

**Multiple Issues in Learning English at High School Level****M. N. Navse, Dr. V. R. Mirgane**

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**Abstract:**

*Language is skill based subject like singing and other performing arts which need continuous practice and not content as science; in learning science one can gather information and learn certain facts. But one learns the language itself by constant practice. Hence, students have to be given sufficient opportunities to practice the language skills viz. Listening Speaking, Reading and Writing. For acquire the mastery over the language with the four skills students need abundant practice of pronunciation, grammar sufficient vocabulary.*

*The aims of language teaching course are very commonly stated in terms of four skills –Listening (understanding speech), speaking, reading and writing, in language learning a learner must master these skills which are receptive and productive. Listening and reading are receptive and speaking and writing is productive skills.*

**Grammar:**

Syllabus Consists some grammatical units, English is a foreign Language not only for the students but for most their teachers also. Their ignorance of English – Grammar puts many obstacles to face. Though syllabus consisted; some grammatical units. A college teacher has to go down to the basic ideas of grammar as their base of grammar is very weak it comes from High School to College level.

Every language has its grammar. Whether it is mother tongue or a second language, the grammar of the language is important. This is because acceptability and intelligibility, both in speech and in writing depend on the basic notions and norms of grammaticality. A knowledge of grammar is perhaps more important to a second-language learner than to a native speaker. This is because in the process of acquiring the language the native speaker has intuitively internalised the second- language learner has to make a conscious effort to master these aspects of the language which account for grammaticality. It is, therefore, necessary for High School Students, to whom English is a second- language to learn the grammar of the language.

The acquisition of grammatical system of language remains a most important element in language learning. The grammar is the means

through which linguistic creativity ultimately achieved and an adequate knowledge of grammar would lead to serious limitations on the creativity for communication.<sup>1</sup>

**Pronunciation:**

Since the students imitate the pronunciation of their teachers, who are not conversant with standard pronunciation, their pronunciation are un-English and below Standard English. All the teachers of English at primary High School, Secondary & Higher Secondary should be given pronunciation training or it should be made compulsory to do diploma courses in ELT or Pronunciation.

Indian learners of English are learning to speak a variety of English that is most widely acceptable and intelligible and that attracts least attention to itself, Second language learners' aim to learn and write a normal or Standard English which follow what is commonly Received Pronunciation. According to Quirk R.P is often associated oxford and BBC but he also remarks “ Indeed, a pronunciation within this range has great prestige throughout the world, and for English language thought as a foreign language is more usually the ideal than any other pronunciation.”<sup>2</sup>

The term ‘Standard English, and Received pronunciation’ stand for such use of English which does not reveal any regional peculiarities.

Teaching pronunciation is fundamental to the teaching of listening and speaking. Teaching pronunciation is most neglected in the teaching of English in Beed district. Perhaps this is partly due to the lack of syllabus and teacher's lack of confidence and partly due to inattention and indifference.

**Vocabulary:**

Regarding the vocabulary it suffices to say that students' vocabulary is unpardonably poor and scanty. The issue of low vocabulary is as important as the issue of structure. A thorough familiarity with the syntax of English and an ability to use the basic structures of the language are a prerequisite, but equally important is a command of words. Language is meant for communication and it is in words that concepts and ideas are enshrined. Words used in the text books of language constitute its vocabulary of function and content words. Fries defines a word as "A combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use."<sup>3</sup>

The number of words that are required to be taught to a second – language learner so that student, may have the basic competence for speaking, listening, reading and writing.

**Four Skills**

High School students skills of English language are so meagre that they do not allow the higher ideas to enter their minds. Many of the students give up their education.

Learning a second language is in effect learning the four skills, viz. listening, speaking, reading, and writing. The first two skills are intimately related to each other, though one is a recognition skill and the other is a production skill. Also, both skills depend almost entirely on the learner's knowledge of the pronunciation of words the articulation of sounds in the language.

**Listening:**

Familiarity with the English sound system and ability to articulate English sounds prepare the students for listening to English utterances with understanding. And listening that should precede speaking paves the way for them to develop oral

fluency and accuracy. Listening is often said to be a passive skill while speaking is described as an active one. This is not wholly true; for listening is also an active skill as it is concerned with decoding a message and understanding it; moreover the listener has to show that he has or has not understood the message from his response. Listening is a skill that can be developed through systematic teaching.

**Speaking:**

High School Students in rural areas speak in dialects and often not even in the standard regional language. There are variations in the dialects spoken. Their exposure to English is virtually non-existent. There is a need for a very facilitative atmosphere to be in English skills.

The practice in listening should precede practice in speaking. At the phonological level this is particularly helpful; the students should be able to recognise a sound before they attain an ability to produce it. But listening does not lead naturally on to speaking and oral fluency in communication unless listening is followed by practice at the grammatical and lexical level too. So, listening-attention should be sharpened with particular emphasis on grammatical and lexical items. Listening is a receptive skill like reading and speaking is productive skill like writing, just as sharpening reading-attention benefits writing, sharpening listening-attention benefits speaking.

**Reading:**

Reading like listening is a decoding process. But it is a very complex process involving many physical, intellectual and often emotional reactions. Moreover, it entails the ability to recognise graphic symbols and their corresponding vocal sounds. It is impossible to learn to read without this ability which extends to complex groups of sounds called words, phrase, sentences paragraphs and chapters. In other words, there are three important components in the reading skill these are the recognition of the graphic marks, the correlation of these with formal linguistic elements, and the correlation of these with meaning. Reading becomes meaningful and if we get at meaning behind the graphic symbols

through our ability to recognise the semantic content of the graphic symbols and the sounds they present.

**Writing:**

Write a second language is not merely learning to put down on paper the conventional symbols of the writing systems that represents the utterances on has in mind, but it is also purposeful selection and organisation of ideas, facts and or experience. In other words, writing is a thinking process and is much more than an exercise in transcription or copying.

Writing is different form speaking in that it aims at compactness and precision in expression as well as grammatical, idiomatic and orthographic accuracy and in that conventions of writing tend to be less flexible than those of speech. Moreover, the student who learns to write English has not only to cope with the mechanical problems connected with script of the language but also with the problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation, learning to write, therefore, is learning to use grammar with ease and facts in some sequential order as tools.

**Conclusion:**

The present article has studied the syllabus at high school in relation to the objectives of learning English at high school level. It has also discussed the still prevailing problems in the study of English i.e. Grammar, Pronunciation, Vocabulary, and Language skills. The article is useful for finding issues in learning English.

**Remedies:**

1. English sound system and ability to articulate English sounds prepare the students for listening to English utterances with understanding. For these students have to be listened BCC and other news channels.
2. The teachers of English at High School should be given pronunciation training or it should be made compulsory to do diploma courses in ELT or Pronunciation.

3. Loud reading and silent reading should be taken at regular interval of time in the class so that the students will do it at their home.

4. For strengthening vocabulary word puzzles should be taken by the teacher.

5. To keep the enthusiasm in language learning or skill based learning school arrange a competition bestow the awards like Best Speaker, Listener Reader and Writer of the Month.

**References**

1. **Willkins, David** - *Notional Syllabuses*, Oxford Press, 1976, Page No.3
2. **Qurik, Randolph** – *The Use of English* 1992, Page No.91, 92
3. **Harold B. Allen** –*In Teaching English As a Second Language*, Quoted on P.209