

# Challenges in English Language Teaching and Learning in Andhra Pradesh, India: A Comprehensive Survey

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**Abstract:** *Teaching and learning English is always a hard nut to crack the obtrusive point is the very medium of instruction from LKG to Ph. D is English, the lingua franca of the world. Due to the hundreds of years of colonial rule (from 1765 to 1947), English has become the part and parcel of the curriculum, trade, commerce, technology and law. It is the language of communication for the elite. Even the wide spread of social media and computers being ubiquitous, English, in most of the cases, is for eyes and ears alone but not for mouth and hand. In the days gone by, education was for acquiring knowledge, especially for reading, writing and simple arithmetic. Now, for the majority of students, education is for livelihood or employment which is the Pandora's Box as it necessitates communicative English or at least good enough spoken English. One must be able to give voice to one's feelings, ideas, plans, thoughts and knowledge. The employers look for this faculty in the candidates. This has called for the mushrooming of the private and purely commercial spoken English centres in big towns and cities. On acknowledging the lack of communicating skills in student community, the Andhra Pradesh government converted all its Telugu (mother tongue) medium schools into English medium. Though of the managements of professional colleges are appointing special English faculty to make the students acquire and display good communication skills in English, yet the outcome is not up to the substantial mark. Defects are found in both teaching and learning. This paper focuses on the trends and tendencies, objectives and obstacles related to English teaching and learning.*

**Keywords:** ubiquitous, negative contributions, teaching aids, low proficiency, mother tongue influence, methodology, commitment, three language policy

## 1. Introduction

As a part of three language policy, Telugu, Hindi and English are taught at school level and at Intermediate level, the medium of instruction can be either Telugu or English. The second language is optional and students can choose Either Hindi or Sanskrit. As far as it is understood, Telugu language is taught in AP as it being the Mother Tongue and it is to introduce the literature in that language because it is not taught keeping communication view now that all the students have good spoken skill of Telugu. Hindi, as it is mentioned above, is taught as a part of three language policy. Teaching Hindi doesn't include 'linguistic skills that measure the capacity of students to understand and express themselves, both in written and oral form are poles apart and there is not any kind of detriment to the students if they don't learn Hindi as well as Telugu. The aims and objectives of teaching English are four: (1) to understand spoken English and the student should be able to understand spoken English necessity in ordinary conversation, exchange of greetings, giving and receiving orders and showing directions, listening to lectures, talks, etc. (2) to speak English and a student is required to produce sounds with proper stress and intonation. Speech takes a distinctive position in bearing a language and is the base for all language learning. Thus English is required in schools and colleges to communicate with others. (3) to understand written English and here the students are to be able to understand the written English in books, magazines, newspapers, etc. Recognition of vocabulary of students should be increased to enable them to read English with comprehension. (4) to write English and it is no way less

than speaking. Thus the role of English teachers is very much accountable to students, their parents and institutions.

English can't be ignored in this modern era. It is a global language and has significant impact on the student community in Andhra Pradesh. The Indian Constitution considers English is as one of the languages that have to be used by all state institutions, including universities, colleges, and schools. In fact, English is taught as a compulsory subject in every school or college or university. One can't deny but agree with the fact that English language leads to the improvement of overall performance in educational institutions. English is a part and parcel of the Indian education system. There are more than 1, 000 Indian languages with different dialects. But only 5% of Indians speak them as their mother tongue. Besides, English is considered one of the five national languages along with Hindi, Bengali, Marathi, and Tamil in India. English is also taught as a compulsory subject in all schools and colleges across India, including private ones, and is also used extensively by the students preparing for competitive exams.

And this doesn't mean that students should know English as a proof of their calibre. But they ought to know it as a medium of communication. English has been a part of curriculum since the beginning of the schooling system in India, especially at the primary level. In fact, English is one of the most important languages that students should learn. It is because they are expected to communicate with other countries and they will also be exposed to international culture through it. English is the language of the internet. It has been for a long time and will continue even in future. It may come as a surprise to some, but English is the language

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of science, commerce and technology. All the scientific research is written in English. Only then, the research work is published in journals or books. It's also true that scientific papers are judged on their correctness, and many journals require that a paper should be written in English. English can help one to continue one's education in any foreign countries. Thus English has become flesh and blood of students and employees.

The task of teaching and learning English as a foreign language is not an easy task like teaching Mathematics, Biology etc. Had it been making the students understand and reproduce in the examinations, it would have been different. Here the faculty has to make the students understand English and give voice to what they have learnt or to their thoughts and feelings. What is teaching from a wider point of view? The nature and characteristic of teaching is it is a social and cultural process. It is planned to enable an individual to learn something for his or her life. Teaching is a complete social and technical process, undertaken of the society, for the society and by the society with ever changing social ideas. By and large it is not possible to describe exact and permanent nature or method of teaching as teaching is dynamic. Teaching narrates students about the things they have to know what students can't find out themselves. Communication of knowledge is an essential part of teaching, but making students understand is the focal point. In order to reach this, teaching employs an interactive process and this makes approach lively. Teacher has to build a psychological bridge between him and his students through the interactive process so that the minds in the class are connected with one another. Teaching is not a job, but a profession which requires a special education, especially for the teachers up to high school education in India. This special education and training is essential for the guidance, progression and development of students. Teaching causes change the behaviour of students and it is an art well as science. It is not a passive activity, but a face to face encounter. Besides, teaching is observable, measurable and modifiable and teaching can always be bettered.

When a person transmits information or skills to another person, it is commonly described as the action as teaching. The transmission may mean to share experiences or communicating information, for instance, lecturing. Teaching is regarded as both art and science. As an art, it lays stress on the imaginative and artistic abilities of the teacher or the lecturer in creating a worthwhile situation within the classroom to enable his or her students to learn. As a science, it sheds light on the logical, mechanical, or technical steps to be followed to get an effective achievement of goals. Different educationists embrace different ideas regarding the concept of teaching. For some, teaching is a form interpersonal influence aimed at changing the behaviour potential of another person. For some other, it is a complex social phenomenon as it is greatly influenced by social factors. The social and human factors are dynamic and are never static and therefore teaching is not a fundamental concept. Some hold that teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy usually possesses a positive effect on student learning and it is always possible to modify, develop and improve. Teaching

has four steps: Planning of teaching which includes content analysis, identification and writing of objectives. Organization of teaching indicates the teaching strategies for achieving certain objectives of teaching. Identification of suitable teaching learning strategies for effective communication of content is necessary and the final is managing teaching - learning, through which the focus is on the assessment of the learning objectives with reference to student performance, and this works as feedback to teacher and students.

The characteristics of teaching are as follow: it is as success signifies that learning is implicated in teaching it entails learning and can be defined as an activity which necessarily upholds learning. It is an intentional activity, means, that teaching may not logically imply learning, but it can be anticipated that will result in learning. It is as prescriptive behaviour which denotes action undertaken with the intention of bringing about learning another. Teaching designates a group of activities: training and instructing are primary members and indoctrination. Teaching can be conceptualized as a form of problem - solving and decision - making which has many proportions in common with the work of physicians. It is a professional activity involving the teacher and the students and results in the development of the student. It is what a teacher does with student for focusing on the latter to learn something and it is a system of actions which are varied in form and are related to content and the behaviour of students in situation with the current physical and social conditions. Teaching can be observed, analyzed and assessed through teacher behaviour, student - teacher interaction and the changes brought in the behaviour of the students and it is highly dominated by communication skills. Teaching, in this modern classroom setup, is an interactive procedure carried out for the attainment of some specific and progressive objectives. Lastly, teaching may have various forms like formal and informal teaching, showing or doing descriptive or remedial, formational or informational.

The task of learning is not mere hearing and by - hearing data to reproduce in the examination. It is deeper than memorization of information and recalling it. It is profound and long - lasting; it involves understanding, remembering, analyzing and applying for practical purposes. By learning, one can get critical and creative thinking so that he can transfer knowledge to new and different contexts. Deep and long - lasting learning can change the lives of students. There is a proverb that a teacher is a one who brings light to the eye. Right learning leads to change and that happens as consequence of experience and improves the potentiality of the learners for better performance. As a result of learning, learners come to see concepts, thoughts, ideas or the world differently. It can broaden one's horizon of knowledge. Thus learning is not something done to students, but rather students themselves do it. It is not hearing, but listening attentively. Students have to apply their minds while learning something. Students have significant opportunities to develop and practise intellectual skills or thinking processes like problem solving, scientific inquiry, motor skills, linguistic skills and values which are important in any of their field of study. While learning, students get opportunities to develop interpersonal and social skills and

soft skills which are important for their personal success. It is not enough to listen to the content and leaving the concept of anything. Careful listening should be involved in learning. This form of learning is linked with higher order cognitive processes like intelligence, thinking, reasoning, etc. Through this, students learn right from their childhood.

Concept learning involves the processes of student's total involvement and teacher's commitment to teaching. It is very useful for identifying or recognizing things or matters. With a fine fusion of effective teaching and effective learning can create wonders. A brief analysis of the three language formula: as we know that the New Education Policy 2020 has supported the Three - Language policy in the state of Andhra Pradesh. A look can be had in detail about the three - language formula. The New Education Policy 2020 of the Central Government of India has supported the three - language policy. But the only state Tamil Nadu has rejected the three - language formula in NEP 2020 and says that it will stick to the existing policy of two languages and it didn't want Hindi. As the matter of Hindi was politicized, for the last fifty years, Tamil Nadu has been following two language policy and is able to achieve significant positive social and economic development. The two languages are Tamil and English. The three - language policy requires to serve three purposes namely, accommodating group identity, contributing to national unity by being an inter - state language, and increasing administrative efficiency. In 1968, the three - language formula was implemented across the country, barring Tamil Nadu that adopted a two - language policy as Tamil Nadu state has antipathy to Hindi and it has made it a political issue.

In the G. O. in School Education Rules, 2003 were issued for the implementation of the three language formula. They should be followed from the Academic Year, 2003-04. Study of Languages in Schools was given clarity. In pursuance of three language Formula, the students in the schools shall study the Languages from Class I to Class X as specified as: – (I) Telugu Medium Schools: (a) First Language is from; Classes I to X - Telugu (b) Second Language - Classes VI to X - Hindi (c) Third Language - Classes V to X - English (II) English Medium Schools: (a) First Language: Class I to Class X (i) Telugu in case of the students whose mother tongue is either Telugu or English. (ii) Telugu or any other mother tongue in the case of students whose Mother tongue is other than Telugu or English. (b) Second Language: Classes VI to X (i) Hindi in the case of the students who have taken Telugu as first language. (ii) Telugu in the case of the students who have taken other than Telugu as first language. (c) Third Language. Classes I to X – English.

Andhra Pradesh knows that one of the most commonly used languages in the world is English. The state also understands that its students are lagging behind in acquiring skills in speaking English and so they are losing good job opportunities in job market. In the light of the country having a rich and diverse linguistic legacy, the Indian Constitution has recognised over 22 vernacular languages. However, English is considered the essential skill of modern life and has always been an important part of the Indian

education system. Those who can speak English can get high - ranking jobs and those who do not speak English and can't apply for these jobs. Many people today believe that English is a way to compete with others in the global market, which can be agreed true. But many politicians in India also feel that it is not fair. It is wrong to expect the same capability in English from their citizens while it is not universally taught in all regions, with the same level of competence and educational materials. Of late, some of the states in India have made the medium of instruction is English and Andhra Pradesh also followed the states. All the private educational institutions, both schools and colleges, have already chosen the English medium path and declared it mandatory for the influx.

People speak different languages in different states, with different dialects, and every state eulogizes its state language as the best of all. And some languages still need scripts. Though there is a fusion of modern technologies with the advent of electronic gadgets in educational institutions to teach English effectively, learners in towns and rural areas need this facility. Even in the modern era, the age - old practice of traditional teaching – learning can be seen, and the teachers are reluctant to update themselves in teaching. This glaring lapse is found more in the schools and colleges of the public sector. As a result, students at schools and colleges can get through the English examinations somehow. They must make more efforts to understand the language or communicate with others in it. By and large, the situation is grim, even in engineering colleges in rural and semi - urban areas. The teachers of English have to undergo meticulous English Language Training and employ different strategies to make the students learn and practice English for their future. It needs some grass root level changes in the faculty and the students. Only then there will be successful results in the competitive corporate world today and the unique challenges in teaching and learning it against the core multilingual backdrop.

A report reflects that teachers should have English fluency regardless of their subjects so that they can create English speaking environment in the classes where students feel the necessity to interact with others in English. In some states, the first language can be substituted by the second or the third language, and the vernacular language can be annulled and the same thing is happening in Andhra Pradesh yet, the outcome is not encouraging. Apart from it, there is no opportunity to study engineering and medicine or any post - graduation course in one's mother tongue as the medium of instruction of those courses is English alone. Besides, if one wants to enter the job market, minimum command of English is obligatory. In this way, the commercial angel escalated the importance of English in India as well as in Andhra Pradesh. The teachers in their 30s, 40s and 50s still embrace traditional teaching in their classrooms where the teacher is an active giver, and the students are the passive recipients, especially in government schools and colleges. This way of teaching nullifies students' interest in English and gives them no scope to learn it. As a result, students need help from outside to acquire and use their English language knowledge in real - time practice. Therefore English Language Training is felt necessary for teachers, but it still needs to be done en masse.



In Andhra Pradesh, except the children born to elite class people, the majority children start learning English in school from a very young age. At present, they start learning English from the very first standard, but some decades ago, English was introduced in sixth class. Nowadays, children learn nursery rhymes and songs in both Telugu and English at nursery and weekly extra lessons. But in private schools, they focus more on rhymes in English alone. The problem is that most of the students at elementary level just learn more words and spend their time solely focusing on their vocabulary and spellings. In some cases, they are asked to by heart and write words and sentences. The horrible thing is teachers from schools and lecturers from colleges, ask the students to read silently. Now, it is felt indispensable to let some light be thrown on the merits of reading English aloud and demerits of reading English silently. When one reads English aloud, one can get to hear one's own voice and understand the para - verbal sounds like, the tone, pitch, and rhythm of voice. When the mind is not habituated to listen to one's own voice, one hesitates to speak in English.

The other benefit is one can make out how one's pronunciation or articulation of words and this leads one to improve one's English speaking. This reading aloud can make one's mind function three things at the same time of reading. They are reading, understanding and speaking. Lastly this helps one to think in English and be confident while speaking in English with others. These multiple advantages are taken away from students by asking them to read silently. But there are some benefits of reading silently, they are one can improve one's reading speed and one can't disturb others. It is helpful if one is preparing for any competitive examination. One can read fast and acquire more knowledge in comparatively less time. It can improve interpretation skills if one has already had speaking skills. However if one is a beginner to learn and improve one's speaking skills in English, reading aloud is very much preferable and if one has to improve one's interpretation skills, cover more content and not to disturb others, reading silently is preferable. The last point is if one is reading for fun and relaxation, then silent reading is better. It improves speed, absorb more concepts and one can determine the meaning of new words from the surrounding contextual clues.

English is now an integral and a part and parcel of the school and college curriculum. The study of classroom processes can be characterized by the material and human resources. Besides continuous interaction which leads to differences in the overall school outcomes. Classroom processes refer to all activities of the teacher such as speaking, listening, writing and making questions and asking questions etc. which a teacher undertakes in a classroom with the objective of transmitting linguistic skills to students. Teacher and student engagement is crucial and critical in the classroom because it has the power to define the process which is involved. The curricular inputs are through the prescribed curriculum, textbooks and workbooks or practice books. But learning is also influenced by the ways in which the curriculum inputs are transacted and the classroom conditions in which the curriculum transaction takes place. Thus, every school ought to create its own unique

environment for teaching and learning English in the classrooms.

The District Educational Officers visited a number of schools, within their jurisdictions, with their teams in order to find out how English was being taught in the classrooms. The visiting teams visited the schools located in rural areas especially. They observed the procedures and conceptions within the classroom. Interviews and discussions were held with teachers, students, and their parents apart from observing the ways of teaching. Photographs of the classrooms were also taken. Quite often the visiting team members and the DEOs interacted with teachers and students both in English and in local language to get the feedback. In this study, classrooms were observed to gather information on different aspects of classroom processes, classroom transaction, teacher - pupil interaction, children's participation etc. Though English is the medium of instruction in Andhra Pradesh, yet one could find teachers using Telugu in giving simple classroom instructions. The astonishing fact was the language generally used for teaching English is the vernacular language with the native dialect. When asked as to why they did not use English any time in the entire period they said that children could not understand the contents if they were taught in English and thus the use of mother tongue were necessary.

If a word or a phrase is translated, it's all right, but the whole lesson is just translated, the spirit behind the medium of English will die its natural death. When viewed retrospectively, it can be said that for the last three decades, parents and their children have become very particular about speaking English. That consciousness has permeated into rural areas too. The parents are worried if their children are not able to speak English. But the student community is often reluctant to speak English, even in engineering colleges, because of some irrational fear of English. This fear can be dispelled quickly and easily at the primary and high school levels, but the teachers in public sector schools, in particular, do not do it. The teachers in the private sector are under great pressure of their managements and the parents. But the problem is they don't have good speaking skills in English and the teachers who teach English; don't know the right approach to the language. Most of them need to learn how to make the students speak English with clear minds without getting confused. It is because the teachers have yet to undergo any English Language Training with their learning zeal. If it is the case of English teachers in both the public sector and private sector, the other subject teachers, as it is already shown that they are great translators, especially those in the public sector institutes, will be alert in teaching their subjects properly. Now what they do is just reading out, with their bad pronunciation from the text and would translate it into the vernacular language. All the teachers except those working in some reputed private schools tread the same path.

Mother tongue influence and its impact on spoken English are statistically significant. English language is appreciated very much in the Indian society, with a lot of status being affiliated to the language. A lot of time and energy is dedicated to teach or learn English in the English medium Indian schools. Despite this, not much attention is given to

enhance the speaking skills in the average Andhra Pradesh classrooms. A survey says that many teachers of English don't know the difference between 'Man is a teacher and the man is a teacher.' The comment seems to be derogatory, but it is true. A teaching faculty, who studied from LKG to Ph. D in English medium, can't introduce himself in chaste English. He makes very blunder mistakes while teaching. What communicative English his students can learn from him in the classrooms? Thus, it is wrong to think that the learner will pick up the skill from general classroom activities and instructions over a period of time. As a result, the learners are not able to develop this skill and hence they lack confidence while conversing in English. To further this, the articulation of individual sounds while teaching English language pronunciation is not given much importance either. They pronounce the letter 'h' in 'honest, honourable, hour, vehicle' and pronounce the 'b' in 'dumb, plumb, crumb, thumb, numb, succumb, lamb, limb, climb, tomb, comb, bomb, womb and cupboard.' As is the teacher, so are the students. The importance of pronunciation in communication in English can't be denied and in fact it is as important as grammar and vocabulary. It has been realised that activities in digital English language labs, not only help eliminate the mother tongue influence, but also hasten the acquisition of the target language. Digital language labs equipped with projectors, computers with Internet, collar mikes etc, facility allow learners to listen to correct pronunciation of a word and the check their own learning during the practise session.

On the other hand, the demand for communicative English is looming large with the enlargement of corporate industry, which offers jobs with good packages. Service sector augmented the need of spoken English. The teachers at primary and high schools don't inculcate the habit of speaking in English when the students have open minds as far as making them speak English. In Intermediate, the managements and the faculty concentrate on group subjects and pay no attention to interactive English. After that, students join either degree or professional colleges. By then they have closed minds. It is well - known that open - minded people are more curious about learning what they don't know. They are not angry when someone causes discomfort in their studies and they don't feel fear to face the class. The open - minded people understand that there is always a possibility that they might be wrong. This inculcates learning and improving attitude and they don't like to miss anything which is useful for them. This leads them to learn a lot from their mistakes. On the other hand, closed - minded people don't want their ideas or their abilities challenged. They feel fear and anxiety to speak in the language to which they have just dabbled. They are typically frustrated if other people know their ignorance. They feel bad about getting something wrong and are more interested in being proven right than in asking questions and learning others' perspectives or getting their doubts clarified. They simply hide their doubts. Doubt clarification is very important in learning and so someone said that people ought to worship doubts.

Doubts help learners recognize areas where they need more information and encourage them to seek clarification. When they get their doubts clarified, they deepen their

understanding and are better equipped to tackle challenges. So, when there are doubts, they should not be afraid to speak up and seek clarification. Plus, asking questions is an opportunity to engage with others and learn something new. And who knows, maybe one's doubts will spark a great discussion or lead them down an unexpected path of learning. It's the key to success in the academic journey! In communication, clarification involves offering back to the speaker the essential meaning, as understood by the listeners, of what they have just said. Thus checking that the listener's understanding is correct and clarifying any areas of confusion or misunderstanding is possible.

Doubt clarification is important in many situations especially when what is being communicated is difficult in some way or the other. Communication can be 'difficult' for many reasons, perhaps sensitive emotions are being discussed - or one is listening to some complex information or following instructions. Clarifying can involve asking questions. A listener can ask questions for clarification when he or she cannot make sense of the speaker's presentation. Sometimes, the messages that a speaker is attempting to send can be highly complex, involving many different people, issues, places or times. Open - minded students, if the teachers give them opportunity, ask their doubts. This is one of the best things to learn English language. This doubt clarification has to be encouraged from the very beginning of the school days by the teachers. But the teachers in government schools nullify it as they don't have patience. They are a kind of bored generation. Through clarification it is possible for the teacher and the students to make sense of these often confused and complex issues. Clarifying involves genuineness on the student's part and it shows speakers that the listener is interested in them and in what they have to say.

Asking and solving doubts has twin benefits: on the one hand, it clarifies a concept for the students, and on the other hand, it helps the teacher assess the level of understanding the student of the concept. This feedback loop builds a better teacher - student collaboration, in which the teacher is in a better position to gauge the student's conceptual understanding and his language. When more and more students ask doubts, a teacher will have enough touch points to collect information on how she or he is progressing in a lesson and how future lessons can be organised better to make her or his teaching more effective. At primary level, students are inquisitive by nature. A report says that an average preschooler asks up to 300 questions a day. They tend to ask many questions if the teachers give them opportunities. They follow the same way in the matter of learning English. However, children tend to lose this curious streak over the years if they grow up in an environment that discourages questioning. In due course, many children start abstaining from asking questions and they remain passive recipients in classrooms. This is nothing but damaging to a child's natural learning process, especially in academic setting. It is the bounden duty of teachers to encourage students to ask doubts and it is equally important to clarify their doubts in the most comprehensive method. Doubt - solving enables students to have deeper learning leading to academic excellence.

Curiosity can propel the language learner to fluency. As one learns English, one will soon collect a mountain of questions. 'am, is, are, was, were, will, would, shall, should, can, could, may, might, have, has, had, do, does, did'. . . . all these enshroud one's mind. But there is a crystal clear way to use them in sentences correctly. Don't sit on your doubts, doubt piles on another doubt. One ought to be curious to resolve them. If one is enrolled in a course, one has to ask his or her teacher, it's what they're there for, after all. It is their duty to clear the doubts of students. But if one is learning alone, nothing to be worried. Consult online websites to find answers. There are manifold English language websites; the other learners can be consulted. Two heads are always better than one. Once one finds the way, then the sky will be one's limit. When one starts to feel like one is not making ground; which happens to all learners at beginning stage or at some point. But the learners should not say and must not say, 'I can't speak English' or 'I can never get this language.' This is nothing but self - hypnotizing in a negative way. In fact, one ought to ban those words and phrases from one's vocabulary or from the dictionary of one's mind. The words and phrases only blur one's understanding of the progress one is making. The learners must convince their minds that their dreams of speaking English will be realized because they are possible. Instead, they have to say 'I am learning English and making improvements every day' and this is self - hypnotizing positively. However, it may not be always easy, but it is worth it, they should think 'I am so much better now than I was six months ago,' and this is optimism. The learners must not expect everything from the faculty, the learning is only one percent, the remaining is to practice and perform.

Many factors necessitate reading, writing and speaking English. The medium of higher education across the country is English. The next thing is to be successful in job market, English spoken and written skills are mandatory. In addition to that, there are scientific and technological innovations opening doors to different worlds with better packages. The paradoxical thing here in Andhra Pradesh is the students are well aware of the importance of speaking skill in English, and they would like to get that ability, but they want it without trying to speak English. It is like attempting to make an omelette without an egg. Then the sixty four thousand dollars question is what prevents them from speaking English? The answer is as simple as ABC; they are scared to speak it. Any language becomes tougher with the growing age. The miserable thing is the teachers in many engineering colleges teach their subjects in English, but when they have to interact with the students, they simply switch to the vernacular language, the mother tongue. Why.... ?.... because the teaching faculty seldom know functional or communicative English. It is like a situation where a person who knows nothing about something gets advice and help from someone who knows almost nothing about it. The outcome is English remains 'an unattainable haven' because it is like a blind man leading another blind man.

When the students complete their degrees or masters, the search for jobs will begin. Besides, their parents would start enquiring about the results of the interviews. As a result, the young men and women find out what they were lagging, it is the spoken ability in English. Then the search will begin, it

is for spoken English centres because they have to learn English willy - nilly. On account of the growing demand for spoken English, there has been a mushroom growth of English Language Teaching Institutes, in the name of Spoken English Centres or Institutes. They are all run by private people in almost all the towns, and no city is found without them. When these centres are visited, awesome truth is found that most of the Spoken English Centres in towns plunder the hard - earned money from the aspiring students, it means from their parents. Are the courses are cost effective? The answer is negative. Of course, there can be an exception to some reputed Spoken English Institutes in cities. But in the remaining institutes, especially in towns, the teaching faculty teaches pure English grammar as such. It is like a belt running on two pulleys; there is motion but no progression. The rules and regulations of English grammar would further scare the learners. It is undoubtedly like adding fuel to the fire.

It is time to have a look at grammar and its role in English language. Grammar is all about the sound, structure, and substantial system of language. People who speak any native language are able to communicate because they intuitively know the grammar system of that language without studying grammar. What they have done is listening and imitating it. In Andhra Pradesh, uneducated people speak Telugu knowing nothing about Telugu grammar because they were born and brought up in Telugu speaking environment. When it comes to English, there is seldom English speaking environment for the students in Andhra Pradesh. So the role of grammar in English speaking can't be overstated in the state. It plays a crucial role in conveying message, ensuring clarity and accuracy, and facilitating effective communication. Learning at least fundamentals in grammar as English is a foreign language and it is essential for personal growth, professional development, and global communication. By following the rules of grammar and by avoiding broken English, speakers can convey their ideas accurately and build credibility. Improving grammar requires dedication, willingness to learn and practice. Reading, listening, writing, learning and applying grammar rules, getting guidance, and practicing speaking are prominent ways to improve the quality in English speaking.

The remarkable point is while grammar is important; it is not the only factor that contributes to effective communication skills in English. Fluency, pronunciation, body language and intonation are also important aspects of speaking English because it is not just communication, but effective communication that counts. Fluency is all about the ability speaking English smoothly and without hesitation. Some people misconceive and think that fluency is speaking fast, but it is totally wrong; one can follow one's own comfortable speed while speaking. Pronunciation is the ability to pronounce words correctly, while intonation is the rise and fall of the voice and stressing the content words while speaking. Grammar is indeed an essential component of English speaking, but it is just to know the nature of language. One may be very good at English grammar, but the person may be very poor in communicative English. To be an effective communicator in English, learners should also focus on improving their vocabulary, sentence construction, pronunciation, and intonation. By mastering



these domains of the language, learners can communicate their different ideas effectively and confidently. Learning and remembering are different from putting them in use while speaking and writing. There is another thing that one may be a good writer, but he or she might be a poor speaker. Moreover, the language learners should also focus on developing their listening, reading, and writing skills, in addition to their speaking skills. The role of grammar in English speaking is critical, and it cannot be ignored, but the learner has to speak, speak and speak to become a good speaker. No one speaks grammar, he or she speaks language, and it should be remembered.

It is already stated that the grammar of any language, is to find out the nature of that particular language. The upfront statement is grammar is ingredients but they can't become food; they must be used in specific quantities to make food and the taste of it depends on the skill and talent of the cook. Meanwhile, colleges and universities often conduct different fests; seminars, and workshops and only capable students would attend them and interchange their knowledge and improve their communication abilities. Majority of the students in engineering and degree colleges desist the programmes and the glaring reason is lack of confidence in their ability in spoken English. That's why it can be said that only a tiny part of the purpose of teaching English is being served. But, at the same time, there are a lot of books, as both hard and soft copies, and online videos available to improve one's verbal ability and the structural approaches. Structural familiarity is very much important for a student who wants to improve his or her speaking ability in English. It is a technique in which the learner masters the patterns of sentences, no matter whether they are simple or complex or compound sentences. Structures are the different arrangements or setting and resetting of words in an accepted style so that they can convey the meanings the speaker or writer tends to. It includes various modes in which clauses, phrases or words might be used. Language can be learnt best through a systematic selection and placing of the structures or patterns of sentences and right vocabulary.

The structural approaches in English which are all just a click away from the learners are not the alpha and omega. And so the problem of speaking English continues because the simple principle is that if one wants to speak English, one has to speak it and there is no other go. One can't learn it by being a silent spectator all the time. There is a saying, 'If one doesn't follow what one wants, one will never have it.' The dissemination of English worldwide happened because of the British rule centuries ago. At last, the British left all the countries and confined themselves to their county now and, the Sun has set on the British Empire. However, English remained in all the countries and has become the global language now. Some people call it linguistic imperialism or language imperialism. It means the imposition of a dominant language on other people. This imposition was considered to be a sign of power in those days. Thus English reached the nook and corner of the world. It has taken firm roots with the growth of science and technology. It is no eulogy that English is everyone's language at present. Fear is the worst enemy of man, especially the irrational fear. From the stand point of

speaking English, it is the fear of making mistakes. Everyone makes mistakes while learning anything, no matter whether it language or anything. That is very common. If someone says, 'I have never fallen from a bicycle,' it can be understood that he doesn't know how to ride a bicycle.

Thus fear of making mistakes forbids learners from speaking English. If the English teachers at elementary or high school level are committed, they can easily dispel the irrational fear and the students will become good communicators in English. Here the problem is almost all the English teachers in public sector, are just translators and they don't play their role honestly. They seldom know the difference between a subject teacher and an English language teacher. In the schools of private sector, the managements are not visionaries, they consider everything through profit and loss and they are satisfied with a kind of parrot talk in English. Only a few schools have English language labs and the managements are very particular about English language. Now many establish educational institutes just to make money. This commercial angle has engulfed education sector in Andhra Pradesh. The parents join their children in English medium institutions and wash their hands off. Among these, English language is a world away from the learners. As a matter of fact, once one knows the nature of English, one can understand that it is the most straightforward language in the world. Once there was an aversion towards English, especially in Northern India. Now, everything has been changed, and the present generation has understood that English is not just a lingua franca, but a language of global necessity and a launching pad to reach better heights in life. Meanwhile, there are sea changes in the academic syllabus and the education system. Education is linked to livelihood. The government at the centre and governments at the states adopted changes in the education design, including English Language Training. There is a proverb, 'One teaches, and many learn.' This is one side of the coin; the other side is the attitudes of teachers and learners should be changed.

It is found out that teaching speaking is very important part in foreign language learning. Teachers have to create English speaking environment because students can hardly have such environment in Andhra Pradesh, no matter whether it is urban or rural or semi - urban area. The teachers have to create language - rich environment in English language classroom. There is one practical and pretty easy - to - implement strategy the English teachers or lecturers can put into use right away. It is to create a safe, supportive and encouraging environment to talk and all the students can get engaged in the speaking activities like: small discussions and debates, short story telling, role - plays, mock interviews, story development, story completion, reporting, incident narration, picture description, situational conversation etc. These activities can dispel the fear of the learners. The faculty should know that no one speaks to their students in English. It is one of the major obstacles in making them speak English. The only ray of hope is the classrooms in the educational institutions. It is strongly felt that the need of the hour is the right kind of education, whether language learning or teaching, demands elaborate and careful plan with the utmost regularity, continuity, consistency, and stability. Above all, there

should be a high commitment in teachers and students with learning and practicing attitude. Teachers ought to realize that teaching is a complex and dynamic activity. It is said that a teacher is a lifelong student. They play a substantial role in the lives of students.

Of late, several technologies have been integrated into English teaching to make classrooms more effective and impressive. During all these years, there have been several approaches, methods, theories, and techniques to impart English language skills. Though there are diverse ways and means of teaching and learning, the English language continues to be elusive in Andhra Pradesh, especially in a multilingual country like India. For the benefit of contemporary learners and posterity, specific challenges must be identified, which in turn need to be addressed through selective strategies by English teachers. By the demands of the current generation, through distinct modes, teaching would be made the most exciting experience both for the teacher and the taught. Education should never become boring and routine; teaching English should be student - centred. Every student should be allowed to converse in English. Undoubtedly there is a sea of differences among the students who opt for different instruction mediums where possible. In such cases, the teachers can only employ approaches depending on the learning capabilities of students and their social backgrounds. Therefore the teachers must be attentive in observing all the students to understand their levels of linguistic acquisition.

It is necessary to take due cognizance of specific issues relevant to the prevailing and challenging situations in the classrooms, and teachers and lecturers need some special training and retraining. Language and literature should be connected; it means reading and telling stories and discussions on them as well. This can work very well at the primary and high school levels. Teachers must find out the students who are interested in learning English and make them participate in English learning activities so that other passive students would also get encouraged on seeing their peers performing. The management or the heads of the institutions should oversee how English teaching is going on. All the institutes from KG to PG must have state - of - the - art English language laboratories with sophisticated electrical and electronic gadgets and software applications, which can pave the way to technology - based English language learning. The English teachers should realize that the English language learners in India, unlike their counterparts in Western countries, can't have English speaking surroundings everywhere as people speak the local languages and the only place where they have access to English is in their classrooms alone. Therefore the classes should be productive and effective. English language teaching can be taken to a respectable level with classroom activities like situational conversation, questions, and answers, reading aloud, writing on hearing voice, expanding clues, quizzes on grammar, vocabulary, pronunciation, listening, speaking, reading, spelling, writing, answering questions, quizzes, etc.

Teachers should never criticize the learners by showing their mistakes. One, who can't make a mistake, can't do anything.

The learners should understand that the beginning of anything is difficult and fear of speaking English is the worst enemy. It is found that most school and college leavers have very poor English, particularly in their spoken skills. On the contrary, the state government and parents spend a lot of money on the students. For example the state government has spent Rs.53, 000 crores (530 million) on education during the last three years. It is a heavy amount for a newly formed state like Andhra Pradesh. Yet, the outcome is pitiable. The reasons for this poor outcome are, there are large classes, lack of teaching aids, teachers' low proficiency in English, teachers' limited experience in communicative language teaching, lack of focus on oral communicative English, lack of interest in teachers, teaching is a just a source of income for more than ninety percent of them, use of mother tongue in classrooms, lack of commitment in English teachers, very low motivation for students and interference between English and Telugu, lack of programmes in English speaking environment, lack of participation and response and above all futile skill orientation, and lack of communicative or interactive English teaching. The English teachers should understand that English is not a subject, but a language and the primary purpose or function of the language is to facilitate communication, in the meaning of transmission of information from one to another.

## 2. Remedial Measures

Challenges before the English language teachers in Andhra Pradesh are enormous. It becomes more challenging and demanding in rural areas because in such areas it is the teacher who is the model and at whom a student looks for all the learning needs. They should be able to cater to the practical needs of learners, to make them competent enough to interact with one another by dispelling the fear of speaking. Building a rapport with the class, an assuring smile and greeting from a teacher to the students, helps them bond with the teacher instantly. When the students connect with the teacher, they will find learning the language much easier. Place of communicative English in their lives should be defined. The teacher should make the students able to understand English when it is spoken and it is to enable the students to speak, read and write in English. Grammar translation method should be annulled. Teacher should find some ways and means to help students enjoy the language activities and build their confidence. The teachers should use English as a medium of expression and motivate the students to think in English. The teachers have to create opportunities for students to use English in meaningful, realistic and relevant situations. Their role is immense in rural areas as the students have only a teacher to imitate and learn from. Teachers' responsibility is not only to take care of the average and above average students but also to take care of the below average and slow learners. Good teachers are those who handle classes keeping all the students view. Teachers' individual attention will solve many problems, which arise while taking class. An English teacher has to encourage the students to talk only in English in the classrooms. This act makes feel the need to interact in English. Teachers should motivate students in participative learning. This will eliminate all the stumbling blocks between English and the students. Teaching speaking



English is not a one - way process and it is a multiple process. The last remedy is conducting written exam for 50 marks and 50 marks for oral exam which will be conducted by a teacher or a lecturer from other school or college. This oral exam can be honest and challenging as it is to test the learner's communication skills.

### 3. Conclusion

Among the four skills of English, speaking plays a pivotal role in achieving competence in the language, especially when it stands for communication. Due to the strong impact of mother tongue, the students, particularly from rural areas don't feel the necessity to try to speak English. Though some teachers are particular about teaching speaking English, most students pay less attention and it is out of ignorance or fear factor. Even the students in engineering colleges feel some miracle will happen and some company will hire them and so they indifferent to English. But it is mere illusion. The number of students who have mugged up English grammar is more than the number of those who have actually understood it and the system of education focuses more on students' marks rather than how much the students have really learned to apply English in real life situations. This is the reason why students fail to form sentences or how to speak. The influence of the mother tongue is deep - rooted in everyone who learns or teaches English, no matter what the medium is. The teaching of English in Andhra Pradesh is not in accordance with the aim of speaking it. Many times, neither the teacher nor the student is acquainted with acceptable English. Most of the teachers want that his students should pass the examination. The quality of a good teacher is to recognize the problems and create the best ever environment for the students and encourage them to learn, to write and to speak, but such quality in the teachers is low. The policy makers have to bridge the urban - rural divide in teaching of English and the curriculum should be more activity or interactive based. The English teachers have to employ innovative strategies in the classrooms and they should upgrade themselves to meet the problems of the learners.

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