

Why Communicative English is Intimidating Indian Students?

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Abstract

This paper reviews the difficulties of Indian students, in developing their communicative demands. With steep increase in competition each day passing, the importance of communicative English has gained tremendous prominence. But the teaching of communicative English in India, over these years has resulted poor because a majority of Indian students come from vernacular background for whom English is a big mystery. Though the students have studied English for at least twelve years in their school and in college, their level of language efficiency, especially in attaining fluency in speaking is very miserable. This paper critically evaluates the problems which are being faced by the Indian students in learning communicative English in an unnatural setting in schools and colleges.

1. INTRODUCTION

English is not just a second language; but it is an 'International Asset' which paves way for one's educational and economic advancement. Proficiency in English, especially effective communicative English is needed for freshers from colleges to get entry into International companies, where they have to globally compete with others and improve their technical knowledge and other job skills. But in India, communicative English has become one of the most complicated subjects to be taught for Indian students and the situation gets worser .This is mainly because English is still considered only as a subject for the Indian students in the school and college curriculum. Unfortunately, a majority of undergraduate (UG) / Postgraduate (PG) still have not got the opportunity of learning English in natural settings.

2. PATHETIC CONDITION OF INDIAN GRADUATES IN LEARNING COMMUNICATIVE ENGLISH

According to the recent surveys, the English learning level among the graduates is very poor in India; the very sad fact to be accepted by us is that this prevailing critical condition of English among the Indian students is still getting worse. That is why, most of the I.T companies even have readymade templates with sentences and tackling with the fresher employees as they lack in communicative competence, which is very essential for them in this global scenario. According to me, this is because a right way to impart the Universal language to the students is not explored till now. The most pitiable thing about English learning in India is our defective syllabus, which fails to meet the very important objective of teaching of English- in developing their ability to speak well with good fluency apart from developing their writing skill.

3. LACK OF EFFECTIVE METHODOLOGIES TO EVALUATE COMMUNICATIVE ENGLISH

Even after many drastic changes in the content-based curriculum, in the name of innovation, in the recent years, we failed to find out an appropriate methodology through which a complete learning is achieved by a student with the good gain of all four language skills – Listening, Speaking, Reading and Writing. The perfect order of acquisition of language skills (LSRW) has been reversed in Indian education scenario and it is still uncared by the Educationists and the Scholars – the makers of English syllabus for Indian schools and Colleges.

4. FAULTY EVALUATION OF LANGUAGE SKILLS MERELY THROUGH WRITTEN EXAMINATIONS

Another problem with the learning of English, as second language is the faulty examination system which mainly evaluates the writing skills of students, throughout the entire phase of their education. That is why, the students become the victims of false education and have been ejected from the colleges as “quack-scholars” and started struggling in a work environment where they have to stand on their own with their communicative competence, which is given the least priority during their period of education. Instead of instilling confidence in a student to be an effective communicator in the Universal language to meet with the global challenges in his field, it tends to frustrate him, when he faces English in reality.

For the mature college students, who are aware of the significance of English in their career, the teacher should give proper guidance and encouragement to define their own personal criteria for the pursuit of their goals. Hence it is high time to inculcate a real interest and enjoyment in the students in learning English as a second language by adopting innovative methods to teach English apart from making modifications or even, changes in every aspect this Universal language learning demands.

5. CONCLUSION

The various difficulties by Indian students in learning English have not been overcome yet. Hence in this new era of learning, it is high time to inculcate a real interest and enjoyment in the students in learning English as a second language by adopting innovative teaching methods, apart from making modifications or even, changes in every aspect this Universal language learning demands.

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