



Indian Perspective on English Language Teaching: Challenges and Approaches

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Abstract

English the widely spoken language today is often referred to as the "world language". It is the lingua franca of today and is taught and learned all over the world as a second language. In India, English is not only used for communication purposes but also serves as a liaison language for inter and intra-state coordination due to its great ethnic and linguistic diversity. Modern technology now plays an important role in language teaching and learning in schools and universities but it tends to be inadequate and unproductive especially in small towns and rural areas. Students who have learned English at the school or college level manage to pass exams without making enough effort to understand the language or recognize its usefulness. This article emphasizes the importance of using English as a tool to meet the ever-increasing demands of the competitive corporate world. In this article, he explores the challenges facing ELT educators today and strategies for addressing them. The way learners are able to put their knowledge into practice is to meet their practical need to acquire language expertise.

Key words: English, Language, Approaches, Linguistics, Learners.

1. Introduction

The proof is that in India in the past three decades people in general and students in particular have gone crazy for speaking English. It is surprising that the fool is getting taller and taller with the development of the commercial industry and enterprises in the era of scientific and technological innovation. Undoubtedly, a large number of English teaching institutes in the name of Spoken English Academy have been established and most of them are private, just to extort hard earned money from the full general public. Ambitious Colleges and universities also regularly hold seminars and lectures on the subject but nothing is helpful in encouraging or substantial from the exercises. Also what is often promoted in these academies is only spoken English and they have very little to do with written English. In the words of R.K. Bansal and J.B. Harrison, "There are a number of books on the market for people who want to improve their English pronunciation, correcting stress, rhythm, and intonation..."

2. ELT in India with background

Historically clear, in the forties and fifties of the last century, the study of linguistics was just a distant, distant possibility and was not included in the curriculum or course. Everything was done linguistically including lectures on the development of the English language with borrowings from Scandinavian, Greek, Latin, French and Italian languages. Grimm's law and Verner's law, the formation of words as well as the

degradation and reconstruction of meaning have been discussed for a long time. English can be learned as a language through literature and not vice versa and the language is written and spoken exactly and presented like high school students without any linguistic training. A scientific study of language is felt because "Language is a patterned type of human behavior. It is perhaps the most important way that humans interact in social situations. The linguistic act is externalized or manifested in some kind of bodily activity of the performer presupposing the existence of at least one other human participant in the situation".

English language means King or Queen English, British English, Received Standard English etc...The language itself is spoken in a variety of written and spoken forms with the latter being the dominant spoken and written form. In England alone Scottish English is spoken by highlanders and lowlanders; Irish English is prevalent in and around Wales and Cornwall along with Cockney English. Standard English or Queen's English is used mainly in universities around London. In India, people generally speak American English which is different from British English mainly in three respects: ideas or decisions, stress and spelling. No other form of English like African or African is spoken in India. In fact, the transition has been steady for some time from the era of "language imperialism" to the era of "globalization of languages".

At this point, it would be more appropriate to cite the most influential model of English diffusion, which is Braj Kachru's Global English Model. In this model, the spread of English is captured in three concentric linguistic circles: Inner circle, outer circle and extended circle. The inner circle refers to English as it took shape around the world in the early diaspora. In this English fusion, English speakers brought the language to Australia, New Zealand, and North America. Now English is spoken as a primary language in the United Kingdom, the United States, Australia, New Zealand, Ireland, Canada, South Africa, and South Africa in some territories Caribbean territory. The Outer Circle of English is produced by a community of second English speakers who spread the language through British imperial expansion into Asia and Africa. This circle includes India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-English speaking South Africa, the Philippines (a colony of the United States) and others. Countries where most people speak English-based Creole and use Standard English for official purposes, such as Jamaica and Papua New Guinea, are also part of the outer circle.

Finally the extended circle includes countries where English has played no historical or governmental role, but is still widely used as a means of international communication. This includes territories such as China, Russia, Japan, non-English speaking Europe (especially the Netherlands and Nordic countries), Korea, Egypt, and Indonesia. The inner circle (UK, US, etc.) is the "standard supplier"; this means that standards of the English language are developed in these countries. The outer circle (mainly the New Commonwealth countries) is 'standard development'. The extended circle (which includes much of the rest of the world) is "norm dependent", based on norms set by native speakers in the inner circle.

There is always a question on everyone's mind: should we decolonize English and use it? The answer must be "No, absolutely not" if English learners or students are considered. This is for two reasons; one, students should learn English as the target language, taking accuracy, authenticity and proficiency as guiding principles, because only a person fluent in the language can change or modify and two, promoting the case and causes of the English language must go hand in hand with strengthening regional and local languages.

2.1 Basic ELT Issues

First, ELT in India, especially in North Vindhya has been severely impaired with severe dysregulation due to factors outside of academia. Almost half a century ago there was indeed a nationwide commotion over the Hindi-English question. In the north the supporters of Hindi or Hindustani want to eliminate English entirely from school and university courses. Interestingly in the south, anti-Hindi activists launched long and powerful pro-British campaigns and agitation. Under India's constitution a federal democratic structure education is a subject that is simultaneously controlled by two governments. Due to the constant and persistent unrest, the teaching of English in several northern Indian states has been completely stopped so that even today tens of thousands of people if not fluent in the late decade of 50s and 60s completely ignorant of English and feeling disabled and helpless in their daily lives. Although the situation has now improved with considerable concern the problem persists among a significant portion of the Indian population who see teaching English as a legacy of colonialism and colonialism Empire.

Just a little realizes that English is not only is merely an affiliation language in India, but also a globally essential language.

Second, since independence the Indian education system has encountered a large number of committees and committees set up with the ostensibly to introduce new policies and reform those policies existing books of the education system. As a result, the committees and committees established have submitted and are still submitting their reports to the government and the recommendations therefore made have been studied or adopted to make changes to the education system including ELT. Surprised; unfortunately such abrupt unwarranted and unwarranted changes are also sometimes made to the curriculum resulting in the arbitrariness and spontaneity that continues to be the hallmark of the education system and policy in India. What is needed now is the right type of education whether learning or teaching a language, it requires meticulous and careful planning with the highest regularity, continuity, consistency and stability. Education is a discipline that should be taken care of and not taken lightly for the simple pleasure of experimenting.

Third, in the continuity of the second part, the ELT is delicate because it involves three human components: children, adolescents and adults. In a country like India there is practically no coordination between primary and secondary education on the one hand and higher education on the other. In other words, there is not even coordination between primary education and secondary education. These three levels of education constitute separate and independent categories, organizations or entities. It is a pity that this system leaves very little room for selecting appropriate students according to their age, aptitude, and motivation factors among other factors that govern language learning or acquisition. All of these are to blame and have adverse and harmful effects on ELT in India.

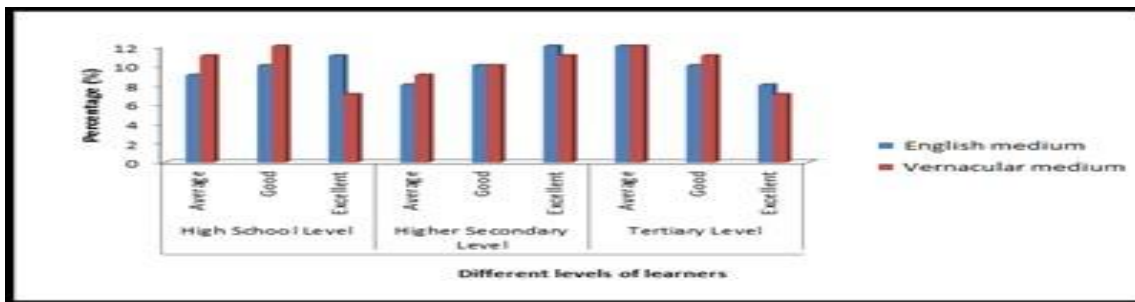
Ultimately, this issue is too difficult to understand and appreciate the nature and importance of regulatory agencies in the education system. The Councils of Education and the State Council on Education and Research Training (SCERT), the University Academic Council (UAC), the University Grants Commission (UGC), the Ministry of State Education and the Ministry of Development Human Resources developers aim to improve and update the curriculum in all subjects over time. In the process of doing all of this, the ELT is also looking to improve, update and streamline it as much as possible. It is disheartening to see that all the efforts that have been achieved are thwarted by unhealthy competition between linguists and linguists on the one hand and those who stand up for the profession of literature. The two camps are clearly divided and this division is so well maintained that it is detrimental to the study of English language and literature.

To reinforce highlights and gain a better understanding of students' language proficiency, an analytic survey is based on data collected from high school students who are subject to regional safety protection and students who have A safe average level of English was taken. The following table shows the scan types and specifications. Respondents were selected based on random sampling with different castes and beliefs.

Table 1: Communicative Capability of Students

Categories of Respondents	High School Level			Higher Secondary Level			Tertiary Level			Total
	Average	Good	Excellent	Average	Good	Excellent	Average	Good	Excellent	
English Medium	9	10	11	8	10	12	12	10	8	30
Vernacular Medium	11	12	7	9	10	11	12	11	7	30

Figure 1: Student communication skills



Among the 30 candidates participating in the English environment, especially at the high school level there are 9 candidates with average scores 10 candidates with good results while only 11 candidates have good communication skills. In terms of communication level of native language students the percentage is constantly increasing because seven students performed excellently compared to twelve and the remaining eleven students ranked as good and average.

When high school students from the above target groups were analyzed, a slight improvement in their overall achievement was observed. Although eight students are just average, ten students are good and show progress and on the other hand almost half of the respondents' twelve students are better. Native students also have almost the same quality in this respect with nine average students, ten excellent students and eleven excellent students. To everyone's surprise, learners in higher education displayed apathy that highlighted a gradual decline in performance in terms of language skills. Among average English learners only a few out of eight learners are excellent unlike the remaining ten who are excellent and a large number twelve are average. When it comes to the communication skills of adult learners educated in their mother tongue there is closeness with English-speaking respondents sharing an equal number of twelve each. In this respect, eleven practitioners communicated well followed by seven excellent practitioners.

It is often observed that learners vary in their qualities and abilities. All are not the same. Not everyone shares a common quality. As a result, their choices and choices vary according to their level of maturity and ability. The list of respondents was divided into two – medium English and native language, from which three levels of students, was selected for the survey. The interpretation of the data and the survey taken on a three-point scale of mean, good and excellent shows that most students lose their second language ability when they grow up and have tend to carry a large portion of their native language tongue. This poses a serious threat to the richness of learners' language skills. It's not important to elucidate the medium of instruction but it is clear that students at their college income level cannot fare as well as they did during their school years. It is a change in attitude that has a serious impact on their future if not prevented in time.

3. Hypothesis

During these years, there have been a number of approaches and methods; theory and techniques to impart English skills. Despite the variety of ways and means of teaching and learning the language continues to be elusive, especially in a country like India that is both multilingual and multicultural. For the benefit of contemporary learners and posterity like specific challenges must be identified therefore selective strategies must be followed. As required by the present generation, through the correct methods, teaching can become the most enjoyable experience for both the teacher and the learner. The present study attempts to highlight the fact that there is a great deal of variation among students' choice of different instructional media and that it demonstrates that the same criteria should not be followed for those who choose not to diverse learning. At the same time, it is also noted that the language acquisition of learners at different stages is not the same, but there are changes due to the educational, economic and socio-cultural structure.

The basics discussed above require researchers and analysts to be properly aware of some of the issues associated with today's pervasive predicament, as follows:

- There should be no conflict between literature and language.
- Monday, Educators should always strive to honestly and comprehensively assess the quantity and quality of students who are genuinely interested in learning English as a language. The actual position should be displayed in relation to the quantity and quality of trained teachers appointed or to be appointed to teach English as a language as well as rate etc...
- Institutions should have state-of-the-art language labs with sophisticated equipment and experiments.
- Lectures on linguistic concepts and theories related to morphology, phonology, phonetics, syntax, and semantics related to diachronic and syncretic approaches to the study of language have no impact affect the ELT.
- Because. Saussure, Levi Strauss, skinner and Noam Chomsky are quoted and cited very well but why is Panini, the first grammarian, besides Katayan, Patanjali, Bhartirihari and Hemachandra not cited for this purpose.
- English learners in India, unlike their counterparts in Western countries, never speak English and mainly speak their own dialect, local or regional language. Therefore, it is rarely possible to reinforce everything they receive from their English teacher.
- Finally, linguistic and sociocultural awareness is always necessary for successful language teaching and learning, where the direct involvement of students, teachers, and parents is essential.

4. Strategies

It's time for problems to be addressed and remedied with the following strategies. Indira Gandhi National Open University (IGNOU) uses the latest technologies in addition to world-class materials. All other colleges and universities that offer continuing education except those that offer distance learning programs must access and use support from the apex university. The effectiveness and value of translation should be considered a rigorous linguistic exercise. This requires an in order turning of source language text into a target language text regardless of its size an ever-evolving awareness of at least two languages, consistent and effective use of words into language, emotional nuance, strength, and meaning of ideas. Translation is one of the most powerful strategies for learning and teaching languages. Simultaneously Dynamic equivalence and formal equivalence are two different translation concepts and it should be noted that a famous linguist like Eugene Nida rejected the terms literal translation and free translation.

We must keep in mind the importance of all the innovations and experiments that have been made and are being carried out in this field. Armpits familiar with each new thought should be enlarged. It can be harmful to blindly pursue anything new to practice. The spoken form of English is essential, but the written form should not be ignored. It is clear that suitable new strategies need to be developed to find a viable balance between traditional and new ways of language teaching and learning. The grammar and writings are very basic but less emphasized while the motivation to speak in English is practiced in the language classroom.

5. Conclusion

The case and cause of English teaching and learning can be promoted by cultivating skill-based habits such as group discussions and appropriate language training at home in a supportive atmosphere. With the active and voluntary cooperation of parents, English should be practiced for as long as possible. Language learners need to recognize the subtleties of the process involved in language learning and therefore they need to hone, organize and develop their own speaking and writing skills, regardless of the instruction provided level if any. Self-study and language practice are self-exercises and cannot be replaced. At the same time, it's equally important to remember to never be picky. Pronunciation is something that comes from metabolism and therefore it does not need to be given as much as native speakers give when communicating. Above all, the element of personal experimentation and human initiative should be given the highest priority; Advanced and sophisticated technology can make inroads then.

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