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Problems of Teaching English to Marathi Learners

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ABSTRACT

The present paper deals with Problems of Teaching English to Marathi Learners. English enjoys states as Global language so it has become important to learn English language to non native learners. In Indian we have various vernacular languages. Marathi is prominent language of Maharashtra. There occur many problems of teaching English to Marathi Learners. When we try teaching a language that is not our mother tongue, we come across so many challenges. It is very essential to identify the major challenges of teaching and learning English language to Marathi learners then find out the solutions to come out of those challenges.

Keywords: Marathi, Global language, Teaching, Problems and Solutions.

Problems of Teaching English to Marathi Learners

Introduction:

There are more Non Native speakers of English than native Speakers. Teaching English in a multi-lingual country like India is challenging task. English is not the mother tongue of most Indians, our experience of the language is unique. When we try teaching a language that is not our mother tongue, we encounter challenges of this nature:

Grammar:

Major difficulty lies in difference exist in English and Marathi Language. Sentence Pattern, Syntax, Semantics, and Morphology etc. total different to eachother. Ex: Marathi follows sentence pattern SOV and English has SVO pattern. Students sometime do word to

word translation which creates problem.

Mother Tongue Influence:

Love towards mother tongue leads improper pronunciation. Speaking other languages or speaking in the native language is the most noticeable issue faced by English teachers. For the students, it's very easy to speak in their native language or other languages which they can speak easily instead of the English language. It's very frustrating for the students trying to speak the language and think the words and sentences to speak which they didn't know. It's very easy for them to communicate in their native language or the language they already have experience with. This is the most common and big problem faced by the English teachers in teaching the English language to the students in which the English language is not their native language.

Un eligible Teachers:

Non Native English Teachers are less qualified and less competent because of the difference in the accent compared to native. Whatever the teacher says, whether correct or incorrect, will be taken as correct by the learner. This has led to a lot of confusion among learners because different teachers tell them different things. One of the main causes of this problem is the difficulty teachers have translating from their native languages. For instance, the word 'cup' is pronounced by different teachers as either [kap], [kop], or with a vowel sound that does not exist in English. For instance, the sound /Ē/ does not exist in the sound systems of many African languages, so even teachers sometimes have problems pronouncing it.

Limited Learning Atmosphere:

Students use or speak in English only when they are asked to respond to any question in the classroom but the students spend maximum time outside the class where they use only Marathi. Majority of the staff might speak Marathi in institution. As a result, it becomes more difficult to learn correct English.

Vocabulary:

Even though English is a language that assimilates and evolves quickly, many times we do not find words in English for common words in our regional languages. This could be because equivalent words do not exist in English or because we are not familiar with the appropriate word. Either way, many times we face the reality of inadequacy of English for truly communicating all our lived experiences to our children.

Crowded Classrooms:

A large number of students in class produce a lot of stress because teaching a large number of students } the teachers have to do more effort and hardworking. The problem