

## Teaching Spoken English: Problems Encountered in an Indian Rural Classroom

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### ABSTRACT

*In the present paper, the syllabus modules spread out in two independent courses for the first year Functional English learners have been examined. Apart from formal evaluative strategies, the consistent uses of English by the learners have proved to be more fruitful methods.*

*It is true that teaching spoken English in an Indian classroom especially in a college or school located in a rural or tribal background is a challenge. The situation of heterogeneity in terms of language that is L<sub>1</sub>, L<sub>2</sub> and at times L<sub>3</sub> is a cultural and social heritage which is the replica of the Indian polity of plurality. The language anarchy produced by the media is a challenge for the language teacher. The major hindrances in such a commotional situation of language are lack of exposure of English language to the learners. The chief reasons for a situation of this kind shall constitute a different body of study reasoning the socio-political, cultural and economic aspects highlighting unemployment, poverty, lack of basic amenities, etc. What strategies could be employed in an existing situation would form a pragmatic approach to ELT and it would reward in one way or the other if efforts are taken in a positive direction.*

*Strategies such as consistent exercises in listening, mock situations for triggering conversations, say for instance, interview techniques, narrating a story, or just exchange of ideas on informative level, etc., such resourcefulness in collecting material for exercises in loud reading and using them in drills enabled this teacher to produce desirable efforts.*