

## English Language is a Better for Society in New Modern Era

**\*Surendra Kagat**

### **Abstract**

This article addresses the issue of spoken English in India and remedies through learning systems. The problems of teaching and learning English are continuing to pose challenges. In our school many hours are spent teaching how to write and read in English. But hardly any hour is spent in teaching how to speak it. Thus teaching of spoken English remains largely incomplete. In the selection of material, which go into the English curriculum, particularly in the selection of material, which go into the English text books. Only then will the teachers be able to perform their tasks in the classroom meaningfully. The students should avoid memorizing the answers and start communicating in English. So it is high time we changed our mind-set and began to relook at the learning methods of English from the very elementary stage and take corrective steps at higher institution level to bring about complete overhauling of English teaching, particularly teaching the speaking skill,

### **Introduction**

English is considered an international language. Modern society especially in India different caste and different language so through English very place and every situation cover English language. The English language has been used in India ever since the days of the East India Company. The problems of teaching and learning English have, however, continued to pose further challenges. First, it is a colonial legacy, Second, it is a post-colonial necessity. Hence, it is both a blessing and a burden. No doubt English was a foreign language when it touched the shores of India and there was no problem. It then became a ruling language and then also there was no problem. When it was dressed up in the cloak of the associate official language, there were problems galore (Dhanavel). Now we are reaping the harvests and perhaps our future generations will also face the problem. The basic problem is that we don't have a consistent and comprehensive language policy with reference to English.

### **Learning Hazards**

Teachers of English in India have all along been entrusted with the task of teaching English language to students from the primary to the tertiary level for the purpose of internal as well as international communication. Most of us in India learn English from books and from our teachers. Books do not speak and most of the teachers speak English as they speak their mother tongue. Moreover, in our schools and colleges many hours are spent teaching how to write and read in English. But hardly any hour is spent in teaching how to speak it. Thus teaching of English remains largely incomplete. English, being spoken by many people, therefore, does not sound very different from their mother tongue. That defeats one of the most important purposes of learning English.

If you are not understood by your listener even when you speak in English, then your leaning of English has been defeated. You may have heard English spoken by foreigners or by Indians from other states. It is possible that you found parts of their pronunciation strange. Many speakers of English

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from north-eastern states in India pronounce sip and ship in the same way either as (ship) or as (sip). The non-native speaker of English especially the Indian speaker of English, encounters certain problems in articulating certain sounds of standard English. One must have noticed that the Indian Speaker does not have much trouble articulating the vowels of English. She/he mostly confuses between the lengths of the vowels. Ship and sheep, fill and feel are invariably pronounced with a shorter vowel. Instead of differentiating the words by using appropriating length of the vowels, the speaker pronounces the words alike. The Indian speaker of English is unable to articulate the vowels and the diphthongs prove to be troublesome.

In India the vowel (ei) is pronounced as (e:) and there is no movement towards (i)

Take – (teik) in Standard English

(te:k) in Indian English

Even the vowel is pronounced as a long vowel with no movement towards (u) very much like 'O' for example, grow is pronounced as in India, in Standard English

Where consonants are concerned, Indian speakers have trouble with articulation of the fricatives, namely (f, v, θ, s, z, ζ, h),

Many Indians stress a large number of English words differently from British or American English. It has been found that different systems of word stress causes unintelligibility between speakers of English from different countries. It has also been shown that the tempo of speaking adds difficulties in understanding. Two people do not pronounce alike even though they may belong to the same geographical, cultural and social group. But we should try our best to pronounced correctly, which can be intelligible to the audience. We should adopt many measures to eradicate this problem, Such as the following:

1. It is imperative to bring about changes in the English curriculum particularly in the selection of materials which go into the English textbooks. Only then will the teachers be able to perform their tasks in the classroom meaningfully.
2. Teachers should try to find out their drawbacks in dealing with students in language classes.
3. Teachers can organize teacher groups and student groups to discuss the problems of language that they encounter.
4. The Oxford Advanced Learner's Dictionary and Cambridge Advanced Learner's Dictionary should be used by the students as often as possible.
5. They should develop their reading habit.
6. Students should attend English classes regularly, do assignments and participate in several activities.
7. Student should avoid memorizing the answers and start communicating in English.
8. School and college authorities ought to make an effort to appoint teachers who have not only a degree in English but also a good knowledge of the language.
9. English teachers should regularly hone their skills.
10. Teachers should attend training programmes/seminars/crash courses.
11. Audio-visual aids should be used in language classes.
12. Institutions must organize several programmes like debates, group discussions, essay writing, poetry reading, drama, and so on.
13. The Boards of Studies must look into the actual needs and interests of the students while they

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design the English syllabus. They should undertake a monitoring exercise and incorporate the feedback in successive syllabi.

14. The parents have a very important role to play in the English education of their children. They should desist from forcing their children to memorize answers to questions answers to question and should discourage students from using guidebooks at home. They ought to takes real pride in the achievement of their children.

**Conclusion**

Concluding, it can be asserted that the mind never sets in any contours unlike the mind-set. So it is high time we changed our mind-set and began to relook at the learning methods of English from the very elementary stage and took corrective steps at higher institution level to bring about complete overhauling of English teaching and English speaking.

**Department of English,  
SBRM Govt P.G. College  
Nagaur (Raj)**

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