

English Language Teaching (ELT): Analysing Strategies and Challenges from the Indian Perspective

Sharma, Garima¹

¹Research Scholar, Department of English, Chaudhary Charan Singh University, Meerut, Uttar Pradesh

Kumar, Ravindra²

²Professor, Department of English, Chaudhary Charan Singh University, Meerut, Uttar Pradesh

Abstract

English, a widely spoken language today, is sometimes referred to be a ‘global language’. It is taught and acquired as a second language all over the world and is currently the lingua franca. Because of the cultural and linguistic variety of India, English is used not just for communication but also as a link language for collaboration both within and across states. Insufficient and unproductive conditions remain in small towns and rural areas even if modern technology has begun to play a significant role in language learning and teaching at colleges and universities. Without making the necessary effort to comprehend or appreciate the value of the language, students who study English in schools and colleges pass the tests. This research paper explores the value of using English as a tool to satisfy the ever-growing expectations of the competitive business world. This article discusses the challenges that instructors face in modern ELT, as well as ways to overcome them. To address their real-world demands and improve their language skills, learners can use their knowledge in real-world situations.

Keywords: English Language Teaching, Global language, Indian Perspective, Strategies, Linguistic, Second language, Communicative.

Introduction: Every educational system has specific goals that have the objective of effecting the changes that the students are

seeking. Institutions plan their educational programs to impact these shifts. The only way to evaluate a learning achievement is to

look at the changes that come from it. This is an opportunity for learning and evaluation. Teaching English as a foreign or second language is becoming more and more popular as it has become a worldwide language. It is evident that speaking English in India has become a major concern for people in general and students in particular over the past three decades or more. It continues to be remarkable that, in this era of scientific and technological advancements, it is becoming more prevalent as businesses and the business sector change. Undoubtedly, a great deal of English Language Teaching Institutes—the majority of which are private—have been founded under the guise of being Spoken English Institutes in order to take the hard-earned money of the working class. Regularly, schools and universities also hold conferences and seminars in this field, but the efforts have not produced any noteworthy, helpful, or promising results. Moreover, these establishments usually have little to do with written English and are driven entirely by spoken English. English was not at all a foreign language when it first arrived in India; rather, it was loathed due to its connection to the British colonizer. English has undergone many changes over the years,

from being a loathed oppressive weapon to a lingua franca that was reluctantly adopted as a status symbol of the upper classes to its current status as a secondary language. It will actually not be rare to find that some aspects of Indian culture use it as their first language. The entire ELT paradigm went through the same process of continuously reinventing its position, just as the language itself did. The late 20th century saw the rise of English as the global language, which significantly changed the learning environment in Indian classrooms.

While the previous environment had not been ideal for studying English, every person using the language seemed to be jumping on the learn-English bandwagon today. There are various reasons to learn the language now that the Indian economy has been liberalized. Students who majored in English used to enter the teaching profession or the civil service, but a whole new range of career options has evolved in the last century. Today call centers require trainers to impart communication skills to their staff, international corporations demand marketing staff to acquire spoken English, and medical transcription centers need skilled reporters and translators. Those who wanted to relocate

to the West required expert support to pass exams like the IELTS. As a result, the opportunities for ELT in India are essentially limitless. Language is undoubtedly the most significant and beautiful gift the Divine Almighty has bestowed upon humanity. It is a tool for sharing information, concepts, and opinions in addition to being a medium of communication. It is a powerful weapon in the hands of humans, allowing them to convey their views before others. This is something that sets us apart from the animals. Speaking and comprehending one's native language should be easy. However, there may be difficulties with speaking and understanding a second language. The truth is that a second language is learned via labor. Most Indians still speak English as a second language, which is taught to pupils using grammatical norms and laws. In all Uttar Pradesh Board schools, English instructors continue to explain and clarify grammar and syntax to pupils. Students from rural backgrounds, in particular, view the English language as a hardship. Even after graduation and post-graduate, many are unable to speak English adequately. There might be several explanations for this. Pupils from rural regions cannot compete with pupils from

metropolitan areas because they lack linguistic abilities. The current culture is increasingly competitive, and the English language plays an important part in students' careers. It has evolved into a genuinely global language, a lingua franca today. These days, it is the official language of more than 85% of international organizations, spoken by people on all seven continents, and as a second or official language in over 100 countries. The idea is that having a decent knowledge of English is essential today. Unfortunately, rural pupils are not well-versed in it, which is a big concern. This study will seek to determine the reasons behind a lack of language abilities. At the same time, attempts will be undertaken to find a solution to this situation.

Hindi is now as much an Indian language as any other, despite its foreign origins. English has been taught at our educational institutions for many years. As an Associate Official Language, it has been designated. It is commonly used by educated people and in offices as a link language. Not only is it an essential subject in colleges, universities, and schools, but it also serves as the primary teaching medium in many of these settings. It is a language of technology and science. Both

university curricula and school curricula employ it as a second language. The language used in the library is English. It is mandatory for all secondary school students, without exception, to learn English for a minimum of six years, however in some circumstances, only three.

The current situation of English in India indicates that it is studied at all educational levels, mostly as a second language. This takes us to the subject of our conversation today: the background of English language teaching in India. The profession of teaching English has changed in the last few years, both in India and internationally, and the significance of its past has grown. References to an extensive body of research in this area of study are now available. Despite the long history of English language education in India, no comprehensive historical narrative of the field's development is available in any kind of documentation. English language instruction is currently regarded as a relatively important subject in our curricula and as a new discipline. It is thought to be significant to have a thorough history of English language instruction in India.

LANGUAGE LEARNING-

Every language has its own frameworks and structures that provide users with a variety of meaning choices. Thus, when we acquire our first language, our mind, and brain "tune into" how that particular L1 functions, teaching us to recognize the most helpful meaning cues. Our mind or brain attempts to apply prior linguistic knowledge when we encounter a new language by searching for known cues. Acquiring proficiency in a second language entails gaining fresh insights into the distinct implications offered by that particular language, which diverge from those of our native language. The way the two written language's function is critical to the transfer of skills, strategies, and knowledge between them.

TEACHER'S ROLE-

Teaching is the climax of learning, as the British author Sir Philip Sydney once famously stated. A teacher's main duty extends beyond ensuring that the students comprehend what the teacher says or teaches. It is also the responsibility of the teacher to comprehend the wants and requirements of the students. Two aspects are crucial in the teaching-learning process: the teacher's delivery skill and the students' reception capability. The teaching-learning process

will not be effective unless both components are present. The teaching-learning process is similar to applause. We can't clap until we have both hands. The teaching-learning process is worthless without the right instructor and students. Teaching should be worthy of fully and comprehensively grasping a concept. Teaching should equip students to address the world's political, social, international, and personal controversies with confidence. It should instill confidence in the children. Effective education should prepare students to make acceptable choices, judgments, and decisions on their own. During the teaching-learning process, the instructor should make every effort to understand the students. It is only then that he will be able to help the students comprehend him or his instructions. Theory mixed with practice on particular educational themes may make it easier for pupils to grasp the concept. The methods utilized by a teacher determine the success of his or her efforts to assist students in understanding what the instructor is teaching. Despite his brilliance, the teacher might have to disregard the children's physical limits. On the other hand, the student's ancestry might make him

uninteresting. Consequently, the educator needs to consider all possibilities.

At the school level, regular class assessments and exams provide close supervision over the teaching-learning process of the teacher. Different tactics are utilized to improve education in the event of a poor outcome (marks achieved by students). The same traditional (Macaulay) examination method is employed at the collegiate level. The key contrast is that college students will receive more curricula than school students.

ELT WITH A BACKDROP IN INDIA-

It is clear from history that in the 1940s and 1950s, linguistics was only a distant vision and was not included in the syllabi, or course of study. The only language-related work done was lectures on how the English language evolved, incorporating borrowings from Greek, Latin, Scandinavian, French, and Italian. Word creation, the deterioration and regeneration of meaning, and the laws of Grimm and Verner were all thoroughly investigated. Literature can be used to teach English as a language instead of the other way around, and even senior high school pupils without any formal language training were able to write and speak the language well. The reason that "language is a type of

patterned human behavior" indicates that language needs to be studied scientifically. It is among the most significant ways humans interact with one another in social settings. The presence of a minimum of one additional human participant in a scenario in which spoken behavior is externalized or represented by a physical action on the side of a performance.

The terms King's or Queen's English, British English, Received Standard English and others were created to be utilized as references to the English language. There are several written and spoken variants of the language, with spoken forms being more common. Scottish English is spoken by both highlanders and lowlanders in the United Kingdom, whereas Irish English and Cockney English are prominent in Wales and Cornwall. Standard English, sometimes known as Queen's English, is widely spoken in universities in and around London. In India, American English is predominately used, and it differs from British English in three ways: accent, spelling, and ideals or decisions. No other dialect of English, such as African or Africanized English, is spoken in India. In reality, the change from "linguistic imperialism" to "linguistic

globalization" has been going on for quite some time. Currently, the World English model by **Braj Kachru** is a more appropriate name for the most important English diffusion model. "The Inner Circle, Outer Circle, and Expanding Circle are the three Concentric Circles of the English language that illustrate the language's dispersion in this concept.

The English language as it first appeared on Earth during the first exodus is referred to as the **Inner Circle**. Today, New Zealand, the United Kingdom, Australia, the United States, Ireland, Canada, South Africa, and several Caribbean" islands use English as their primary language. The language was introduced to North America, Australia, and New Zealand by English speakers who resided in England.

The second English diaspora, which spread the language via Great Britain's imperial expansion in Asia and Africa, gave rise to the **Outer Circle** of English. Included in this circle are South Africa, the Philippines (a territory controlled by the United States), India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, and other countries. Papua New Guinea and Jamaica are part of the Outer Circle; most people there

speak Creole based on English, and they utilize Standard English for official communication.

Finally, **The Expanding Circle** consists of nations where English is widely used for worldwide communication but has little historical or political relevance. China, Russia, Japan, South Korea, Egypt, Indonesia, and non-Anglophone Europe (particularly the Netherlands and Nordic nations) are examples of this. The inner circle—the US, the UK, and so forth—is said to be "norm-providing," which suggests that these nations have English language standards in place. A "norm-developing" zone is the outer circle, which is primarily made up of New Commonwealth countries. The increasing circle is "norm-dependent" because it is reliant on the inner circle's native speakers' standards, which cover an important percentage of the remainder of the world.

ENGINEERING/BUSINESS ENGLISH-

Students possess four skills: **listening, speaking, reading, and writing.**

In brief, 'LSRW', and "Technical English" a theoretical topic, whereas "Communication Skills Lab" is a practical course. In a four-year engineering degree program, first-year

students study the former, while second or third-year students study the latter.

THEORY OF TECHNICAL ENGLISH-

The primary objective of this course is to assist students in developing listening skills for both professional and academic settings:

1. The program also aims to help students enhance their English communication skills for "real-life situations.
2. To develop effective reading skills and establish a reading habit.
3. To aid students in increasing their active and passive vocabulary.
4. To teach students about the varied rhetorical goals of scientific English.
5. To teach students how to effectively write letters and reports in formal and" business contexts. The lab practice is split into two sections: "English Language Lab," which offers exams in vocabulary, speaking, listening comprehension, and reading comprehension; and "Career Lab," which offers assessments in letter writing, resume/report preparation, and reading comprehension. Additionally, group discussions, presentations, and interview techniques are taught to the students. In final exams, the examiners choose the test and evaluation, with the English Language Lab

Practice receiving 40% of the total marks (100), and the Career Lab Practice receiving 60% of the total marks (100).

Conclusion: As previously said, 75% of our pupils are from rural areas and attend regional language medium schools. Therefore, we have to take into consideration their past while creating the curriculum and selecting the techniques for testing their English language proficiency. Therefore, in order to determine whether the current curriculum is appropriate for students to achieve their goals and meets the needs of the hour, as well as whether the methods currently used to test students' proficiency are appropriate, a thorough discussion is necessary. Additionally, faculty members who teach English at technical institutions are urged to provide their opinions and suggestions. After considering all of the above points and conducting extensive research, a relevant solution for the benefit of both students and society may be established. By creating skill-based routines like group discussions and appropriate language instruction at home in an inviting setting with the active and voluntary participation of parents, that the case as well as cause of English language instruction and learning

may be advanced. As many hours as you can should be spent practicing your English. Precisely understanding the delicate nature of language acquisition, language learners must grow, arrange, and improve their speaking and writing skills on their own, regardless of the instruction they get. Independent activities such as self-education and language practice are irreplaceable. However, it is important to note that one should never be fussy or unduly preoccupied with language. Pronunciation is embedded in metabolism; therefore, it does not require as much support as native people do in terms of communication. In conclusion, the human element of individual initiative and experimentation should be prioritized above all else; creative and innovative technology may develop thereafter.

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