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## **Analysing the Pedagogical Aspect of English Language Teaching in India through a Critical and Holistic Approach**

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### **ABSTRACT:**

Due to its affiliation with the British colonizer, English started existence in India as not only an overseas language, but as a much aversive language. From the despised tool of oppression to the reluctantly followed lingua franca to the reputed image of the top classes to its position today as a 2nd language, English has come a long way. English Language, the language of news, business, facts, possibility, employment, strength and prestige in India, has grown to be the synonym of all progress inside the current years. The liberalization of the Indian economy ushered in all kinds of reasons to research this language. English language teaching (ELT) has obtained new dimensions in as a whole lot because it has crept itself into diverse techniques of English language teaching (ELT) at faculty as well as university ranges.

**Keywords:** English Language Teaching, Teaching Methodologies, Communicative Language Teaching, Situational Language.

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### **1. INTRODUCTION**

While earlier in the century students who had specialised in English joined both teaching and the civil services, now an entire new spectrum of activity possibilities has unfolded. There are now name centres that want trainers to equip their employees with communication capabilities, there are multinationals who have been recruiting marketing group of workers that need to be taught spoken English, there are medical transcription centres which want efficient translators and reporters. Those desirous of immigration to the West need expert help for qualifying assessments just like the IELTS, TOEFL and many others. Hence, the avenues in which English Language Teaching (ELT) has come to be required in India are unlimited these days.

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### **2. ELT (English Language Teaching) -NEED FOR TRANSFORMATION**

Notwithstanding the truth that these days English enjoys the fame of a large enterprise within the wake of globalization; teaching and studying of it in educational establishments in this country especially inside the small towns and rural areas is as a substitute inadequate and unproductive. Of late, we the Indian instructors of English at the undergraduate level have come to be painfully aware that most students inside the college without problems control to pass the examination without making plenty attempt to both pick out up the language and learn to recognize the application of language. Most of the students attend classes due to the fact they've to finish the minimal requirement of lectures with the intention to appear within the examination. The scenario is worse in rural regions where most of the scholars are commuters and discover it hazardous to hold books for they need both the fingers for preventing their way into the crowded buses as well as for buying out of them via the jostling crowds. So, they attend instructions without books that are purported to be their unavoidable partners. Also, most of them have already developed the dependency of cramming the whole lot because the effort, the attitude and the strategies followed in faculties that are repository of best availability to rural college students, do little to assist an infant who reveals answer handiest inside the rote approach of learning. Therefore the 'creativity' is lost someplace. Even the capable college students who can explicit themselves in writing achieve this in their native language, not in English. This is their information of simplest the vernacular language properly that the teacher is continually expected to translate each and every word so that as a minimum the literary texts are in some way driven domestic. But there remains the crucial task of importing the basic function of language i.e. to talk nicely. Though there are a few students who can write fairly properly in English, however in terms of ELT in India, they discover themselves in tight corners. Just remember the frustration of such a first era learner who has all the expectations of his elders at the back of him and knows that no job is watching for him until he has an awesome command over the English language. Hence the students aren't eager however unwilling, angry and frustrated to improve their speech capabilities. Now, while we, the lecturers of English, address ourselves to the ever passing hassle of how to meet the requirement of Indian college students because of their deficiency within the stated language, we confront this crude reality that more than the pupil, it is the teacher of English who's guilty of leaving the pupil in a catch 22 situation. This is so due to the fact we refuse to do whatever for the pupil. Most people have matter of fact mind-set towards coaching which permits us to perform our duty simplest and do not anything else. In a manner, we become the carriers of degeneration in teaching in addition to life in widespread, for expediency as opposed to morals, is what informs all our activities of existence such as teaching.

### 3. TEACHING METHODOLOGIES

Several reasons may be accounted for this sad and deplorable state of affairs of ELT in India but a great deal of the onus lies on the ways, tactics and techniques adopted to educate English. However a great deal the exam system can be defective and the syllabus not suitable to the desires of the students, the methodology of teaching is the key element and the actual strength inside the palms of a trainer. English is still dealt with as a topic to be trained, no longer an ability to be mastered. Also, the conventional ELT methods like Grammar Translation Method, Direct Method and Situational Language Teaching are in no manner useful to the students within the changed state of affairs where the majority of college students are determined to study English only to be communicatively ready.

#### 3.1 CLT - Communicative Language Teaching

Communicative Language Teaching (CLT) turned into brought in India in the Eighties as the traditional approaches were failing to meet the contemporary demands of English language rookies. Communicative Language Teaching is a language coaching programme focusing on inexperienced persons' capability to talk -to facilitate them to use the language for communicate. Communication is as a result seen because the fundamental difficulty in getting to know a language. Dell Hymes, who developed the idea of Ethnography of Communication, emphasized that the study of language includes knowing not handiest the language structure but also what to say to whom and how to say it as it should be in any situation. He consequently evolved the concept of communicative competence. Communicative Competence in easy phrases way that it is not enough in an effort to produce grammatically correct sentences however it is important that the speaker is able to produce appropriate sentences, understanding the social context, the function of the individuals, the statistics they share, and the feature of the interplay.

#### 3.2 Following are the Prominent Communicative Language Teaching (CLT) Features

- i. Communicative Language Teaching is learner-targeted.
- ii. Communicative Language Teaching emphasizes on mastering communicate in preference to grammar.
- iii. Communicative Language Teaching's goal is the improvement of communicative competence and not linguistic competence.
- iv. Communicative Language Teaching encourages and promotes 'fluency and appropriacy' instead of 'accuracy'.
- v. Communicative Language Teaching syllabi are detailed more in terms of language features in preference to in terms of Language paperwork.
- vi. Communicative Language Teaching concentrates more on the message than meaning. ELT in India: An Analysis International
- vii. Communicative Language Teaching tolerates grammatical mistakes at an early degree of the learner, however expects them to grasp the language at a later degree and produces correct sentences.
- viii. Communicative Language Teaching is assignment-primarily based.
- ix. Communicative Language Teaching makes a speciality of problem-solving.
- x. Communicative Language Teaching encourages self-based individualized mastering.

#### 3.3 English Language Teaching (ELT) in India

ELT (English Language Teaching) pedagogy became advanced often inside the West wherein political and social realities had been distinctive and the popularity of English become fixed while, in India, ELT pedagogy relies upon the diffused and now not-so-subtle methods wherein the repute of English continues changing. The trends that have taken vicinity in ELT method inside the West took some time to reach Indian classrooms.

Three elements are accountable for this gap:

- i. Only around the 12 months 1980 did English reap good enough interest from coverage makers, directors and teachers.
- ii. No formal instructor education is given to new recruits or practising instructors (barring the only-12 months application).
- iii. The examination machine is more success oriented in preference to performance orientated.

#### 3.4 CLT - Communicative Language Teaching in India

Communicative Language Teaching reached both areas (India and the West) among the years 1970 - 1980, with the difference that the Indian context became no longer prepared for CLT. The context of the whole coaching state of affairs really started changing around the 12 months 2000. Socio-monetary elements played a main position in this variation that is dynamic even today. The liberalization of the Indian economic system caused the access of many international manufacturers into the rookies' thoughts-set. Call centres, buying department stores and exchange festivals, all need young employees, fluent in English. There is a mushroom increase of personal institutes and academies presenting the complete range of talent in English from clearing the IELTS to talking fluently. The Internet has played a chief function in developing a useful resource-wealthy surroundings by using giving a wide variety of publicity to English. Becoming web-savvy has emerged as the want of the day and this is feasible most effective through English. These are just a few of the factors that have created a panacea for the deadlock that Communicative Language Teaching had determined itself in. All these contextual changes within the Indian state of affairs have affected English language coaching in India positively displaying a few hopeful symptoms of modifications aided by means of modernization. These signs and symptoms include creation of CLT curriculum by Central Board of School Education in all its affiliated colleges, creation of 'English for Specific Purposes' (ESP) in some Indian colleges, infusion of era with the teaching of English inside the form of Language Labs, availability of the native English Language to the Indian humans with the massive availability of cable tv and satellite tv in India, recognition of English because the most preferred language of the global information dual carriageway by way of the new generation with the upward push of computer knowledge and internet and reframing of the curriculum by a few universities on Communicative Language Teaching pattern. In spite of some of these tendencies in English Language Teaching and popularity of Communicative Language Teaching in many parts of the united states of america as a complete approach, there are many regions in India where English language remains dealing with a

completely precarious situation. These encompass in particular the north Indian states. The ordinary state of affairs of teaching English in those states is dismal as the graduates passing out from the schools and universities English Language Teaching in India here are unemployable. Needless to say, that the sole motive for this type of huge range of unemployed teens is loss of communicative competency in the college students. So, it is the need of the hour to trade the present syllabi and reframe the brand new ones with the aid of following Communicative Language Teaching approach on a pan-India degree.

### 3.5 ELT Methodologies in India

Where the issue of technique is concerned, ELT appears to be in 3 temporary stages consistent with the exceptional tiers of the paradigm and its needs:

- a. The first level is that of the institutions run by using the Government, in particular Primary, Secondary and High Schools.
- b. At the second level are those establishments that are Semi-Government are run with the aid of non-public managing our bodies, assisted through government funds.
- c. The 0.33 level incorporates only non-public region academies that adopt to make freshmen gifted English users within a stipulated duration.

This creates a ripple which may be felt in three methods:

- i. Young instructors who work in undergraduate schools paintings component-time at those academies in which they use the state-of-the-art teaching aids and materials to gain fluency at the earliest.
- ii. The administrative bodies of undergraduate schools comprehend that a whole untapped market needs to be explored that's why they introduce sales-earning guides in the field of English skill ability, open to the general public.
- iii. Parents of learner's shape a vital and extremely important thing of the coaching paradigm in India.

### 3.6 Communicative Language Teaching: A Paradigm Shift in ELT in India

Though Communicative Language Teaching faces a number of impediments in its successful implementation in India, it still holds the road to success. The whole manner of curriculum alternate is riddled with bulky and time-consuming tactics in India and Communicative Language Teaching has been capable of reap most effective a limited success, yet it has not been removed from guides. This, in the end, has been for the higher because whilst on the only hand, the lecturers were able to familiarize themselves with its method and method; on the other hand, the changed and converting context has endorsed its developing fulfilment these days.

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## 4. CONCLUSION

It is authentic that in general this Communicative technique is practiced within the institutes that belong to the 1/3 category above however the ripple created is gradually achieving the ELT study room. The most widespread effect of this technique is its sensitivity to learner needs and responses. This sensitivity is what has been lacking in the educational element of ELT in India. The complete educational manner is so unwieldy that it fails to respond to learner needs; learner response is simply too frequently disregarded. The irony of the situation is that even as academicians label these learning centres 'stores' or 'industrial institutes' it's miles these establishments which can be a chief have an impact on in the back of the changing face of the ELT paradigm in India.

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