



Glitches And Modifications In English Language Teaching At Primary School Level In India

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ABSTRACT

The current research attempts to highlight the significant and obvious challenges faced by English teachers in India. The educational institution is expected to provide practical solutions for students, ensuring that they acquire the necessary skills to facilitate effective communication with their peers and access to information from various global sources. English is a fundamental means of communication in many countries and is widely considered a very convenient and timely tool to facilitate global communication. The primary purpose of education is to instill knowledge in students, giving them skills and abilities to navigate their future activities. The conventional teaching methodology of imparting knowledge to students, through a conventional practice known as chalk and talk approach, has been widely used for a considerable time in the Indian educational context. During the discussion, some tactics to achieve the current goal of academic education were considered and then, some were implemented. This academic article aims to explore the advantages and disadvantages associated with teaching English in educational institutions. Potential work, approaches, teachers and teaching practices used in teaching English are discussed with inherent impartiality. This study focuses on the challenges faced in learning English at the primary level. Strategies that can be used to address these challenges are also explored. In addition, the study examines the prospects of teaching English at the primary level.

Keywords: English Language Teaching, Challenges, Strategies, Prospects, Elementary level, Teaching.

Introduction

At the elementary level, Indian English classrooms are typically characterized by suboptimal learner attendance, disengagement, time constraints, and a weighty course load that inadequately addresses the pressing need for English communicative proficiency. To effect reform in the domain of English instruction, a fundamental prerequisite is to acquire a thorough understanding of the existing complications and obstacles impeding the teaching and learning process. Through this awareness, we may seek to circumvent such challenges in ensuing stages. The design of the curriculum ought to be founded on the developmental necessities of the students with regards to their communicative competence. Individuals possessing proficiency in this language possess the ability to access a vast array of employment opportunities and are often regarded as occupying prominent positions within numerous National and International Organizations. In previous times, the English language was predominantly considered as a library language; however, contemporary discourses have seen a significant shift in this perception. Currently, English language instructors in India face a myriad of challenges that require the adoption of suitable measures to effectively respond to contemporary demands. If language instructors persist in utilizing outdated teaching methods, the requisite objectives of instructing English within the contemporary global context may not be attained. Upon commencing their education, a child becomes an immensely refined user of the language, possessing the capacity to operate a mechanism for self-expression and communication that surpasses those of any other living creature or electronic device. The preponderance of evidence indicates that a natural inclination towards

language acquisition is inherent within the human infant, notwithstanding significant variations in their individual circumstances. Such a phenomenon is observable across all children. It is commonly conceived as a unique linguistic capability that is naturally bestowed upon every infant at birth. The innate linguistic ability, while noteworthy, is insufficient independently. Certain juveniles are raised in a sociocultural milieu in which multiple languages are employed and, as a result, are capable of acquiring a secondary language through analogous circumstances to that of their primary language acquisition. The process of obtaining or acquiring something commonly known as acquisition in academic writing. Despite being exposed to a second language later in life, the majority of individuals encounter challenges in mastering it, as evidenced by limited proficiency even after prolonged periods of study. Furthermore, this proficiency is typically lower than that demonstrated in their primary language.

The stated phenomenon poses somewhat of an enigmatic puzzle, as there seems to be no other knowledge system that can be acquired with more proficiency during early childhood years of two or three as compared to adolescence or adulthood stages of thirteen or thirty years, respectively. There are various justifications put forth to elucidate this perplexity, and multiple strategies have been recommended to enhance the proficiency of learners in communicating efficiently in a second language, commonly referred to as L2. The acquisition of English as a first language (L1) entails a duration of five to six years during which the child undergoes a process of instruction involving the application of grammatical rules and translation principles. Consequently, the state of English instruction in our educational institutions is currently plagued by disorder and confusion. Based on a meticulous observation, it can be inferred that a thorough evaluation of the circumstances surrounding the pedagogy of an acquisition of the English language in our educational institutions is warranted (Yule, 2009)

Definition of Language:

The language entails a symbol system founded on pure or arbitrary conventions, which is indefinitely expandable and editable to meet the evolving requirements and circumstances of the individuals who employ it. Language can be understood as a complex system of conventional symbols, which may be either spoken or written, utilized by human individuals as part of a social group and its cultural milieu to convey meaning. Language is an exclusively human and non-innate mechanism for expressing ideas, sentiments, and needs through a deliberate arrangement of symbols. Language serves as an institution that facilitates human communication and interaction through the utilization of habitual oral-auditory symbols that possess arbitrary meanings. Language functions as a fundamental medium for interpersonal communication within the human population. The subject of inquiry is composed predominantly of auditory emissions emanating from the vocal apparatus. According to Syal and Jindal (2008), the phenomenon in question is characterized by its articulatory, systematic, symbolic, and arbitrary nature. (2008)

Review of Related Literature

The researcher has conducted a thorough review of the existing literature to gain a deeper understanding of the research problem. As a result of this review, the researcher has identified and elaborated on the following research works, namely: This article discusses a study undertaken by Goodwyn in 2012, which focuses on the teaching of English at the primary level in government schools in India. The study has five main objectives:

- To investigate the current status of teaching English, both as a subject and a medium of instruction, across various states and union territories in India;
- To conduct a detailed analysis of the English curriculum, syllabi, and textbooks in selected states;
- To observe English language teaching in classrooms where it is introduced for the first time in the selected states;
- To evaluate the efficacy of training programs, both pre-service and in-service, for English language teachers at the primary level and assess their competence; and

To offer recommendations for improving English language teaching based on the findings of the study. The present investigation conducted by Meganathan (2009) aimed to elucidate the state of English language education in rural schools in India, as well as to explore the language education policy implemented by the government, and assess the quality limitations within second/foreign language instruction through a detailed analysis of the existing language policy practices and curricula of five states (provinces) across the nation. An examination of the curricular statements and syllabi across the regions of Assam, Arunachal Pradesh, Mizoram, Manipur, and Nagaland demonstrates that planning for language education lacks a comprehensive approach towards fundamental assumptions concerning the acquisition of language, including the mechanisms by which language learning takes place, learner profiles, and situational contexts for learning, as well as recent advancements in language teaching and learning. The findings of the study indicated that the majority of states demonstrated an unwillingness to depart from the conventional structural approach prevalent during the 1950 and 1960s. Despite this, there was a notable emphasis placed on the development of communication skills with the intent of facilitating educational advancement for learners. The prominence of a paradoxical circumstance pertaining to English language instruction has unveiled the disadvantageous position in which rural learners may find themselves.

Problems of Teaching English at Elementary School Level:

The educational system in India exhibits a widespread deficiency in clearly defined goals and objectives regarding the instruction of English. The policymakers have made attempts, albeit unsuccessful, at delineating unambiguous goals and objectives for the instruction of the English language in educational institutions. Educators are cognizant of their responsibility to impart academic knowledge to their students in accordance with the prescribed syllabus. It is comprehended by the students that there exists a pressing necessity to engage in rigorous study of the subject hand, given the certainty of being subjected to examination upon its completion. English language instruction initiated at the earliest stages in educational institutions that adopt English as the primary mode of instruction. Irrespective of the circumstances, students acquire proficiency in English as a domain of knowledge rather than as a specialized skill. The conundrum surrounding the instruction and acquisition of English within Indian educational institutions is attributed to this factor. The expansion of education has led to an unparalleled increase

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in enrollment in elementary schools, resulting in over-crowded classes. This phenomenon persists throughout the academic trajectory, spanning from the primary school level to the secondary and tertiary education levels. Typically, a class comprised of 60 to 70 students is considered to be of standard size; however, on certain occasions the size of a class may exceed to a range of 100 to 120 students. In the domain of English language instruction educators face numerous challenges when managing a sizeable cohort of students. Providing individualized attention to students within the English classroom is highly desirable, despite the inherent challenge of doing so. English is being acquired in Indian schools amidst unfavorable, unhygienic and cramped physical environments. In many educational institutions, students are required to utilize traditional, antiquated furniture such as benches and desks that impose physical constraints on their movements. Insufficient ventilation and inadequate light diffusion plague the classrooms.

Insufficiency of Proficient Educators:

The teachers required qualifications and professional aptitude for the effective delivery of English language education in our academic institutions. There exists a divide amongst educators, whereby some persistently adhere to outdated pedagogical practices without seeking more contemporary approaches, while others have been introduced to modern educational theories, but fail to implement them in their respective teaching practices becoming complacent with conventional methodologies. Occasionally, individuals who have not received formal instruction in the English language may be entrusted with the task of teaching it. The pedagogy employed in the instruction of English in India is plagued by defective teaching methodologies. The Translation Method represents the predominant pedagogical approach among teachers in many educational institutions. The instructor retrieves the reading material, interprets the text, elucidates complex vocabulary by inscribing definitions onto the chalkboard, and distributes supplementary assignments as necessary. The crucial domains of pronunciation practice, listening comprehension, and structure practice are often overlooked and neglected. Consequently, upon completion of their English coursework, students remain uninformed to the same degree as when they initially commenced their studies. The dearth of quality textbooks is a major issue within the educational system as the current offerings for English studies in schools are deemed inferior in quality. The publication of the books carried out by authors who do not hold professional roles as practicing educators. Prior to the development of textbooks, a lack of attention is given to the curation of a preselected pool of graded vocabulary for implementation within said materials. The prevalence of lack of engagement among instructors in middle and high schools toward contemporary teaching methodologies and English language pedagogical practices is a concerning trend. There exists a prevailing state of ignorance and indifference towards newer techniques and policies. The contemporary cohort of educators is being equipped with novel instructional strategies; nevertheless, they exhibit poor performance when they commence their professional duties.

Insufficient Provision of Pedagogical Resources:

An extensive examination of educational practices within schools would disclose that the majority of teaching is conducted without the assistance of any instructional materials. The English teacher displays a lack of initiative in the preparation of rudimentary pedagogical aides such as charts and flashcards, tools that have the potential to significantly enhance the efficacy of their instructional practices. The current state of the timetable exhibits inadequate allocation towards the subject, which is attributable to the absence of a uniform all-India policy. In the majority of U.S. states, the pedagogical implementation of the English language commences at either the fifth or sixth grade level and typically entails an average of six hours per week of classroom instruction.

The ascendancy of a traditionalist Headmaster or principal may occasionally give rise to an arduous predicament for an innovative educator. The conservative leader prioritizes favorable examination outcomes over the acquisition of language proficiency among students. The individual expresses a preference for the instructor to adhere to traditional, conventional, and exam-centric instructional approaches. The educator was not permitted to deviate from established standards by the individual in charge. The phenomenon of parental interference manifests as the obstruction of effective teaching practices by particular parents. Educators gauge the academic advancement of their pupils in a particular discipline through a quantification of the volume of assigned readings completed, the successful completion of translation tasks, and delivery of grammatical instruction during designated periods of English instruction. In situations where the extent of subject matter

coverage is not meeting their expectations individuals may express their dissatisfaction by providing critical feedback related to an educator's instructional techniques and approaches.

They would proffer recommendations in a manner that conveys expertise on the subject matter. The English language learning curriculum is primarily designed with a focus on exams, thereby resulting in a disproportionate emphasis on the development of test-taking strategies rather than enhancing students' communicative competency. Consequently, the scope of the course content remains restricted to exam-specific domains, thereby limiting the breadth and depth of language acquisition. In contemporary society, the exchange of information and effective communication on a global level has become essential. With consideration to this premise, it is imperative that the language pedagogy program, in its execution, equip pupils with the necessary skills to navigate the contemporaneous global landscape. Unfortunately, it is indeed a lamentable reality that the curriculum falls drastically short in acknowledging and tackling the crucial component of language learning that pertains to the demands of the contemporary world. The aforementioned course lacks any form of meaningful hands-on experience, particularly pertaining to the acquisition of language skills. According to Bhatia (2008), Indian classrooms adhere to a traditional structure where the lecturer delivers content while the students are expected to listen passively. Furthermore, Indian classrooms typically do not incorporate opportunities for students to engage in projects, seminars, or conferences, even up to the graduation level.

Remedies for the Problems of Teaching English Language at Elementary School Level:

The formulation of a well-defined policy concerning the role of English is imperative, as it presents abundant prospects for all individuals. The formulation of a clearly and precisely defined policy governing the role and status of the English language within our educational system is imperative. The determination of the potential utilization of the discussed subject matter must be carried out with regard to its immense applicability in various domains including but not limited to, science, technology, social sciences, philosophy, area studies, journalism, international trade, and diplomacy. Establishing a Harmonious Relationship with One's Class: Upon initial encounter with one's classroom, it is crucial to exude an affable disposition by cordially greeting one's students and offering a salutation such as "Good morning, class! How are you feeling today?" or a comparable phrase. This marks a critical initial phase in the process. Multiple levels are evident in the functioning of this phenomenon. Initially, it is plausible that the pupils in attendance may experience a sense of apprehension concerning the acquisition of the global lingua franca. Offering a reassuring smile and greeting individuals in a familiar manner can facilitate immediate bonding with them. When individuals establish a bond with an individual, they may find acquisition of the language to be a facilitated process. Maintaining an amiable countenance through smiles is known to foster positive social interactions. In a comparable fashion, a countenance emanating a cheerful disposition may prompt students to feel at ease in conveying their opinions to the individual.

In the process of classroom teaching and learning, it is imperative for the instructor to employ various techniques of teaching English to students. Utilizing various instructional approaches can enhance both the educator's pedagogy and the students' acquisition of knowledge. Language education is commonly imparted at a dedicated educational institution known as a language school. There exist various approaches to language instruction. Numerous works have faded into a state of relative obscurity, while others have garnered widespread usage, and yet others possess a modest following, albeit offering valuable perspectives. The utilization of the Language Lab is a viable option for the teacher. The present discourse delineates several pedagogical approaches to impart instruction in the English language. Firstly, it should be noted that the subject matter under consideration bears great significance within the relevant academic discipline. The current discourse seeks to provide a comprehensive analysis of the topic at hand, drawing upon a range of reputable sources and employing logical arguments to present a cogent argument. In doing so, it is hoped that a deeper understanding of the subject matter will be achieved and that future research can build upon this analysis. The methodology referred to as the "grammar translation method" (GTM) is often employed in language teaching contexts. As a result, the given text may be

reformulated to achieve this objective. The direct method exhibits a range of modifications and variations. The oral approach, also referred to as Situational language teaching, is a language teaching method that emphasizes the importance of spoken communication. It primarily focuses on the contextualized use of language in real-life situations, with an emphasis on functional language and a communicative approach to language learning. This approach prioritizes the development of oral proficiency in the target language and encourages learners to engage in interactive communication with their peers and teachers. Its effectiveness has been demonstrated in numerous studies, making it a popular method of language instruction in academic settings. The audio-lingual method is an approach to language instruction that emphasizes the acquisition of communicative competence through the use of drills and repetition exercises, often with a focus on pronunciation and grammar. This method was widely used in the mid-20th century and was popularized through its application in military language training programs. It is based on the behaviorist theory of learning, which posits that language is acquired through habit formation and reinforcement. As a result, the audio-lingual method emphasizes the use of pattern drills, controlled dialogues, and other repetitive exercises to build language proficiency. Despite its historical significance, the audio-lingual method has fallen out of favor in recent decades, with many language teachers and researchers advocating for more communicative and experiential approaches to language instruction. The pedagogical approach known as "Communicative Language Teaching" (CLT) is a widely recognized method in

language education. The pedagogical approach of knowledge acquisition through teaching, commonly referred to as "learning by teaching," has been subject of substantial research and investigation in the educational realm. The objective of this pedagogical approach is to instill confidence in students with regards to their language proficiency. This can be achieved by

introducing students to the practice of posing basic inquiries in English, and subsequently providing them with opportunities to articulate their responses. It is recommended to initiate this practice during the initial session with the cohort. Several examples of everyday inquiries include: "What is your name?", "Which country are you from?" and "Who is your best friend?" Numerous educators of English as a secondary language commit the error commencing instruction with the basics of the alphabet. The aforementioned assertion is incorrect. Upon instructing your students to pose inquiries on their initial day of class, it is likely that they will exhibit such questions to their guardians or caretakers. Their inclination towards the language shall be fostered. The attendees are anticipated to arrive with elevated expectations regarding their capacity for acquiring additional knowledge on the following day. Commencing with the alphabet is insufficient in instilling a sense of amusement towards the English language in the cognitive faculties of pupils. In the context of undergraduate education, it is advisable for educators to prioritize the development of language acquisition skills over the mere completion of academic requirements.

Conclusion

The pedagogical experience of instructing individuals on English as their secondary language can prove exceptionally gratifying if approached with proper methodologies and techniques. It is imperative to ensure that enjoyable learning experiences are provided to students; such measures have been shown to be effective in facilitating enhanced learning outcomes. English holds a position of esteemed status within our nation; however, it is imperative to acknowledge its declining standard of instruction. Consequently, it becomes necessary to

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comprehend the challenges associated with teaching English at the elementary level within Indian schools. Only by implementing effective solutions can we mitigate these issues and facilitate optimal outcomes in educating students. The approach as a whole demonstrates a high degree of flexibility and eclecticism, while avoiding the imposition of strict or dogmatic principles. The aforementioned fundamental tenets of efficacious foreign language instruction can be implemented in authentic classroom scenarios within Indian educational institutions with the aim of facilitating the acquisition of substantial knowledge and enhancing the quality of the learning environment. Bhatia (2008) stipulates that a fundamental shift is requisite in the pedagogical approach encompassing various aspects such as designing curriculum, selecting course materials, employing teaching techniques, assessing pupil performance in the subject matter, and other pertinent concerns.

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