



About Us: <http://www.the-criterion.com/about/>

Archive: <http://www.the-criterion.com/archive/>

Contact Us: <http://www.the-criterion.com/contact/>

Editorial Board: <http://www.the-criterion.com/editorial-board/>

Submission: <http://www.the-criterion.com/submission/>

FAQ: <http://www.the-criterion.com/fa/>



**ISSN 2278-9529**  
**Galaxy: International Multidisciplinary Research Journal**  
[www.galaxyimrj.com](http://www.galaxyimrj.com)

## **Teaching English Language in the Degree Colleges Affiliated with Satavahana University, Karimnagar, Telangana State: A Hazardous Endeavour**

**Dr. Adi Ramesh Babu**

Asst. Professor of English,  
Government Degree College,  
Satavahana University,  
Jammikunta, Karimnagar Dist,  
Telangana State, India

English is being taught as a second language in Telangana, the first being Telugu language. Though Telugu is used in most of the seminars and workshops in Telangana State, it is limited to Andhra Pradesh and Telangana States of India as it is a local language. Rural people and well-educated people too like to use Telugu in their communication. In this scenario, it is very difficult to teach English for them and it is common experience for English lecturers of Degree Colleges that their students fail to communicate effectively in English. The paper attempts to show about some of the major issues related with the teaching of English language in the colleges affiliated with Satavahana University, Karimnagar and Telangana State.

Teaching English language is always tricky for the English teachers and lecturers. English language is being taught in India for the last fifty years. Most of the people are still confronted with the inability to use language effectively. In order to teach English effectively, teachers and lecturers should define proper objectives. In the colleges of Satavahana University, language teaching is an isolated activity. Memorising the chapters becomes the system of Indian education. The objective of teaching English language in the colleges of any universities should be the achievement of communicative competence in the target language. When the objectives are not fulfilled, teaching and learning of English is completely useless. The paper attempts to show some of the major issues related with the teaching of English language in the colleges affiliated with Satavahana University, Karimnagar. The main objectives of the paper are to analyse critically about the curriculum, methodology and evaluation of General English in the Degree Colleges of Satavahana University, Karimnagar and Telangana State. To teach any language, the teachers should focus on the four language skills—listening, speaking, reading and writing. In the Degree Colleges of Satavahana University, there is no special endeavour is made to build up listening ability of the students. They listen to the English lecturers but they won't focus on accent and careful attention on it. The other drawback is that Degree college students often attend English classes but they never listen to English news and won't attend any English seminars and workshops. Although some of them attend these, most of them wander aimlessly in the seminars instead of giving their ears to the speakers. English lecturers too do not cross their role which is strictly commanded to complete the syllabus.

General English syllabus at Satavahana University does not aim at student's speaking skills so teaching English to the Degree students is very tough without proper syllabus. If the lecturers focus on speaking activities, the policy makers and administrative rules obstruct them to stop all these and ask them the pass result of the students in the examinations so more than ninety percentages of English lecturers force their students to get minimum pass marks in General English examination. How preposterous is it! To be sure, the English teachers and lecturers are experts in some of the colleges but they also do nothing while teaching English

because it is not possible to make students speaking in English as the syllabus is far from focusing all the skills except memorising.

English teachers explain the prescribed text book and teach with a lot of examples but they can't make the students read the whole text although they encourage them to read. The reason is that there are no marks allotted for reading in the examinations and most of the Indian students, especially Southern places, do not like to read English books and texts. They listen to teachers but they won't read novels, poems and dramas. The English lecturers normally read the texts in the classroom and paraphrase them in Telugu and sometimes in English as most of the students do not like to listen to English sentences because they are well habituated to listen to Telugu which is comfortable and tasteful for them that is why they do not know meanings for simple words. Without remembering words and meaning, how can one learn a new language? Wilkins says that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (111) so learners must try to focus their attention on learning new words. Lecturers of English must encourage students to write something in English so that students will improve their writing skills. In spite of English faculty insisting them, more than ninety five percentages of the University students do not give much importance to writing part since the students like other activities. Board of studies of Satavahana University may, intentionally, ask the students to write something in the end examination to get pass marks.

English at the Undergraduate level in the colleges affiliated with Satavahana University is taught of various kinds taking into consideration the 'specific' needs of the students. General English course is taught to the students of all the common courses such as BA, B.Com, BBM, Bsc, Bzc for the first and second year as a compulsory subject. Clear objectives are given in the syllabus and it is sure that it aims to improve the general proficiency of the students in the target language. The syllabus of General English of Satavahana University consists of one book—English literature with a few language activities. Every chapter cover some tasks on language skills. In examination pattern, forty percentages of the syllabus deals with literature part and the rest of the forty percentages of the syllabus deals with English Grammar. Twenty marks are allotted for English language lab examination. In spite of being English a compulsory paper, Satavahana University boards are not giving much importance to General English because they simply think that it is a language only, not a skill oriented subject. Teaching and learning English is a skill but the Board of studies of the University declare that it is a subject and must be tested and evaluated skill of the students on paper. If the policy makers and course writers do not focus on language skills, how can the students improve their communication skills? How can English faculty teach it? In any schools or colleges, teaching communication skills is important rather than teaching grammar or literature. Surafel rightly says that "the teaching and learning of English in our high schools ... would be expected to follow the communicative approach to language teaching" (71) so, on alternative point; the teaching methods must be excellent and changed also or new teaching methods should be implemented.

### **Methodology of Teaching in Degree Colleges of Satavahana University, Karimnagar:**

In most of the English classes, lecture method is used by the English lecturers to teach English for Degree students at Satavahana University. They rarely make use of handouts or any other technical aids as they are not offered any financial assistance by the management or the government. Since students too do not have much interest in learning English rather than getting pass marks in English, it will indirectly upset the whole programme. Innovative

methods are not used in any English classroom of Degree College as English lecturers act as lecturers, not as facilitators. In spite of knowing different methods and approaches to implement in English classrooms, the English lecturers of Satavahana University are not encouraged by the policies and conditions that are commanded by the government and University boards such as English class must be a mixed class of BA, B.Com, B.Sc and B.Zc and other courses. If there is more number of students in the classrooms, how can English lecturers concentrate on all? For science subjects such as Physics and Chemistry, there will be limited number of students as these subjects are treated skill oriented subjects then why not English? “It is observed that the student teacher ratio in each class is hampering the bond between the teacher and students. It is said that in a General English class where there are about 100 to 150 students, the teacher cannot be innovative. So the gap between the teacher and student persists” (Patil, 2012: 42). Effective English lecturers are very less in number so using old methods and inexpert faculty are some of the reasons to down the knowledge of English.

The other waste components are faulty syllabus, the existing examination pattern at Undergraduate level in Satavahana University and the student’s habit of rote learning. They have affected for the poor standards of English in the Degree colleges. It indirectly reflected in the students’ inability to use the various skills of language effectively in spite of qualifying the graduate and many other examinations.

The major problem areas are as:

1. There would be student centric English classrooms but in most of the classrooms, there is the teacher who lectures more and more. The participation of students is very less.
2. Literature is given more priority in the syllabus. Of course it is good if the students read it but most of the students read it for the examination purpose only, especially readymade notes, not whole texts.
3. English language in India is taught as a second language and its purpose is to help the students to communicate with each other in the society but not focused on communication skills.
4. Undergraduate level students are not stressed to learn English. They are required to pass the General English so teaching of English is given main concern in that mode only.
5. Since there are English medium background students and regional medium background students in the same classroom and most of the English lecturers use the vernacular form rather than giving equal importance to both.
6. The other problem is that the cultural and socioeconomic and regional backgrounds of students do not encourage them. It brings a lot of changes in understanding English language.
7. In the examination pattern, only written skills of the students are tested and the rest of the skills are neglected.
8. Teaching is not a profession. It is a passion. Most of the English lecturers, who are working in Degree colleges, do not have ardour to teach English language.

#### **Suggestions and Recommendations:**

1. Literature must be given more priority. No problem but the students should be asked some questions on text instead of asking them to answer essay type and short type questions.
2. To learn any new language, the learners should focus on all the language skills such as— listening, speaking, and reading and writing so keeping all these in the mind, the course writers must prepare the syllabus.
3. Listening skills and speaking skills must be more focused otherwise the students should not open their mouths to communicate in English.

4. There would be oral tests for the Degree students of Satavahana University so that it encourages them to practice in English language orally.
5. Communicative topics such as group discussions and viva-voce must be incorporated and conducted in the classrooms.
6. At Undergraduate level, large classes should be decreased and old methods should not be used in English classrooms.
7. Though most of the students do not participate in oral activities in English, they must be encouraged to communicate with simple dialogues.
8. Presentation of papers in the target language will improve student's confidence level which paves the way to communicate again.

English lecturer plays an important role in teaching English and inspires the students to learn English. He "should always be ready and generous enough to encourage students by using positive language instead of discouraging them with a lot of criticism" (Patel, 2010: 356). English lecturers of Degree colleges of Satavahana University too polish their teaching faculty. Students usually comment on their English lecturers when they are criticised for not speaking in English so the faculty must be attentive to spend their time in English classrooms to give more innovative tasks to polish student's English knowledge. The policy makers should allot minimum three hours for English language class where lecturers and learners spend some hours in teaching and learning the target language.

#### **Works Cited:**

- Patel, Jinali. (2010). "Speaking Anxiety in the Classroom." *Spark International Online e Journal*. 2 (3), 356.
- Patil ZN, Choudary AS, Patil SP. (2012). *Innovations in English Language Teaching Voices from Indian Classroom*. OBS: Hyderabad.
- Surafel Zewdie. (2002). "The Effects of the New English Language Teaching Methodology in the First Cycle Secondary Schools." *Educational Journal*. 6 (13), 70-86.
- Wilkins, D. (1972). *Linguistics and Language Teaching*. London: Edward Arnold.