



ENHANCING QUALITY OF ENGLISH TEACHING

M. P. Tripathi, Ph. D.

R. R. P. G. College, Amethi (U. P.)

Abstract

“We need quality education which depends on the quality of teaching and learning. Improvement in teaching quality is one of the most important issues in all disciplines of the studies. For this learned, skilled, dedicated, oriented, self- motivated and committed teachers are needed who would be able to transform the classroom into a wonder-room (wonderful place for learning). Teaching quality can also be upgraded through peer review of teaching, involvement of peers in learning (Collaborative Learning) and feedback given by students. The practice of appointing a Supervisor for a new teacher as in the United States should be implemented in India. Opportunities must be provided to the teachers to participate in in-service training programmes. Quality is never an accident, it is to be practiced. Teachers, policy makers, Universities and the Governments would take active steps for enhancing quality in teaching. This paper attempts at making some suggestions for enriching the quality of teaching, particularly in English and of all subjects in general”.

Key points: *Language of Opportunities, Acquisition Poor Environment, Collaborative Learning, Peer review of Teaching.*



[Scholarly Research Journal's](http://www.srjis.com) is licensed Based on a work at www.srjis.com

Teachers play a vital role of friend, philosopher, facilitator and guide for the students in educational system, and their place has remained unchallenged even after scientific and technological innovations as well as drastic societal socio-economic advancements. According to **Russell**, “teachers are the guardians and fosters of civilization”. Teachers refine the curriculum and they interpret and transform it in a way that makes learning enjoyable for the learners (Joyful Learning). It is what the teachers think and do at different levels of refining the teaching-learning process that determines what learners do in the classrooms and in their daily lives for their behavioural modification. Education is the process of behaviour modification. **Hargreaves and Fullan** believe, “The teacher is the ultimate human resource to educational changes according to the needs of the societal changes and advancements”.

GLOBAL STATUS OF ENGLISH:

The twentieth century has seen the establishment of English as the Global language and the Link language. In the present century too English is considered to be ‘the Language

of Opportunities' and 'the Link Language'. It is one of the best tools for success. Thus, achieving mastery over English has become the need of the times. Mastery does not mean the mastery on cognitive field or the Concept Mastery only but it includes the mastery on effective communication (spoken and written) and fluency skills. Now, students are aware of the fact that their competence in English would enable them to confidently enter into the mainstream of the global society. In the Indian context students learn English in Acquisition Poor Environment (APE). In India, it is observed that in spite of learning English for several years, students do not possess good linguistic competences to understand, write, communicate and speak fluently.

CAUSES OF INEFFECTIVE LEARNING OF ENGLISH:

Teaching is a noble and complex profession. Good and appropriate teaching can only result into effective learning. Several spoken English classes mushrooming in different corners of India are a proof of the fact that appropriate and adequate learning of English does not take place in Indian universities, schools and colleges. There seems to be a lot of teaching of English, but less of learning and practicing. There are several factors responsible for students' poor learning and understanding of English. The major factors responsible for this are Acquisition Poor Environment, teachers' inefficiency both cognitively and pedagogically, improper interaction, disorientation of public towards English language, cultural lag, lack of training for teachers and no or inappropriate language labs in schools, colleges and universities.

QUALITY IN ENGLISH TEACHING:

American Commission on Teacher Education comments, "The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends upon the quality of their education. The quality of their education depends upon the quality of their teachers". William Foster believes, "Quality in education is never an accident. It is always the result of the great planning, high intention, sincere efforts, intelligent direction and skilful execution". It is a fact that most of the teachers are not provided with intelligent direction and training. Few teachers may be born to teach, but in general many persons having aptitude to teach can be trained to learn to teach like born teachers. Whereas, the teachers are a neglected lot as far as their professional development and enhancement is concerned. A teacher teaching at undergraduate and postgraduate level is supposed to be a professional without receiving any kind of prior and proper professional training while up to Senior Secondary level the teachers employed are professionally trained. Qualifying oneself at the SLET, TET, CTET or NET examination is a necessary step to enter the teaching profession with appropriate degree in

concerned subject (English) at undergraduate and postgraduate level. These examinations should focus not only on the teachers' cognitive domain and aptitude but on their teaching skills and methodology also. Teachers should not be allowed to teach without systematic practice of pedagogy and training.

However, Academic Staff Colleges, presently as Human Resource Development Centres (HRDC), established in different Indian Universities campus run under the aegis of University Grants Commission, New Delhi organise in-service Orientation Courses, Refresher Courses and Short Term Courses (STC) for the professional growth of the teachers at undergraduate and postgraduate level but these courses do not focus much on teaching pedagogy. These courses turn out to be mere formalities and not great pedagogical learning experiences for the teachers. In these courses, the focus is on theoretical aspects and not on the pedagogical aspects. In spite of such in-service courses pre-service training programmes should be made mandatory for teachers at UG and PG levels. Teaching like any other profession needs to be learnt, practised and improved upon. 'Knowing English well' is not a guarantee to teach, speak and communicate it well. Teaching, being an art, demands a rigorous study of both the theory and practice involved in it with scientific attitude. Teaching, as a science and art, is a challenge for the teacher. Since a teacher has to play multiple roles in a classroom and elsewhere like the role of a performer, friend, philosopher, facilitator, motivator, decision-maker, learning-manager, leader, catalyst, multi-disciplinarian, counsellor, consultant, surrogate parent and a mentor, therefore, proper, well managed, planned and organised training of the teacher is essential before grooming into the teaching profession. These key roles of the teachers in the classrooms and elsewhere determine that professional growth of the teachers is the topmost priority. We need quality oriented teachers of English who would be able to transform the classroom into a wonderful place to learn (a glamour room).

SUGGESTIOS:

The following suggestions are notable for enhancing quality of English teaching in India:

- The practice of appointing a 'Supervisor or Convener' for a newly appointed teacher should be implemented in India during teacher's initial years of career. A friendly dialogue with a supervisor can make the teacher more knowledgeable, resourceful, skilful, competent and confident and thereby he can learn '*how to teach effectively for optimum learning outcomes and recent reforms in pedagogy, examination and evaluation system*'. If the supervisor plays the role of a 'friend, philosopher and

facilitator, the supervisor can play the role of a compass and give direction to the teacher in the vast sea of knowledge society and knowledge Economy. It is just like peer review of teaching.

- Feedback about teaching and learning process adopted by the teachers should be taken from the students as the students are the best critic of the teachers. The feedback should be analysed and corresponding modifications must be done in teaching and learning strategies by the teachers and policy makers. The feedback becomes a chance for the teacher to introspect. National Assessment and Accreditation Council (NAAC), Bangalore also wants such type of feedback from students and during the assessment and accreditation of any educational institution, the council gives due weight-age for grading the institute. For this a suitable questionnaire should be prepared by the authorities. The students' body language in the class is also a good immediate feedback for the teachers.
- Learning must be a collaborative activity. By developing cordial relationships with peers one can certainly upgrade one's teaching style for better learning. Students must be involved much in teaching-learning process by the teacher. Teaching - learning process must be students' friendly and learners should learn without burden. The learning should be joyful and learner centred.
- Embedded learning strategy using Information and Communication Technology (ICT) should be applied by the teachers as the challenges for a language teacher to be multi-dimensional and multidisciplinary. These days internet is a boon to teachers and learners, it has enormous potential for interactions among teachers and learners across the world. "Teachers not only have to teach different things, but they have to teach these differently also".
- The student centric learning methodology should be adopted by the teachers. Teaching and learning should be interactive.
- Government Bodies like National Assessment and Accreditation Council, University Grants Commission, National Council for Teacher Education and other such statutory bodies should keep an eye on the teacher's activities, feedback given by the students and innovative ways of teaching that the teacher is involved in.
- Teachers, themselves, should realise their major responsibilities for their professional development and monitor their own performance i.e. they should be committed and dedicated. Since we want to change the system, the change has to begin with us.

Teachers should pass sleepless nights studying and preparing themselves for their classes.

- Opportunities should be provided to the teachers by the Government, the Universities and the colleges to participate in the in-service teachers' training programmes conducted by various agencies from different parts of the world to enhance the knowledge, hone the skills and refine the attitudes of the teachers. In the age of knowledge explosion, the knowledge acquired recently becomes out dated within a short span of time and so training and refresher programmes must be organised frequently. As learning is a lifelong process, such programmes need to be continuous. Teacher's performance is one of the most crucial inputs in the field of education. English Teachers should embark on a lifelong journey for developing professional competence and continuously undertake a wide range of activities to improve their performance.
- For making classroom teaching more effective, learner friendly and joyful, the teacher should make familiar with all possible learning- aids that can enhance learning.

The quality of English teaching in Schools, colleges and Universities can be improved with the help of remedies suggested above in this study.

According to **Good** and **Brophy**(1987):

“A Perfect teacher does not exist. All of us can refine skills, discard ineffective tactics and develop new ones. None of us will ever be a perfect teacher, but all of us can become better teachers than what we presently are....This, the continual process of improving our teaching skills, is the essence of professionalism in teaching”.

References

- Doff, A. (2002), Teach English, Cambridge University press, Cambridge.*
- Good, T. and Brophy, J. (1986), Educational Psychology: A Realistic Approach, Longman, New York.*
- Hackett, P. (1997), Introduction to Training, University Press (India) Limited, Hyderabad.*
- Hargreaves, A. and Fullan, M. (1992), Understanding Teacher Development, Teachers College Press, New York.*
- Lewin, K.M. and Stuart, J.S. (1991), Educational Innovation in Developing Countries: Case Studies of Change Makers, The Macmillan Press Limited, Houndmills.*
- Richards, J.C. and Renandya, W.A. (2006), Methodology in Language Teaching: an Anthology of Current Practice, Cambridge University Press, Cambridge.*
- Weimer, M. (1993), Improving Your Classroom Teaching, Sage Publications, California.*