

## A Review on English Language Teaching in India

1Mr.Balasaheb Shrirang Nale

General Science & Humanities Department

Dnyanshree Institute of Engineering & Technology,

Sajjangad road, Satara

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**Abstract:** English in India is a sign of people's ambitions for quality in education and a fully participation in national and international generation. The noticeable impact of this incidence of English is that it is today being wanted by everyone at the very early phase of schooling. ELT in India is energetic and vibrant today. The situation of the whole teaching model has changed completely. This article gives stress on the progress of this change, along with the surroundings and significances while connecting this with the course of ELT in other situations where it has always been a first language.

**Key Words:**ELT in India, advancement of ELT, Foreign language and Educational programmes.

### 1. Introduction:

Every educational system has certain objectives which wish to bring about appropriate deviations in students. In order to bring about those changes, the institutions place learning experience. The achievement of learning can be judged only in terms of the changes carried about by this understanding. This is a learning experience and assessment. English has become a world-wide language and teaching it as a foreign or second language has progressively become a global demand.

There is a relationship with the British pioneers, English happening life in India as not just a foreign language, but as a much opposed language. From the opposites of oppression to the unwillingly accepted lingua franca to the status symbol of the upper classes to its position today as a second language, English has come a long way. In fact, it won't be a deviation to label it a first language for some classes of Indian society. Just as the status of the language experienced continuous reinvention, the whole ELT standard also travelled the complete range of modification. In the closing years of the Twentieth century when English began to arise as the global language, the Indian classroom was transformed because of the change in the situation of the learner. Whereas the earlier surroundings had been

gaining poor with regard to English, suddenly every language user seemed to be jumping upon the English language learning.

The liberalization of the Indian society helped in all kinds of reasons to learn the language. While earlier in the century students who had been graduated in English joined either teaching or the any other services, now a whole new field of job opportunities has opened up. There are now call centers that need trainers to train their employees with communication skills, there are multinationals who have been employing marketing staff that needed to be taught spoken English. Those eager of migration to the west needed professional help for clearing tests like the IELTS. Hence, the opportunities where ELT came to be required in India are limitless today.

### Acquiring a Language:

Each language is designed in a different way, and the different constructions offer users different ideas to meaning. So when we acquire our first language, our brain 'tunes into' the way the particular ll works, and we learn to pay attention to particular signals to meaning that are most supportive. When we encounter a new language, our brain / mind routinely tries to apply the first language experience by looking for familiar signals. Part of learning a foreign language is emerging new understandings about the particular signals to meaning that the new language offers, and that vary from those of our first language. The transferability of knowledge, behaviour, skills and policies across languages depends thoroughly on how the two written languages work.

### Starring Role of a Teacher:

A teacher's key role is not only to facilitate the students to understand what he is aiming to say or impart. It is also the responsibility of the teacher to understand what the student wants and says. In teaching-learning procedure, two belongings play the key roles; one is the conveying ability of the teacher and the other one is the receiving capacity of the students. Without the two aspects, the teaching-learning process will not be a

successful one. Teaching-learning process is just like making sound by applause. Without two hands we cannot clap. Like that without an able teacher and the students, the teaching learning process is vain. Teaching should be a worthy of learning a concept intensely and largely. Teaching should enable the students to face the world which is full of radical, social, international as well as personal disagreements, without fear. It should give motivation and self-confidence to the students. By the operational teaching, the students should be enabled to go for apt selections, decisions and also choices individually. In the process of teaching-learning, the teacher should try to recognize the students first. Then only, he can assist the students to understand him or his teaching. The teacher may be a good, but the students' physical and psychological problem may lead him to overlook the teaching. Or sometimes, the contextual of family of the students may drive him to be bore. Hence, the teacher should take care of everything at the schooling level, the teaching-learning process is checked up the teacher by repeated class assessments and inspections. Based on the result different methods are adopted to improve teaching in case of undesirable result.

### **Teaching English as a Second Language:**

The Council of Chief State School Officers (CCSSO), U.S., defines English language adeptness in this way: A fully English expert student is capable to use English to ask questions, to comprehend teachers, and reading resources, to test ideas, and to challenge what is being asked in the classroom. Four language skills will be helpful to proficiency as follows:

Reading - the ability to understand and interpret textual meaning at the appropriate level.

Listening - the ability to realise the language of the teacher and teaching, understand and extract facts, and survey the instructional dialogues through which teachers provide new ideas.

Writing - the ability to create written text with content and set-up fulfilling classroom tasks at the suitable level.

Speaking - the ability to use spoken language properly and excellently in learning activities (such as peer tutoring, two-way learning activities, and question/answer sessions) within the classroom. Hence, the teacher should keep it clear while teaching English as a second language to the pupils.

### **Methodical English-Theory:**

The main motive of this course is to provide assistance to students to develop listening skills for educational and specialized purposes.

1. To help students to acquire the skills to speak fluently in English in real-life contexts.
2. To percolate reading habit and to develop silent and loud reading skills.
3. To help students improve their vocabulary.
4. To acquaint students with different linguistic functions of precise English.
5. To assist students to write applications, letters and reports effectively in formal language.

The laboratory training is given with the help of language laboratory software. The motives of the practical training are given below.

- To train students of engineering and technology with proficient speaking and listening skills in English
- To support them to develop their professional skills and social skills, which will make the conversion from college to workplace easier and help them to best in their jobs
- To improve students' performance at Placement interviews, Group Discussions and other recruitment exercises.

The lab practice is divided into two categories as "English Language Laboratory" where the listening ability, reading ability, terminology and speaking examinations are conducted, and "Career Laboratory" where writing tests on Resume/Report preparation and Letter writing are conducted. Also the students are given exercises in presentation, Group Discussion and interview skills.

### **CONCLUSION:**

In India, as already said 75% of the students are from rural areas and they are coming through local language medium schools. Hence, based on their background, we have to plan the syllabus and implement methods to test their English language proficiency. Therefore, it is necessary to go for a complete conversation as to whether the current curriculum is fulfilling the need of the period and appropriate to the students in completing their goals, the present means for testing the ability of the students are suitable and opinion and proposals from the teaching faculties of the English language in technical institutions are to be attained. Taking into attention of all the above points and experiencing a detailed analysis, a real clarification may be found out for the advancement of the students as well as society in general.

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