

# AN OVERVIEW OF TEACHING ENGLISH AS A SECOND LANGUAGE IN INDIA

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## Abstract

As a result of its association with the British colonizer, English began life in India as not simply a foreign language, however as a much-disliked language. From the disliked instrument of injustice to the hesitantly embraced lingua franca to the status sign of the upper classes to its position today as a second language, English has actually come a long way. English language, the language of news, service, details, chance, work, power and eminence in India, has actually ended up being the synonym of all development in the current years. The liberalization of the Indian economy introduced all sorts of factors to discover this language. English language Teaching (ELT) has actually obtained brand-new measurements in as much as it has actually sneaked itself into varied techniques of ELT at school in addition to college levels.

**Keywords:** *English as a Second Language, EnglishLanguageTeaching, Teaching Methodologies, CommunicativeLanguageTeaching, Situational Language*

## 1. INTRODUCTION

While earlier in the century students who had actually concentrated on English signed up with either teaching or the civil services, now an entire brand-new spectrum of task chances has actually opened. There are now call centres that require fitness instructors to equip their workers with interaction abilities, there are multinationals who have actually been hiring marketing personnel that require

to be taught spoken English, there are medical transcription centres which require effective translators and press reporters. Those desirous of migration to the West require expert assistance for certifying tests like the IELTS, TOEFL, and so on. The opportunities where English Language Teaching (ELT) has actually come to be needed in India are unrestricted today.

## 2. ELT-NEED FOR CHANGE

Regardless of the reality that today English delights in the status of an industry in the wake of globalization; mentor and knowing of it in universities in our nation, particularly in the villages and backwoods is rather insufficient and ineffective. Of late, we the Indian instructors of English at the undergraduate level have actually ended up being painfully conscious that the majority of students in the college quickly handle to pass the evaluation without making much effort to either get the language or find out to value the energy of language. The majority of the students go to classes since they need to finish the minimum requirement of lectures so that they can appear in the assessment. The circumstance is even worse in backwoods where the majority of the trainees are commuters and discover it dangerous to bring books for they require both the hands for combating their method into the congested buses in addition to for leaving them through the scrambling crowds.

They go to classes without books which are expected to be their inevitable buddies. Many of them have actually currently established the practice of stuffing whatever because the effort, the mindset and the approaches embraced in schools which are the repository of only schedule to rural trainees, do little to assist a kid who discovers option just in the rote technique of knowing. The 'imagination' is lost some place. Even the capable trainees who can reveal themselves in composing do so in their native language, not in English. This is their understanding of just the vernacular language well that the instructor is constantly anticipated to equate each and every expression so that a minimum of the literary texts are in some way driven home.

There stays the essential job of importing the fundamental function of language, i.e. to interact correctly. There are some trainees who can compose relatively well in English; however, when it comes to speaking, they discover themselves in tight corners. Simply think about the aggravation of such a very first-generation student who has all

the expectations of his senior citizens behind him and understands that no task is awaiting him till he has an excellent command over the English language. The trainees are not excited, however reluctant, mad and disappointed to enhance their speaking abilities.

Now, when we, the instructors of English, address ourselves to the ever-passing issue of how to satisfy the requirement of Indian trainees because of their shortage in the stated language, we face this unrefined reality that more than the trainee, it

### 3. TEACHING APPROACHES

Numerous factors can be represented this unfortunate and terrible scenario of ELT in India however much of the onus rests on the methods, methods and techniques embraced to teach English. Much the evaluation system might be malfunctioning and the curriculum not appropriate to the requirements of the trainees, the approach of mentor is the essential element and the genuine power in the hands of an instructor. English is still dealt with as a based on be taught, not an ability to be mastered. The standard ELT techniques like Grammar Translation Approach, Direct Technique and Situational Language teaching are in no method useful to the trainees in the altered situation where the bulk of trainees are desperate to discover English just to be communicatively qualified.

#### 3.1 Communicative Language Teaching

Communicative Language Teaching (CLT) was presented in India in the 1980s as the standard methods were stopping working to meet the existing needs of English language students. CLT is a language teaching program concentrating on students' capability to interact -to facilitate them to utilize the language for interaction. Interaction is hence viewed as the significant issue in discovering a language. Dell Hymes, who established the idea of Ethnography of Interaction, stressed that the research study of language includes understanding not just the language structure however likewise what to state to whom and how to state it properly in any circumstance. He therefore established the idea of communicative proficiency. Communicative Proficiency in basic words implies that it is inadequate to be able to produce grammatically proper sentences however it is very important that the speaker has the ability to produce suitable sentences, comprehending the social context, the function of the individuals, the details they share, and the function of the interaction.

is the instructor of English who is guilty of leaving the trainee in a quandary. This is so because we decline to do anything for the trainee. The majority of us have matter-of-fact mindset towards mentor which enables us to perform our responsibility just and not do anything else. In such a way, we end up being the providers of degeneration in mentor along with life in general, for efficiency instead of morals, is what notifies all our activities of life consisting of mentor.

#### 3.2 The General Functions of CLT.

- CLT is learner-centred.
- CLT stresses on finding out interaction instead of grammar.
- CLT's goal is the advancement of communicative proficiency and not linguistic proficiency.
- CLT motivates 'fluency and appropriate' instead of 'precision'.
- CLT curricula are defined more in regard to language functions instead of in regard to language kinds.
- CLT focuses more on the message than significance.
- CLT endures grammatical mistakes at an early stage of the student, however anticipates them to master the language at a later phase and produces right sentences.
- CLT is task-based.
- CLT concentrates on analytical.
- CLT motivates customized learning.

#### 3.3 English language teaching in India

English Language Teaching pedagogy was established mainly in the West where political and social truths were various and the status of English was repaired whereas, in India, ELT pedagogy relies on the subtle and not-so- subtle methods which the status of English keeps altering. The advancements that have actually happened in ELT method in the West spent some time to reach Indian class. Three aspects are accountable for this space:

- a) Just around the year 1980 did English attain appropriate attention from policy makers, administrators and instructors.
- b) No official instructor training is provided to brand-new employees or practicing instructors (disallowing the first year program).
- c) The evaluation system is more accomplishment oriented instead of efficiency oriented.

### 3.4 Communicative Language Teaching in India

Communicative Language Teaching reached both areas (India and the West) in between the years 1970 -1980, with the distinction that the Indian context was not prepared for CLT. The context of the entire mentor circumstance really began altering around the year 2000. Socio-economic elements played a significant function in this modification that is vibrant even today. The liberalization of the Indian economy caused the entry of lots of global brand names into the students' frame of mind. Call centres, going shopping malls and trade fairs, all require young workers, proficient in English. There is a mushroom development of personal institutes and academies providing the entire series of efficiency in English from clearing the IELTS to speaking with complete confidence. The Web has actually played a significant function in developing a resource-rich environment by offering a vast array of direct exposure to English. Ending up being web-savvy has actually become the requirement of the day and this is possible only through English.

These are simply a few of the aspects that have actually produced a remedy for the deadlock that CLT had actually discovered itself in. All these contextual modifications in the Indian situation have actually impacted English language mentor in India favourably revealing some confident indications of adjustments helped by modernization. These indications consist of an introduction of CLT curriculum by Central Board of School Education in all its associated schools, the introduction of English for Specific Purposes in some Indian schools, infusion of innovation with the mentor of English in the form of Language Labs, schedule of the native English Language to the Indian individuals with the extensive accessibility of cable tv and satellite tv in India, awareness of English as the most favoured language of the worldwide details highway by the brand-new generation with the increase of computer system knowledge and web and reframing of the curriculum by some universities on CLT pattern.

In spite of all these advancements in English Language Mentor and appeal of CLT in lots of parts of the nation as an extensive method, there are lots of areas in India where English language is still dealing with a really precarious scenario. These consist of generally the north Indian states. The total situation of mentor English in these states is depressing as the graduates losing consciousness from the institution of higher learnings here are

unemployable. Needless to say, that the sole factor for such a substantial variety of jobless youth is an absence of communicative proficiency in the trainees. It is the requirement of the hour to alter the existing curriculum and reframe the brand-new ones by following CLT method on a pan-India level.

### 3.5 ELT Methodologies in India.

- Where the concern of approach is worried, ELT appears to be in three short-term phases according to the various levels of the paradigm and its needs:
- The very 1st level is that of the organizations run by the Federal government, primarily Main, Secondary and High school.
- At the 2nd level are those organizations that are Semi-Government are run by personal handling bodies, helped through federal government funds.
- The 3rd level consists of simply economic sector academies that carry out to make students competent English users within a stated duration.

This produces a ripple which can be felt in three methods

- The administrative bodies of undergraduate colleges understand that an entire untapped market requires to be checked out which is why they present revenue-earning courses in the field of English efficiency, available to the public.
- Young instructors who operate in undergraduate colleges work part time at these academies where they utilize the current mentor help and products to accomplish fluency at the earliest.
- Parents of students form a crucial element of the teaching paradigm in India.

### 3.6 CLT: A Paradigm Shift in ELT in India.

CLT deals with a lot of obstacles in its effective application in India, it still holds the roadway to success. The entire procedure of curriculum modification is filled with troublesome and lengthy treatments in India and CLT has actually had the ability to achieve just a restrict success, yet it has actually not been gotten rid of from courses. This, in the long run, has actually been for the better since while on the one hand, the instructors have actually had the ability to acquaint themselves with its technique and approach; on the other hand, the

altered and altering context has actually motivated its growing success today.

#### 4. CONCLUSION.

It holds true that mainly this Communicative method is practiced in the institutes that come from the third classification above however the ripple produced is slowly reaching the ELT class. The most considerable effect of this technique is its level of sensitivity to student requirements and

reactions. This level of sensitivity is what has actually been doing not have in the scholastic element of ELT in India. The entire scholastic procedure is so unwieldy that it stops working to react to student requirements; student action is frequently disregarded. The paradox of the circumstance is that while academicians identify these finding out centres 'stores' or 'industrial institutes' it is these facilities that are a significant impact behind the altering face of the ELT paradigm in India.

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