

Challenges of Teachers in Teaching English Language in Arts & Science Colleges of Tamilnadu

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Abstract: *Among all the languages in the world, English is considered as a Queen of global languages .One of the widely spoken world languages at worldwide. Directly or indirectly the invasion of English Language is inevitable among all kind of language users i.e., literate and illiterate for biological existence. At this crucial juncture, English has entered as the attire of every second language learner in India. In Tamilnadu the students of Arts and Science colleges not realized the importance of English language in the emerging scenario. The Universities also twisted their English language syllabus to suit and fulfill the expectations of the needs of job market and industry ready with the support of Choice Based Credit System. Faculty members are encouraged to introduce difference techniques to inculcate the practice of writing in English among rural based women students. In spite of multiple efforts, students failed to write a few sentences in English, and even they are unable to fill the pre-printed forms to avail leave and permission. Considering all the above, the paper has focused to attempt and bring out the factors involved in writing difficulties of students, as it is a primary root meant for sustainable growth of individual's life and to face the challenges in everyday life.*

Key Words: *Job market, Biological Existence, Primary Root, Choice Based Credit System.*

1. INTRODUCTION:

The teaching of English as a second language in a classroom is a highly complicated activity in the present situation. The process of teaching consisted of various factors such as age, attitude, and motivation and so on of the learners. Similarly, the characteristics of a teacher also involved such as age, sex, education, experience and professional training makes the teaching process as a fruitful one. Further, the social settings and economic status also influence greatly on both sides. Thus, the effective teaching and learning activity consisted of multilevel components.

Among the four macro skills writing places a significant one, due to functional rules in the language usage. Though the teacher employ various methods to enhance and strengthen the writing process in the class room, all ends with dilution; therefore an investigation advocated to overcome the hindrance and to seek the positive response from rural based women students and the questionnaires administrated to bring out the results. Moreover, it is well known fact that the students are expected to be sound in English in order to raise and to follow the core subjects since the medium of instruction is being in second language.

2. LITERATURE REVIEW:

The past research papers helps in finding theoretical and practical background on the issues related to study which are the tools and base date to strengthen the present investigation, therefore, the literature study made to the facts on writing strategies difficulties of the learners with contemporary study.

Clement A&T. Murugavel (2015) in a research article rightly pointed out that though English has been followed many years in India; the teaching has not developed due to various factors like massive classroom strength, poor motivation and teachers' discouragement. Besides, the study showed that the classroom must be blended with latest developments of technology enabled classes.

Harmer J. (1981) pointed in the book titled 'The practice of English Teaching' about the various views on language learning and role of English in the present global scenario. To enhance through vocabulary, grammar and self interest to generate fresh thoughts followed by the teacher.

3. OBJECTIVES OF THE STUDY AND METHODOLOGY:

- To study the practical difficulties in English classrooms of Arts & Science Colleges.
- To bring out the facts on obstacles by the rural based women students.
- To expose the social constraints in learning writing skill.
- To analyze the gap between teachers and students while learning writing skill.
- To find out functional impediments in usage.

The investigation made at Padmavani Arts & Science College for women in Salem district of Tamilnadu and self-made questionnaire employed to bring out results. Based on the results arrived the recommendations are suggested for the better development of writing skill among the rural based women students in the above mentioned college affiliated to Periyar \ University, Salem, in Tamilnadu, India.

4. CLASSROOM SETTING:

Introducing English Language and writing techniques contain various accomplishments and importance to English language is offered in very poor scale and mostly deemed as an unnecessary commodity. Students fail to understand that the very subjects taught could be comprehended, only if students are strong in language skills.

Today, English education is a powerful weapon of social change. Classroom management also a prominent one to learning and enhance writing ability. The effective practices take place only if the teacher facilitate and create a positive environment by different strokes of gears of a teacher. Proper training programs and regular review process may create a good impact on effective teaching and writing.

In self-financing institutions, the management recruits new entrants to deliver in classrooms, and they failed to adhere classroom setting. Selection of materials and poor quality of language background also leads to deny the process of writing in suitable and appropriate in rural classrooms.

5. CHALLENGES OF TEACHERS IN RECENT YEARS:

In foundation English classes, more than hundreds students sit inside and the teachers are unable to control them and there is no possibility to pay individual attention among learners .That is a big issue to the fresh teachers. Due to the time constraint, the teacher may not possible to show enough attention. Further, teachers are expected to complete the syllabus within the stipulated time to crack the examinations of University. The official of the management is totally focusing on results alone; when a teacher failed to produce good results even they may be terminated from service. Therefore, the process of faultless learning prevented there itself.

6. FAMILY BACKGROUND AND ECONOMICAL STATUS:

Majority of the students come from penury families and they found lack of family support to buy the necessary note books required. Some time the teacher need to assist financial support to buy the same, in such kind of situation the practice of writing may not happen even though teachers are efficient. Psychologically , when the teacher counsel them to buy stationery and to learn writing practices in the classroom they deny and show their hesitation to write even a page of general titles and at least their own biography. This sort of dislikes and aversion strengthen negative attitude of writing a piece of article. The students feel like a fish out of water while teaching how to write in English. Besides, personal feedbacks on the teachers submitted to the management by students, which also makes the learning environment as a bitter experience. For doing exercises after lessons, students don't come with prescribed text books and the students' general reason is financial inability.

7. CONCLUSION:

The present language education methods are not suitable and learner – friendly to the students from rural background. The writing exercise practices have been decreased and the authorities prepare ad hoc schedules for writing tests which focus on reproduction of memorized subject contents. The regular testing methods and assessments have vanished in majority of self-financing arts and science colleges due to the compete situation on admitting students and to fill the sanctioned intake of the colleges. Parents get disappointed with fascinating advertisements of result and medals and their expectation not fulfilled generally in the latest scenario.

In the first year of degree program, the students study gap filling exercises, fill in the blanks and other objective type questions after each lesson of foundation English syllabus. Consequently, in second year of two semesters they study only some of the literary genre and scribble during University Examinations. There is no any kind of productive activity on their own and self - generated writing structures. Then how can a teacher expect students on writing skill?

The present CBCS system permits the students only to write assignments with high frill works copying from the text sources or else from local guides published by the commercial people and diluted the entire education system at tertiary level.

8. RECOMMENDATIONS AND SUGGESTIONS

- Foundation English subject credits should be added altogether in CGPA along with core subjects to give enough weightage.
- Limiting the number of students as per norms will give a suitable learning environment.
- Blended teaching techniques can be used in classrooms periodically to grasp the attention of students.

- Teachers should be sent to various training programs compulsory, offered by government institutes at the beginning of the appointment to employ different writing techniques.
- Every day, writing practice and records can be followed exclusively to enhance writing skill.
- Topics could be suggested out of conventional text sources, based on students' interest.
- Group assignment on process description like tea preparation, preparing chutney and other familiar daily activity based titles would be given to encourage and promote writing skill under teachers' control and guidance exclusively among women students.
- Self-financing colleges should permit to use mobile phones and other gadgets to build self-confidence among women students.
- To facilitate the writing skill, teachers should join hands with rural women students for giving many examples meant to writing task.
- Flawless writing is a herculean task; therefore ad hoc measure can also be employed to develop writing skill.

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