



# International Journal of Allied Practice, Research and Review

Website: [www.ijaprr.com](http://www.ijaprr.com) (ISSN 2350-1294)

## Problems and Challenges of Female Teachers in Degree Colleges

Ms. Geetha N

Research Scholar JJT, University, Jhunjhunu, Rajasthan

*Abstract* - English is regarded as the global language for various reasons. Today it is not only communicative language of India but also the most sought language of the people. It is not just a library language or the language of select people; it has now become the language of employment and empowerment. English has acquired the status of the most favourite language of common man for it brings bread and butter. Accordingly, our teaching objectives are also changing. Once, English was taught in the schools as second language because it is the language of our colonizers and it played a link language.

Teaching of English in India suffers serious drawbacks. The courses and methods are unconnected to the specific academic and professional needs of the students. The teaching staffs are ill equipped and even resistant to the new tasks, yet this is an area which deserves top priority at the hands of the Government and planners of degree education, because teaching of English has a direct bearing on India's modernisation and progress.

This paper tries to point out the problems and challenges of Female teachers teaching English in UG classrooms and attempts to find the likely and possible solutions for the same.

*Keywords* - English, Communicative Language, Teaching objectives, Degree Education, Female Teachers.

### I. Introduction

English teaching in India has undergone many changes over the years. Though teaching of grammar remained traditional and unchanging, teaching of pronunciation changed tremendously as the technology developed and advances are made. When we look at the history of English language teaching in India, we find more interesting facts about the teaching of pronunciation. Teaching English to the under graduate students is not an easy job. The female teachers of English have been struggling hard to teach English at Degree Colleges effectively, particularly teaching of pronunciation in South Karnataka is itself a big task. The English teacher has to face peculiar problems during course of teaching.

Teaching a text is easy but to make students to take part in it, to take interest in it and to make them involve in all the activities of learning is a challenging task for female English teachers. In spite of the number of interesting experiments, teaching English to learners of vernacular medium background (kannada in my context) has remained an intricate issue. Degree students from vernacular medium background face a number of peculiar problems such as dearth of vocabulary, inappropriate use of structures and lack of confidence in expressions, as a result of which classroom teaching of English fails to achieve the desired efficiency.

Students are also facing the problems while uttering sentences. The strong and weak forms are not differentiated properly. Sometimes their pronunciation provides different meanings. For e.g. we observe that /h/ is pronounced as /a/ and /hi/ is pronounced as /i/. Often the female English teachers in a degree classroom erroneously assume that students know basic English language and grammar. This assumption overshadows the competency of the teacher and creates a gap resulting in a sense of incompleteness both on the part of the learner and the female teacher. Language teaching becomes a challenge, because the female teacher has to look beyond the textual lessons and device newer contexts for teaching the required skills. The other subjects in the degree curriculum have a specific content or subject matter, while language does not have a specific content to be mastered directly.

Lack of attention in the class, adopting easy – go methods for success, not taking much in pains in note-making, writing assignments, absenteeism, illegible handwriting, worrying much on grammar, rather than making an effort to read and understand English are few other problems in the classroom which the female language teacher has to face. English language learning has become very difficult because the absence of definite language teaching or learning module.

The students who join UG colleges are below average or poor in English. Majority of them do not have minimum vocabulary. More over English is being learnt in the alien culture and thus cultural differences discourage them to learn. Most of them are unable to write the spelling of the word “rice”. This is because of the way that they have been taught and learnt in their previous classrooms. This proves to be the greatest hindrance to the female teachers teaching English in Degree classes. This is a hindrance in the students learning process of English.

The UG students from rural colleges represent different classes and castes. Many classes and castes are not yet opened up to education or they have just started entering the UG classrooms. There the students find different but dissimilar atmosphere both at home and in the classroom. Most of the students suffer from hesitation in their pronunciations or in their communication skills. Atmosphere at home largely influences the language learning ability of the learner. In UG Classrooms English language learning has become very difficult of the female English teachers because of the absence of definite language teaching or learning segment. The diversity of Indian languages poses the problem of finding a common medium of communication between different language communities in India.

## **II. Suggestions**

The female English teacher has to devise ways of keeping the students’ interests alive. The female teacher has to mentally make a note of those students who are not up to the expectations in English in spite of being good in other subject and go deeper to understand where the fault of the student lies. The female teacher should be made to generate interest and motivation which are very influential on student learning. Texts laid in the native culture which help the learners to be in touch with their own heritage should be selected. More opportunities for classroom practices should be provided. The curriculum should lay emphasis on language rather than literature in the compulsory English papers. Workshops on preparation of question papers, on evaluation are to be arranged.

Students should be given plenty of opportunities to question, discuss and to express their views, ideas and thoughts. The students should be given importance to liberty of thought, expression and licences from known and unknown. This will help the students to get more confidence. The student will educate himself by thinking what is right and what is wrong. The female teacher also becomes a learner besides being a facilitator. A balance should be brought between communicative aspect and contemporary literary component is better for learning-teaching.

The focus from traditional method of teaching to the need based teaching in the classroom. The use of English is more important than the knowledge of English. The colleges need to focus on communicative English. Texts should be prepared according to the changing requirements of job market and prepare the students to face its challenges. Female English teachers have to create reading habits among our students. Language teaching always begins with the spoken language. So texts should first be taught orally and then it should be presented in written form. More opportunities must be given to students to speak; they should not be allowed to sit passively in a class. An interactive learning process must be implemented.

The female English teachers while teaching should not try to be perfectionists. They should first try to teach Indian English. Indian Writings in English and translated works of Indian languages are preferable. George Bernard Shaw's article "Spoken English and Broken English" is there to substantiate my statement. The female English language teacher sometimes has to go beyond the realms of the syllabus prescribed because syllabus is only for examinations, but the improvement in the English language is for furthering the student's personality and equip him to face the world with its challenges. It is important that a female teacher's technical skill of managing a classroom is enhanced for greater effectiveness. Thus the role of a female English teacher is not just as a guide, motivator and evaluator but also as a facilitator.

Today English language education is a powerful agent of social change. It unlocks the door to modernisation. It also paves a sure road to economic modernisation and progress. English educational backwardness is a distinct gender dimension. An education system should provide a new culture of work ethos and an array of young talented, skilled and well equipped degree students who will be able to shoulder developmental responsibilities. It should make an individual better suited to the needs of the ever changing dynamic world. The structuring of English syllabus in the educational system should also contribute to reduce the social gaps by enabling proper recognition to whatever extent a student is able to pursue a skill. At this juncture it is pertinent to quote Prof. Haribon of Princeton University. He rightly observes that "Human resources constitute the ultimate basis for wealth of Nations. Clearly a country which is unable to develop the skills and knowledge of its people and to utilise them efficiently in the national economy, will be unable to develop anything else".(p.56)

The female English teacher is therefore a platform performer, her technical skill to perform in the classroom would be of paramount importance for her success in not only passing on information to her wards but also in developing necessary competence in them. From this point of view, the technology of teaching ought to get updated to suit the needs of the degree students of the day. Teacher empowerment alone can guarantee innovations. If we need quality we female teachers have to innovate. The sooner we try the better.

### III. References

1. Anderson V Paul, Technical Communication – A Reader-Centred Approach, Singapore, Thomson Asia Pte. Ltd. 2003.
2. Arthur Asa Berger, Improving Writing Skills, Newbury Park, California, USA. New Delhi, India –Sage Publications. 1993.
3. Government of India, Planning Commission, Draft X Five Year Plan, 2002. (Vol.2.P.P)

4. John Ellison Kahn, Reader's Digest –How to Write and Speak Better, Hong Kong. USA. 2002.
5. Richards C. Jack & Rodgers S. Theodore, Approaches and Methods in Language Teaching. Cambridge, Cambridge University Press. 2002.
6. Thomas J Peters and Robert H. Waterman. Jr. In Search of Excellence, NewYork. Harper and Row. 1982.

Website Consulted:

1. [www.commnet.edu](http://www.commnet.edu)
2. [www.cba.neu.edu](http://www.cba.neu.edu)
3. [www.nlm.nic.in](http://www.nlm.nic.in)

