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*Teacher can change subject matter from prose to poetry, from essay writing to letter writing to prevent the class from monotonous routine. Audio-Visual aids can add to the presentation of the topic. Students can be encouraged to listen to English news and English commentaries broad cast on Radio and telecast on TV. Motivation in the initial phase, proper methodology in the next phase should be followed. Teachers own personality and command over language counts a lot. Faculty improvement programmes should be held. Teachers should be made aware of the latest techniques and methods. An English language teacher should be capable of arising the interest and imagination of the students. The critical situations in the teaching of English can be checked from further deteriorations and we can create a congenial environment and we can be able to achieve better results in teaching and learning of English. The role and the job of the teacher rests not only teaching the subjects but recreating and molding young minds. It is well known that every students learns and progresses at different speeds. Thus effective strategies may be formulated to enable teachers to mould learners from mixed ability classes to make them face the competition, challenging and global scenario.*

**Key words :** English teaching, language teaching, role of teacher

*“We, the teachers of English, are keenly alive to the responsibility that rests on us. We have to see that English is taught at all levels and taught well and its standards are properly maintained”.*

**T.P.Reddi**

Teacher can change subject matter from prose to poetry, from essay writing to letter writing to prevent the class from monotonous routine. Audio-Visual aids can add to the presentation of the topic. Students can be encouraged to listen to English news and English commentaries broad cast on Radio and telecast on TV. Motivation in the initial phase, proper methodology in the next phase should be followed. Teacher's own personality and command over language counts a lot. Faculty improvement programmes should be held. Teachers should be made aware of the latest techniques and methods. An English language teacher should be capable of arising the interest and imagination of the students. As a seasoned teacher of English once warned a callow colleague: 'Never forget, my, boy that the English teacher's business is with the imagination'. If the students enjoy literature, only then they can quote from it. Literature taught in such a way will be enjoyed and remembered for a long time.

**Teacher :** A Continuous Motivator

The following strategies can also be adopted in the English language learning class.

**Self – Esteem :** The learning of English may be a harrowing experience for a student who has not been sufficiently exposed to it. The attitude of a teacher who constantly corrects him may destroy the student's self-esteem. A teacher is more effective when she is able to highlight the positive qualities of a student. It is important to point out the small success of the student, which may lead to big successes of tomorrow.

**Non – Correctional Methods :** In developing the skill of communication in English, correction must be avoided. If someone corrects a person as soon as he starts speaking, he

will not be able to speak in front of other people for fear of making mistakes again. The best thing is to allow the person to speak at least the wrong English, so that he develops the habit of speaking the language. The teacher, therefore, has to use the non-correctional methods.

**Word – Building :** Every person who has to speak a language has three levels of word power built in gradually and steadily through experiencing the language. The first set of words is that which a person will be able to identify but may not know the correct meaning of, and hence hesitate to use while speaking or writing. These words are generally large in number. The second set of words is that which a person will be able to identify and understand the meaning of, but is unable to call to mind or use as the situation demands. The third set of words may be the half the number of second set. A person becomes capable of speaking when he/she has a collection of words of the third category. A teacher has to continually work towards increasing the store of words, which each participant has at her command. Care has to be taken to build up the word power of the student.

**Experiential Learning :** Information, knowledge and wisdom reach us best through experience. Experiential learning is helpful in the case of linguistic skill development. When a person experience a language, it becomes easy for him to learn or speak it. When one considers teaching spoken English, one has to think of providing learning situations that will help the learner experience the language. The methodology used for any spoken English class has to stress on activities, exercises or programs that will provide opportunities for the learners to feel the living language. The number of such opportunities to experience the language will decide the progress of learner's skill in Speaking English.

**Reading and Comprehension :** It is necessary to give an opportunity for each student to read loudly, so that it will be possible for the student to hear that words spoken by him.



As the letters are identified and words recognized, student may continue to read but may not comprehend, so it is not essential that reading should be practiced after testing whether a student can comprehend what he reads. And this will help the student to identify the answer easily for the leading questions.

**Models of Listening :** These would include several types of conversations and speeches. The best available methods of recorded conversation can be provided. The conversations will be an imitation initially, but gradually, through repetitions, the student will outgrow the imitative method and attempt to speak by using his/her own words, structures and patterns.

**Mind Skill Exercises :** The connection between thought and expression is an important aspect that has to be considered whenever a student has to be helped in learning a language. The skills of the mind – comprehending, selecting, recalling, reducing, expanding and various others that are necessary for speaking will need to be developed.

Along with all such practices in the classrooms, the students should also be given exposure. There can be no learning without exposure. Group Discussions can be arranged. Texts should be read loudly by the students. The zeal for learning will help them in their own advancement. The problems of the learners and the teachers are inter-related. It is necessary to assure that the learner makes a tremendous contribution in the process.

If we take into consideration the role of teacher and learner in acquiring the knowledge of a language, the problems can be solved effectively. Only then the students will realize the practical use of English language. English will be used by them as medium of expression. They will be able to use English as a language of communication. Fluency in the speech, proper knowledge of sentence structure, confidence of speaking in the public will make them able to keep their pace with the developing world. It will help in raising the standards of English as a language at the college level.

**Teacher : A Character Moulder :** On the basis of suggestions, the critical situations in the teaching of English can be checked from further deteriorations and we can create a congenial environment and we can be able to achieve better results in teaching and learning of English. The role and the job of the teacher rests not only teaching the subjects but recreating and molding young minds. It is well known that every student learns and progresses at different speeds. Thus effective strategies may be formulated to enable teachers to mould learners from mixed ability classes to make them face the competition, challenging and global scenario.

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speech, proper knowledge of sentence structure, confidence of speaking in the public will make them able to keep their pace with the developing world. It will also help in raising the standards of English as a language at the college level. On the basis of suggestions given above, the critical situations in the teaching of English can be checked from further deteriorations. Decidedly one or two persons can't do anything solid. Let everyone concerned with it take the responsibility. Only then we can create a congenial environment & we can be able to achieve better results in the teaching and learning of English.

Thus, the role of teacher at first is to identify and find out the effective strategies and to implement an active, interesting and interactive process of learning for the learners with different levels of ability. Teachers must have a healthy and congenial relationship with the students and it is always advisable to strike a balance between emotional and intellectual relationship with them. The teachers must teach, shape, motivate and recreate minds capable of facing challenges and to overcome the problems in the modern scenario.

The inter-disciplinary relation of teaching and learning process brings home the fact that the problems of the teachers can be solved if we concentrate on the causes of the problem of the students.

A review of the problem will reinforce the following facts:

Teaching practices are to be improved

Objectives and needs of teaching are to be matched

Clarity about basic concepts is to be brought

Principles and methods of teaching are to be coordinated

Hence, there is an urgent need to re-examine the problem and do the needful.

**Aims of Teaching English in India :** As the English language is getting consolidated as a global language, it is indispensable for all the countries to teach and learn English. Otherwise, it is difficult to keep pace with the development in the world. In particular, it is very essential for a multilingual and developing country like India to learn this global language. Hence, to make the learning of English effective and successful a teacher should consider the following aims and objectives. They are to enable our students:

listen and understand English when someone speaks it at a normal conversational speed

use English for communication

read English and understand the content

write English for communication

enjoy Simple poems

develop interest in library reading and listening There are a number of sub-skills under these broad skills of listening, speaking, reading and writing, which have to be carefully cultivated in the process of teaching.

**Specifications under listening :**

distinguish the characteristics of English sounds

understand the tone of the speaker who may express feelings of politeness, fear, anger etc.

**Specifications under Speaking :**

produce the correct sounds and clusters of sounds  
use the correct stress patterns, pauses and intonation  
use the appropriate words and sentence patterns

**Specifications Reading**

read the passage silently and fast  
understand the central idea of the passage  
locate key words, key phrases and key sentences present in the passage  
guess the meaning of new words in context  
give a suitable title to the passage

**Specifications under Writing**

write grammatically correct sentences  
use appropriate words, phrases and sentence patterns  
follow a logical sequence  
organize writing in paragraphs  
avoid unnecessary repetition  
write with correct spelling and use marks of punctuation its unique features.

**Teacher : Personality Modifier :** In a classroom situation, the personality of the learner, which plays a vital part in the learning process, is as important as the teacher's. Hedge comments appropriately that pro-active learners learn more things and learn better than do people who passively wait to be taught. At this point the role of the teacher becomes important, too. Recent research in neurolinguistic programming have suggested that learners can constantly modify and update their self perception, which has a direct bearing on their learning capabilities and strategies. Therefore, it is important that the teacher becomes the motivator.

**Challenges to Overcome**

**Insufficient provision of audio-visual aids:** Many teachers are unable to teach English effectively because they face a lot of problems due to the lack of Teaching-Aids. There are very few audio-visual aids available and it is insufficient for the teachers to use it effectively.

**Shortage of time :** Most of the Teachers practice the Grammar Translation method. There may be a better understanding of the passage being studied but the students, in fact, learn less English than they would have done if the teacher had taught the passage by techniques which use questions, illustrations and simple practice drills. The teacher also doesn't have time to carry out the interaction with the students in English.

**Crowded classes :** The size of the classes everywhere was considerably large and thus, student's participation in the class work was quite impossible. The ratio of students in relation to teachers was not proportional. This is one of the reasons why individual attention is not possible to the students.

**Socio-psychological problems:** The next problem is due to the Socio-Psychological Problems, which influences the teaching of English in their own respective Ways:

❖ **Lack of Motivation:** In learning a second or a foreign language, motivation is the crucial force which determines whether the learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is known as a complex phenomenon and includes many components, such as, the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

❖ **Lack of Communicative Need:** The primary motive for learning a language is that it provides a means of communication. A person is, therefore, most likely to be drawn towards learning a second language if he perceives a clear communicative need for it. The extent of this communicative need depends upon the nature of the social community in which the person lives

**Inability of the Teacher to understand the difference between the teaching of literature and the teaching of language skills :**

One of the reasons for the declining standards of teaching English is the inability of teachers to understand the difference between the teaching of literature and the teaching of language skills. Everybody knows that the study of a language is not an end in itself, it is a means to develop one's power of expression and comprehension can be achieved by mastering stylistic elements of the language.

**Lack of creativity in students :** Students are generally to a great extent handicapped in the power of self expression; therefore, great emphasis should be given on language courses, which may consist of essay writing, letter writing, précis writing, grammar and syntax.

**Problem of correlation of English with other subjects and life :**

Most of the teachers are unable to correlate the English language with other subjects like History, Geography, etc. The teachers face the problem of correlation as they are very confused to correlate the unit neither with our lives nor with the other subjects. Because of this the students do face difficulties in comprehending the text.

**Teacher's and student's Regional Dialect affecting proper pronunciation:**

This is a very crucial problem with most of the teachers teaching English. When the teachers try to speak English, they carry their own regional dialects into English. They have difficulty in pronunciations and are not cautious about the stress and intonation of their own speech. They teach incorrect phonetic transcriptions, pronunciations, stress and intonations to the students. For e.g. a teacher whose mother-tongue is Malayalam, mostly pronounces the alphabet 'M' as 'Yum'. Same way a Teacher who is Bengali uses her regional dialects to pronounce 'Anurag' as 'Onurag'.

**Mother-tongue interference:** Most of the Problem arises due to the interference of mother-tongue in speaking English. Both the teachers and the students are very fluent in talking in their own mother-tongue. But they forget the essence of pure language. When they speak in their mother-



tongue they sometimes use English words in the midst of the sentences. They forget that the every language differs in stress, intonation and pronunciation.

**Culture related difficulties :** Researchers have brought to light the link between a language and the culture of its native speakers. By culture we mean the characteristic way a people thinks and feels about the things that affect them. It profoundly colours their language. It is, therefore, impossible to separate a language from the culture of its native speakers. While teaching English in a second language situation the teachers are confronted with this problem of cultural divide which they often wrongly diagnose as mother-tongue interference. While mother-tongue interference can be easily identified as a problem area in English language teaching and remedial action taken, cultural interference acts at a deeper level and frustrates teachers' attempts to teach them to write and speak good English. This seemingly invincible barrier has to be demolished with proper knowledge and understanding of the problems.

**Inference :** The teachers of English of colleges do not keep themselves abreast with the recent developments in the field of linguistics and theories of learning and teaching, without which they cannot teach their students effectively. The problem of dearth of competent teachers arises due to the lack of teachers who are specialized in the method of Teaching English

The primary aim of teaching English at this stage should be to concentrate on the fundamental skills of the language ability of the students namely listening, speaking, reading and writing. It is of paramount importance that the teacher should know what his task is and what he is trying to achieve by teaching English. The teacher should be fully aware of the fact that his student's proficiency in English is not up to

mark .The objectives of teaching English should be practical and in keeping with the standard of proficiency achieved by our students. The emphasis should be on the fact that the main aims of teaching English is to develop the ability of students to read and understand books, journals and reference materials in English.

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