



*Journal of Advances and  
Scholarly Researches in  
Allied Education*

*Vol. IV, Issue VIII, October-  
2012, ISSN 2230-7540*

## **CHALLENGES AND REALITIES OF TEACHING ENGLISH AT ELEMENTARY SCHOOL LEVEL IN RURAL AREAS OF AURANGABAD DISTRICT**

# Challenges and Realities of Teaching English at Elementary School Level in Rural Areas of Aurangabad District

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**Abstract – Challenges when the English Language instructors in India are tremendous and clear. They ought to have the ability to pander to the commonsense needs of learners, to make them equipped enough to cooperate with each other and likewise to recover informative data everywhere on the planet. English has a base in a few nations and is thought about as the most suitable and favorable apparatus for Worldwide Communication The extreme point of Education is to grant information to the learners, to get ready them for their destiny life. Instructing school scholars through chalk and talk approach has been in practice for long India. Different methodologies for attaining the present objective of school training were talked about and some are put into practice. The present paper attempts to decode the positive and negative focuses concerning instructing of English in schools. The outline, technique, educators and techniques for instructing English is likewise presented in inborn way.**

## INTRODUCTION

The commonplace Indian English classrooms at Elementary level are portrayed by an abject participation of learners, disinterestedness and obligation of time and in addition the trouble of an far reaching course that cannot address the urgent and current require for achievement of English informative abilities. Keeping in mind the end goal to accumulate a change the entire situation of English studying and instructing it is vital that we are attentive to the pits that torment it right away so we can maintain a strategic distance from them in destiny. The curriculum needs re-surveying and modifying, with a perspective to manage the require for giving of informative aptitudes to the learners. The curriculum ought to be made from the learners' need for advancement of open capability.

The individuals who have capability in this dialect could access huge number of employments besides likewise were viewed holding towering positions in numerous National and International Organizations. In the previous days English was much the same as a Library dialect, yet now that thought has modified absolutely. At present the tests noticeable when the English dialect instructors in India are various and it is indispensable for them to shape up appropriately to meet the requests of the day. Assuming that dialect instructors instruct as they showed prior, then one may not realize the needed objectives of instructing English in the present worldwide situation.

Any time a youngster begins school, he or she has ended up being a greatly modern dialect client,

working a framework for self-statement and conveyance that no other animal or workstation verges on matching. For all youngsters, paying little mind to incredible distinctions in their factors, furnishes solid underpin for the thought that there is a characteristic inclination in the human child to get dialect. We think about this as an extraordinary limit for dialect which every infant kid is invested. Independent from anyone else, in any case, this natural dialect limit is most certainly not sufficient. Some kids act like an adult in a social nature where more than one dialect is utilized besides are fit to secure a second dialect in factors comparable to those of first dialect procurement. Those blessed people are bilingual. On the other hand the majority of us are not presented to a second dialect until much later and our capacity to utilize a second dialect, even after years of contemplate, seldomly matches capability in our first dialect. There is something of a puzzler in this, since there is evidently no other arrangement of 'information' that we can study better at two or three years of age than at thirteen or thirty.

Various explanations have been inferred to elucidate this riddle and various diverse approaches have been recommended to help learners end up being as adequate imparting in a second dialect (L2) i.e. English as they are in their first dialect (L1). The youngster uses five to six years studying English dependent upon tenets of language structure and through the strategy for interpretation. Along these lines educating of English in our schools is in a riotous state today. In the light of this cautious perception, it is conceivable to infer, that the conditions under which English is showed and learnt

in our schools need cautious examination (Yule, 2009).

## TEACHER'S TRAINING

The State legislature has additionally emphasised the imperativeness of examination and preparing and has set up the Maharashtra State Council of Education Research and Preparing Institute in 1984. This Institute is answerable for the viable supervision of different instructive programmes and exercises and preparing for qualitative change in essential instruction. Inquire about in the scholarly field has been used for this reason. The Institute demonstrations as an umbrella foundation for the different State Level Educational Institutions made for receiving new strategies in preservice and in-aid Vocational Guidance, Audio-Visual Education, Training in English dialect. The State Institute of Instructive Technology has moreover been carried under it.

## PROBLEMS OF TEACHING ENGLISH AT ELEMENTARY SCHOOL LEVEL

**Absence of Clear-cut Aims:** There is a general absence of manifestness about the points and targets of educating of English in India. The strategy composers have attempted however could not detail obvious points and targets of educating English in rural schools of Aurangabad District. The educators realize that they need to instruct the subject since it is incorporated in the syllabus. The understudies comprehend that they must study this subject as they will be examined in it. In English medium schools of Aurangabad region, English is showed from the exact starting. Whatever the scenario, people study English as an information subject not as an ability subject. It is this excuse for why instructing and studying of English in Indian schools is in a tangle.

- **Over-crowded classes:** With the extension of training, there is uncommon development of numbers at the basic stage. This sensation is conveyed advance to the school arrange and from that point to optional and the college stage. Sixty to seventy understudies is viewed as the ordinary class-measure and in certain cases the class size is 100 to 120 scholars. Educators of English encounter a considerable measure of situations in taking care of this colossal class. It is troublesome to give careful consideration to distinctive understudies and this is extremely much attractive in English classroom.
- **Unhygienic Physical Conditions:** English is being learnt in Indian schools under confined, unhygienic and unfavourable physical conditions. In the majority of the schools the kids are obliged to sit on the dated-formed sort of seats and work stands which confine the development. The classrooms are not overall ventilated or enough light is permitted to spread inside.

- **Lack of Competent Teachers:** Incompetent instructors are the fundamental source of inconvenience as far as the instructing of English in our schools is concerned. They are either prepared in old routines and have never looked after something better in new procedures or there are those who get new understanding however never apply their learning to true instructing work and remain fulfilled with routine systems. Now and again, English is showed by those who did not offer this subject while under preparing.

- **Faulty Methods of Teaching:** The educating of English in India experiences the broken systems for instructing. In the vast majority of the schools, the Translation Method is the sole most beloved with the educators. The instructor gets the spectator, deciphers the passage, composes the significances of demanding expressions on the slate and allocates some homework and that is all. No consideration is ever paid to elocution work on, listening understanding and structure hone. Along these lines, when they pass out, they are as insensible as they were when they to start with dropped in the English class.

- **Non-Availability of Good Text-books:** The content books of English utilized as a part of our schools are sub-standard. The books are altered or composed by those who are not true polishing educators. No endeavor is made to select in advance reviewed vocabulary for utilization in the content books.

- **Apathy to New Techniques and Procedures:** Most of the educators working in center what's more secondary schools are both oblivious and detached to the new strategies and methodology of educating of English. The new era of educators seems to be given preparing in new systems however the aforementioned instructors come up short hopelessly when they are truly put on the work.

- **Inadequate Provision of Teaching Aids:** A general review of educating in schools might disclose that the greater part of the instructing tends to be finished without the assistance of any support. The educator of English scarcely takes any drive to arrange even straightforward diagrams or cheat sheets which can incredibly assist them in educating their subject well.

- **Insufficient Provision for the subject in the Timetable:** without uniform all – India arrangement, there is deficient procurement for the subject in the time-table. In the greater part of the states, English is presented in the V or VI class and it is showed for in the ballpark of six hours a week on the normal.

- **Neglect of Correction Work:** Correction of action books which is overwhelmingly crucial is not given careful consideration by our educators. The understudies are not in the propensity of having a

medicinal practice of the confusions sharp out by the instructor remain just on the pages of the action books of the scholars which is totally useless. Truth be told, the right strategy is to right in the presence of the people which is not plausible in the packed classrooms.

- **Dominance of a progressive Headmaster:** Sometimes, the mastery of a progressive Headmaster or foremost makes a troublesome scenario for an ongoing educator. The traditionalist head is concerned more about great examination comes about than about people handle of the dialect. Along these lines, he might like the instructor to take after to accompany the same old, stereotyped and examination-ridden techniques for instructing the subject. He might not permit any variety on the part of the educator.

- **Parental Interference:** Certain folks meddle with the work of great instructors. They measure the advancement of their youngsters in the subject by the amount of pages of the viewer secured, interpretation practices done and sentence structure lesson given in the given the English periods. Any time the scope is not their fulfillment, they might come and remark upon the instructor's work or his strategies. They might offer prescriptions as though they were the expert of the subject.

- **Exam arranged:** The English dialect taking in syllabus is made wholly from the exam outlook; therefore the substance does not concentrate on raising the level of informative capability of the understudies and is restricted in the limited bounds the exam paper.

- **Impractical:** Today's planet is a planet dependent upon adequate correspondence and trade of informative data on a worldwide scale. Remembering this it is fundamental that the dialect instructing course as actualized might as well arrange the scholars for this planet. Nonetheless it is truly disastrous that it falls flat pitifully in this connection for the curriculum does not address this specific part of dialect studying, which is the need of this viable

## **TEACHING ENGLISH IN GOVERNMENT RURAL MEDIUM SCHOOLS THROUGH THE CLR (CENTRE FOR LEARNING RESOURCES) INTERACTIVE RADIO PROGRAMME**

Teaching Spoken English Through Radio : To enhance the talked English skills of learners considering in administration provincial medium schools, the CLR has advanced a 3-year bilingual intelligent radio programme in English- Marathi and English-Hindi. Since 2000, this has been telecast over All India Radio (AIR) to lakhs of primary school learners in Maharashtra and different states.

We are utilizing an inventive teaching method regarded as Interactive Radio Instruction (IRI). This permits audiences not just to catch English being talked, yet gives them chances throughout the radio lessons to talk in English. The radio lessons hold a mixed bag of tyke-accommodating configurations for example acting pieces, melodies, stories and dialect diversions which hold the investment of upper elementary school youngsters. Other than educating talked English, they elevate suitable demeanor identified with vote based system, secularism, sex, health, modest family standard, and so on.

Teaching Reading and Writing in English Through Radio : During the execution of the talked English radio programme, instructors had communicated an investment in a comparable approach for enhancing perusing and composing abilities in English. In 2005-06, we advanced an incorporated radio programme to incorporate essential perusing and composing abilities for Class 5 learners. An essential part of this drive was the improvement of a viewer-cum-action book, which was gave to the scholars of Class 5 mulling over in administration Marathi medium schools in Pune District. This book was improved after point by point checking of classroom face to face times throughout an introductory pilot venture. The pilot encouraged us to comprehend that the principle center of the radio lessons needed to be on perusing aptitudes, and that just some written work abilities including syntax and spelling could be incorporated, in to the extent that they strengthen familiarity with perusing.

Effect of the Integrated Radio Programme on English Skills : A test conceived for benchmark appraisal of English aptitudes of Class 6 learners was led in July 06. This test incorporated parts for listening, talking, perusing and composing, and was managed to 200 haphazardly chose Class 7 understudies in 20 schools in Aurangabad District -10 understudies from every school -at the starting of the scholarly year. The same test was managed at the closure of the year to an equivalent number of Class 6 understudies from the same schools, who had listened to the Class 6 radio programme.

## **CONCLUSION**

Teaching English as a second dialect is truly fun provided that you do it the right donning way. You need to make it fun for your learners too – that is the way they will study better. English involves a spot of distinction in our nation however in the meantime we should acknowledge that the standard of its Teaching has crumbled immensely and that is the reason it is vital to know the situations of Teaching English in India at Elementary level in the rustic schools of Aurangabad area. At that point separated from everyone else we can uproot the aforementioned

situations and instruct understudies viably for better comes about. The entire methodology is exceptionally adaptable and mixed, without being inflexible and one sided. The aforementioned above underlying standards of auspicious strange dialect educating could be had an association with genuine classroom scenario in Indian schools to give great learning and enhance studying conditions. Some uncommon adaptations are required in our methodology blanket diverse ranges for example syllabus development, course books, systems and educating, assessment of understudy's accomplishment in the subject and other identified matters (Bhatia, 2008).

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