sociolinguistic fact that no one learns a second language unless there is a

need for it.

For several decades, debate and discussion within the teaching profession have been centred up on the constructive ways for learning a second language is a better way. Teachers and educators are trying their best to sort out issues such as the role of grammar in the language curriculum, the development of accuracy and fluency in teaching etc. They are also performing several tasks in the choice of syllabus frameworks in course design, the role of vocabulary in language learning, teaching productive and receptive skills, learning theories and their application in teaching, memorization and learning. Although much has been done to clarify these and other important questions in language teaching, the teaching profession is continually exploring new options for addressing these and other basic issues and the effectiveness of different instructional strategies and methods in the classroom. The teaching of any subject matter especially English is usually based on an analysis of the nature of the subject itself and the application of teaching and learning principles drawn from research and theory in educational psychology. The result of this research and analysis is generally referred to as a teaching method or approach, which can be termed as a set of core teaching and learning principles which are regarded as tools with a body of classroom practices that are derived from them. The same is true in language teaching. This field of teaching methods has been a very active one in language teaching since the 1900s.. Examples of this kind include the Direct Method, Audio linguisticism etc. English is the richest language of the world. It is an International language. It is the language of international politics, trade, commerce and industry. A well-known Education Thinker. William McLuhan said, "The world is a village. Or Globe is a village."

In the present condition each current knowledge of the world in science and technology is published in English language we get the each and every piece of update information through the English language. Pandit J. Nehru was opinions about English that- "English is a major window to the modern world. To keep our students aware of this update knowledge, it is very necessary to continue the study of English. We cannot quit English from our schools and colleges. The quality of Education depends to a large extent on the quality of Teachers."

The importance of teacher in education has been emphasized and is laid down in the Education Policy Document and Indian Education Commission (1964-66) as- "...Of all the different factors which influence the quality of Education and its contribution to national development, the quality competence and character of teachers are undoubtedly the most significant. Nothing is more important than securing to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective" (National Policy of Education 1964-66.P.84).

Talking about secondary education and the role of English in the curriculum of JAC, we find that the universal or global language is a sense of fear among the students. Most of the students in their secondary examinations take English as their additional subject so as to pass the matriculation exams. We also find that most of the students who fail in English subject in the secondary examinations. Language is the commanding weapon of any progressive society. The society is formed of or marred by the roles played by the communicative skills and imperatives of the available languages in a society. As the usage of a language varies from place to place, language usage also varies among social classes. Jharkhand is one of the states of India which came to existence in November 2000. In Jharkhand, education starts at the age of 5, when the children are admitted to schools. The schools, which form the basis of education in Jharkhand, are affiliated to either the State Board or CBSE or ICSE. It is wellknown that the government schools in Jharkhand are indigenous medium schools. The medium used for teaching in these schools is Hindi as the mother tongue for children here is basically Hindi. Apart from these government Hindi medium schools there are several English medium schools also, JSEB is the education board of Jharkhand, and English is a compulsory language in all the classes of the school. Like other states in India, the teaching is carried out

through the Grammar Translation Method (GTM) that puts stress on grammar and vocabulary. In these schools, the teaching process includes a system in which English is taken as an object and the vernacular meanings of English words and phrases are given to the students and they learn it by heart. First of all let us discuss the various factors and obstacles related to the teaching of English in the educational scenario of Jharkhand.

### **English as the Second Learning Language in our country-**

Every person in this world feels certain difficulty while the acquisition of second language. We don't get attuned to this easily. Similar is the situation in our schools of Jharkhand. The students of our schools are basically rural and have not only Hindi but also several regional languages as Santali, kuduk, khortha etc. as their mother tongue and teaching them English is not an easy cup of tea. But neglecting the subject cannot be an option.

Secondly, the importance of English and the necessity of its knowledge is not exposed to the students from the very beginning. From the junior classes itself students try to avoid this subject. Lack of enthusiasm to grow among the teachers is also an issue. The education system of Jharkhand also lacks the concepts of departmental promotions which makes the knowledge of the teachers static. Although we find that teacher who are selected for jobs in the Govt. schools of Jharkhand are highly qualified and go through tough technique of selection. But due to no departmental exams and pressures their knowledge becomes stagnant and they don't try to enhance or equip themselves with the latest educational developments.

Teachers occupy a place of paramount importance in any system of education revolves around them. Their teaching methods and conduct, behaviour and ways of communication influence boys and girls. Their task is not confined only to preserve, interpret and transmit our culture to the next generation but also to bring a social change. As the researcher is working as a lecturer about last five years in junior college, he has attended junior colleges meeting trainings and found some problems about teaching-learning process. During the period of service researcher was found such problems about strength of Students, work load of the teachers, Building infrastructures lacking of teaching aids, planning of examination, problems of non- grantable colleges etc. The researcher, feels that it is necessary to study the methods of teaching English at higher secondary level, find the problems of teaching English at higher secondary level, the problems of students to learn English at higher secondary level and to suggest some effective methods for teaching English at higher secondary level, therefore researcher has selected this problem. Again we find the need of a better designed curriculum for the enhancement of knowledge and an improved teaching learning process among the students. Special attention should be provided regarding the acquisition of the second language by the students of our government schools.

The reason behind this can also be taken that most of the teachers are the same folk of people who have passed their education from such schools. These teachers are the same people who have passed out from a similar educational system, where their exposure to English had been at the most basic level. Even trained graduate teachers who pass out from the Universities of Jharkhand are not exposed to phonetics or Standard English pronunciation as no university in the state teaches phonetics or spoken English during the graduate years. As most of the teachers themselves had limited exposure in mastering language skills, they complete their degree program with average language proficiency and in turn follow similar strategies in teaching their students. Specialized English teachers are quite few in number and hence a vicious circle is created in the teaching learning process. This scenario is not specific to Jharkhand but is seen in most other states of India.

Gokak (1964) points out that: "The foundational years for the teaching of English in schools are in the hands of teachers who neither know enough English nor are familiar with the latest and far-reaching developments in the pedagogy of English". (K.K. Bhatia)

Now coming to the section of appropriate remedies related to this problem of teaching English in

the government schools of Jharkhand. The first and foremost step that should be taken is inculcating of proper concept of English, its importance and its globality should be taught to the students from the very beginning. As we see in the teaching process of other schools we see that students are very well aware of the importance and use of English in our day today lives. They do exercise it with proper concern but in our schools the students try to avoid their interaction with this subject and they take this subject as an unwarranted intrusion into their lives. Another step can be proper grooming and guidelines for the teachers engrossed in the teaching of this subject for bringing an awareness among the students about the universality and vividness of this subject. Teachers should also try to bring themselves up to mark and use different techniques and measures for an effective teaching learning process. Teaching of English especially as a second language and at a place where regional languages are in abundance is not an easy cup of tea. Total blame cannot be placed on any one aspect. If there will be promotional departmental exams based on the productive works done by the teachers it can help the department see continuous growth and effort in the working strategies of the teachers.

Jharkhand as a state needs a lot of improvisations and improvements in several fields and education being the most important one. However, we must remember that a successful teacher of English language is not necessarily biased in favour of one method or another. His use and analysis of any method of teaching is completely based on the situation and class. The teacher should be first of all competent in and comfortable with the methods he wants to use. The teacher tends to select different teaching strategies from different methods, and blends them to suit the needs of his materials and students. It is important that the students are given ample opportunities to practice English in the class as well as outside the classroom. There should not be any trace of shyness or hesitation in them. It should be important for them to have time and freedom to digest, reflect and analyse what has been exposed to them. Internalization of the linguistic structures and their ready and easy retrieval for communication are achieved in many ways. The attainment level to which we strive will be affected by our aims. If English is to be the means of progress, then the pupil should achieve a fairly advanced level.

Concluding my paper I want to convey that English is a beautiful as well useful language not only for the students but also for the teachers. English today is not only a subject for us but the language for sciences, technologies and wide range of communicating activities. So, it is our duty to inbuilt our students with this global language and help them attain success and growth in every field. Our students must not have a feeling that- "My English is not upto mark because I studied in a Government school".

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