



# Challenges In English Language Teaching In Ajmer District

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## Abstract:

Man is a social animal. Since ages he has been living in groups and meeting the challenges of survival collectively. Language is the most important component which helps him to socialize with the other members of the society. Emphasis has always been laid on the development of 'Communication Skills' which has helped him to achieve success. In the present times, with the development of trade and commerce and ever-changing world scenario, there has been a need to master a foreign language. English is one of the most popular languages spoken all over the world. Besides this there is a fascination to learn the colonial language of the Britishers. In the research paper we will explore the major challenges involved in English Language Teaching in India. The paper also tries to address these challenges by finding out the practical solutions.

**Key Words:** Challenges and Solutions in E.L.T., Importance

## Introduction:

In the present times, Education is one of the primary needs of man besides food, clothing and shelter. It is considered as one of the most powerful medium which can bring change in one's life. With the liberalization of economy, there has been an increase in the arrival of Multi-National Companies for business in India. In these companies, there is a need of workers who have a good command over English language. Thus, the need of English language has been increasingly felt in the present times in India and world-wide. With the learning of the English language, there have been rise in the problems related with English language learning.

## Objectives:

1. To find out the challenges for learners and teachers involved in English Language Teaching in India.
2. To find out the practical solutions to the challenges related to English Language Teaching and Learning.

## Methodology:

Primary Data was obtained by conducting a survey to find out the problems faced by the students in English Language Learning and the problems faced by the teachers involved in English Language Teaching. Secondary Data was obtained from various Research Papers, Books, Thesis and Publication reports. The research study was made in Ajmer and the analysis of the results obtained were done. We should keep in mind that the problems discussed and their possible solutions were in reference to the India specific education scenario. It might differ with the education scenario in different parts of the world.

A Survey was conducted among the English Language Teachers teaching English as a subject in the C.B.S.E., R.B.S.E. and I.S.C. schools in Ajmer. The survey was conducted using a Questionnaire and the responses were listed on 05-point Likert Scale. The Questionnaire was prepared after a brain-storming session by a group of educationists, teachers and researchers and the variables were finalized. Similarly, the survey was conducted among the students at various schools affiliated to different boards. The students were asked to list their responses on 05-point Likert Scale on the various variables mentioned in the Questionnaire. The questionnaire was prepared by the group of students studying and teachers teaching in senior classes.

## Review of Literature:

**Alsedrani (2020)** emphatically stated the need for teachers, supervisors, and other stakeholders to visit Reggio Emilia centers in Italy, communicate with other educators, and incorporate their experiences to implement R.E.A. in their local contexts.

**Bloch (2000)** stated that the solution of the complexity of the education lies in our history, past and present. Both forms of education are extremes and the education policy makers are unable to decide the correct future-course of action. The government should take the best of both forms of education. It will not only help them to learn and respect their past but will also help them to remain abreast with the latest technological advancements taking place all over the world. We should not be so obsessed with the desire to become modern that we forget our rich heritage passed to us by our ancestors. To remove the complexities of the education in India, it requires a lot of thinking and systematic work on the 'Core Priorities'. The work on core priorities will also enable the optimum utilization of resources which is another challenge for India.

**Greenwood, Austin, Bacon and Pike (2020)** found in their studies in primary schools in Ireland that the Enquiry-based Learning (E.B.L.), is a constructivist approach.

**Hawkins, Maguire and Kershner (2021)** found out that listening to the students' views should be of paramount importance. The views of students in class during the teaching-learning process is not only the key to achieving the desired results but it also boosts their confidence.

**Mahatma Gandhi** believed that education was a necessity and stressed the '3-H'. '*Education of 3H*' meant to educate the Head, Hand, and Heart. Gandhiji believed that the primary aim of our education system should be the complete development of Body, Mind, and Soul.

**Oxford English Mini Dictionary (2011)** states that to educate means to give intellectual or moral instruction. The word '*Education*' is derived from the word educate which means to inform, apprise, or instruct.

**Rajput (2018)** stated that to develop a cohesive and caring society, present-day education should aim at developing a calmness of mind which would foster the harmonious and balanced growth of the child.

### **Importance of Education:**

In a poor nation like India, for the majority of the population access to 'food, clothing, shelter and basic education' is a distant dream. People work hard day and night to provide their children with these basic components which in the Western world is taken for granted due to the massive development in these countries. In ancient India, emphasis was laid on providing free world-class education irrespective of caste, community or color. Later with the advent of the Muslim invaders and Britishers, the education system of India was totally destroyed. The great Universities like Takshashila, Nalanda, Mithila, Telhara, Sharada Peeth, Vallabhi, Pushpagiri University, etc. were vandalized and destroyed. Thus, the masses of India were deprived of education in the time of foreign rule.

Education is considered as very important as it enables man to distinguish between right and wrong and guides him on the virtuous path. Education is also considered as a means to achieve greater knowledge or wisdom.

The need for education has changed with times, some gain education for knowledge, some for money, and others for success.

In the present times, the world is witnessing an unprecedented rise in stress due to the Coronavirus Pandemic and the incessant wars raging all over the world. In such times, perhaps there is a great role to be played by the education. It can help us to alleviate our stresses and guide us out of these problems and help us to make our planet Earth a better place to live.

### **Education Scenario in present times:**

Education helps in developing a love for one's motherland. Often the pseudo-intellectuals confuse the masses of one's love for motherland to the '*spirit of intolerance*'. Any act against the nation should be considered 'intolerant' and there is a need to make the students learn to love their motherland unquestioningly. Unfortunately, this aspect of education is ignored in our education system. The ignorance can prove fatal for coming generations as some people with a vested interest can continue in their mission to glorify the acts of foreign invaders. The Education policies of the future successive governments should keep this aspect under consideration.

India has unfortunately been stuck between the ancient form of education and modern education. India has set a mammoth task in the New Education Policy of achieving numerical and comprehension literacy by 2030. It is a daunting task that needs to be pursued with passion by teachers and active support from the government. The government should adopt a positive and proactive approach towards the teachers by providing them world-

class training, exposure to educational advancement in foreign countries, good rumen ration, and funds for the development of educational resources.

## **Challenges and Solutions in English Language Teaching (E.L.T.):**

### **1. Less Students Involvement:**

One of the primary reasons behind the poor performance of the children in English subjects is the lack of children's involvement in language learning activities in class. As the child is not involved directly, it makes the classroom uninteresting for him. Also, another reason behind the child not participating actively in class activities is that his views are neither heard by the teacher in the class nor he is allowed to raise queries in the class. This ends the child's involvement in class activities influencing his performance. Student involvement is indispensable in the E.L.T. process and without their involvement achievement of 'Expected Learning Outcomes' is a distant dream. We need to directly involve students as their interest would be aroused which would facilitate in the teaching-learning process. Hawkins, Maguire, and Kershner (2021) stated that listening to the views of students is of immense importance.

A possible solution to it is to provide increasing opportunities for the child to participate in class activities, listen to his problems, and appreciate his efforts made in learning the English language. There is a direct relationship of involvement with performance, more involvement leads to better performance and less involvement leads to less performance.

### **2. Choosing the correct teaching approach and acquiring specific skills:**

Studies have revealed that if constructivism is encouraged in the classrooms, then it would be feasible for us to make learning easy. Constructivism refers to laying emphasis on developing creativity.

Choosing the correct teaching approach in English Language teaching is another reason that influences a child's learning and affects the creativity in the child. It has been found that in the Indian sub-continent, the teachers are generally provided general teaching training and very less efforts are made to create specific English language teachers. Thus, the teachers teaching the English language are those who have studied English Language as a subject in their higher education and have done general teaching training programs. It has been found that such teachers who later specialize in English language teaching do not have the competent skills to provide English language teaching to the students. They fail to adopt the correct teaching approach which affects the child's learning and the creativity in the child.

Alsedrani favored the interaction and communication between the various stakeholders of education like teachers, parents, supervisors, etc to enrich their learnings of new innovations in education like the Reggio Emilia Centres in Italy. Greenwood, Austin, Bacon, and Pike (2020) favored Enquiry-based Learning (E.B.L.) in the primary schools of Ireland and found them to propagate constructivism in young children.

The solution to the given problem is to provide the right training to the teachers involved in English language teaching. They should be taught about the various skills needed, the methods involved, and the knowledge required to become efficient English Language Teachers. Also, they need to be periodically provided updates regarding English language teaching through professional development workshops.

### **3. Fear of English language:**

Phobia refers to the excessive fear of a situation or an object. In India, there has been an unwanted phobia created regarding the English language. Since the British Raj, the people who knew English were looked at with respect and awe whereas the people who were ignorant of the English language were looked upon. This has created an unwanted phobia towards the English language and English language is still looked upon by the general masses as a foreign language. If anyone wants to learn the English language then he has to first remove the fear of the English language as it makes the learning process more complex.

The fear of the English language can be removed by making him accustomed to the English words. It can be done by teaching him the English language from the Elementary classes and to popularize the poetries, stories, and plays in the English language in schools. Also, the children should be encouraged to participate in such activities which would motivate them to learn English and their fear would be removed.

### **4. First generation learners:**

In the Indian sub-continent, the literacy level is quite low especially in the rural areas due to fewer schools. The present central and state governments are working in mission mode in unison to increase the enrollment of students in schools by providing Mid-Day Meals and other schemes. These children are first-generation learners and have to be single-handedly taught by the English language teachers in the schools. The problem in English language learning is further compounded as neither the children's parents know English nor do they have the atmosphere at home to learn English. Such first-generation learners face big challenges as their problems in the English language can only be solved in schools as very few persons or no person in the village knows English.

The only practical solution is to ensure the availability of English Language teachers in remote and rural areas who can effectively teach English and can address the learning problems of the children.

### **5. Lack of administrative support to English Language Teachers:**

English language teaching is only possible through the efforts of an English Language Teacher. Generally, it has been found that there is a lack of administrative support for English language teachers especially in government-owned schools. The ELT teachers are not provided with the basic amenities to impart English learning opportunities to the students in schools. The basic amenities like the establishment of an English Language Laboratory with all modern audio-visual aids, setting up and operation of the Community Radio to promote English language learning by the children, the funds needed to hold English Language Exhibitions, Educational Exchanges of the students and teachers with the foreign English-medium schools.

If continuous and timely administrative support to the English Language teachers is provided then the challenges in English language learning and teaching can be removed and the performance of the children in the English language can improve.

### Discussion and Analysis:

A Survey was conducted using a Questionnaire and the students were asked to give their responses on the different variables. A total of fifty students were surveyed studying in the senior classes of different schools and affiliated to different boards.

Table 1

Problems faced by the students in learning the English Language

S.N.	Variables	Mean	Standard Deviation	Coefficient of Variance
1	No connection between the child and with English Language	3.9	0.53	0.01
2	Fear of the English Language	4.0	0.54	0.01
3	Uninviting Classroom Environment	3.2	0.45	0.009
4	Fear of Failing and Less Motivation	4.4	0.62	0.012
5	Absence of Love for the English Language	3.1	0.44	0.008

Source: Primary Data collected by the Primary Researcher

The survey yielded interesting results. The variables having high Mean scores more than 3.0 were considered effective. The pertinent problem faced by the students was the 'Fear of Failing and Less Motivation' (Mean 4.4). Another major problem faced by the students was the 'Fear of English Language' (Mean 4.0). The other major problems faced were 'No connection of the child with the English Language' (Mean 3.9), 'Uninviting classroom environment' (Mean 3.2), and 'Absence of love for the English Language' (Mean 3.1).

A Survey was also conducted among the teachers teaching English as the main subject in their teaching. A Questionnaire was used for the survey in which the responses were taken on a 05-point Likert Scale. The teachers were asked to give their responses on the different variables based on their experiences.

Table 2

Problems faced by the Teachers in English Language Teaching and their possible solutions

S.N.	Variables	Mean	Standard Deviation	Coefficient of Variance
1	First-generation Learners	3.56	0.48	0.009
2	Economic condition of the student	4.16	0.57	0.011
3	Lack of support from the School Administration	4.08	0.56	0.0112
4	Lack of Professional Development	3.72	0.50	0.010
5	Appointment of academically less qualified teachers	3.68	0.49	0.0099
6	Putting Blame on the Teachers	4.36	0.60	0.012

Source: Primary Data collected by the Primary Researcher

The survey produced astonishing results. The variables having Mean of more than 3.0 were considered effective. The most important problem listed by the English Language Teachers is 'Putting Blame on the Teachers' (Mean 4.36). Other important problems were 'Economic condition of the student' (Mean 4.16), 'Lack of support from the School Administration' (Mean 4.08), 'Lack of Professional development' (Mean 3.72), 'Appointment of academically less qualified teachers' (Mean 3.68) and 'First-generation Learners' (Mean 3.56).

Education in India is undergoing turbulent times. The need of the hour is to have a clear vision of our objectives to be met in the future, work on our priorities, and have immense faith in our teachers to achieve our goals. Emphasis should be laid on improving the child's interest in the English language by using creative teaching methods and increasing exposure to the English language. The school administration also needs to act like a facilitator and extend all kinds of facilities needed by the English Language Teacher. The administration should not focus on putting the blame entirely on the teacher but rather focus on creating a positive environment by providing professional training to the English Language Teachers and encouraging their visits and interactions with their counterparts in different countries. The goal of Literacy comprehension by 2035 as laid out in the NEP is achievable by positive and continuous efforts of the teacher, school administration, and with the active involvement of parents.

### Conclusion:

The education structure and facilities in India are not as per the needs of modern times and a lot of work needs to be done. The ray of hope is there as the central and state governments are doing an exceptional job in providing basic education to all the children in India. The governments are working in mission mode with the aim of providing quality and affordable education to all. The challenges highlighted in the research paper are region-specific and if proper suggestive measures are taken at various levels then the challenges in English language learning and teaching can be easily addressed and the children's knowledge of English can be improved.

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