

A Critical Study of English Language Teaching in India

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Abstract – This paper deals with the state of English language teaching in India at the present time. This study examines the history of English teaching in the past and present. Unlike the teaching of the vernacular language, ELT deserves more realistic approach, since it is a foreign language. This article illustrates the importance of using English as an instrument to satisfy the ever-increasing demands. As the world rises in business revolution, it has become unavoidable to keep up with that in the English medium. Therefore, a critical analysis of ELT in India would not only investigate the trend but also the suitability of the types. The way by which the learners will bring their knowledge into actual everyday practise is to satisfy their real-world needs and acquire language expertise.

Keywords: English Language Teaching in India, EAP, EOP, ESP

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1. INTRODUCTION

English has also been described as a "world language," a commonly spoken language of today. It is the new era's lingua franca and the same is taught and understood around the world as a second language. In India, English is not only used for communicative purposes but also acts as a coordinating language for inter-state and intrastate cooperation, as the nation is identified with the great ethnicity and linguistic diversity. While modern technology has begun to play a considerable role in imparting and acquiring language in schools and colleges, it is very inadequate and unproductive, especially in the small towns and rural areas. Students at school and college level learning English continue to pass the tests without making adequate efforts to either understand the language or learn to realise the utility of language.

English has grown considerably since the colonial days to the point that it has gained the statutory status of an official language connected to it. Although it is estimated that Indians who use English constitute only about 10 percent of the population of nations but dominate the national administration and play an important role in policy making. The students and parents perceive English as the language of opportunity and a bridge for social mobility. Therefore a general urge to learn this language is common. At this time about twenty million students are studying English throughout the world according to an estimate.

2. ENGLISH TEACHING LANGUAGES HISTORY

English as an international language and a communication language promoted the need for practical English command for people all over the world rather than academic language mastery as one might learn in a typical school course. The English language teaching profession initial response was to seek new methodological directions. It was assumed that more up-to-date teaching methods are required to meet the evolving needs of language learners which represent the latest understanding of the nature of language and language learning. There are examples of different ideas and attempts in the area of teaching English as a second language, from antiquity to modern era. The historical evolution of English as a second and foreign language from ancient times to the present is investigated in five law divisions. –

- The Middle age
- The Renaissance
- Seventeenth and Eighteenth Centuries
- The Nineteenth Century
- The Twentieth Century

The Romans learned Greek as a second language prior to the establishment of the Roman Empire. They had Greek-speaking tutors, teachers, slaves and servants in their house keep. The method was

similar to learning the first language, i.e. by direct living communication with the foreign language speakers and through imitating and reproducing target language speech, words and sentences. During the Middle Ages, as the Roman Empire grew, Latin became an foreign language of the Western world, then Latin was taught like every living language was taught - first orally by introducing the native speakers' language and later by reading and writing widely like well as intensively. The same language teaching techniques were later adapted by the practitioners to teach modern languages, such as English.

The two competing ideologies competed for dominance in the nineteenth century. One was language teaching by direct communication, either orally or in writing, and the second pattern was reliance on a formal grammar teaching based on prescriptive rules of different kinds. Karl Plotz popularized the method of grammar- translation as the primary form of teaching modern languages.

Yet grammar-translation was criticized in the final decades of the nineteenth century as a cold and sterile approach to language teaching. Most language teaching developments evolved in response to grammar-translation throughout the late nineteenth century and in the first half of the twentieth. In the last two decades of the nineteenth century, the Reform movement was followed by the work of a few individual reforms.

The English teaching as a Second Language arose as an independent occupation during the first half of the 20th century. English developed itself as a second language with a communicative utilitarian purpose. The monolingual technique of the direct method and its linguistic basis provided the framework and the impetus for the creation of many new methods by a number of teachers, phoneticians and linguists in Britain. Daniel Jones published a number of source books like *The Pronunciation of English* (1909), *The English Pronouncing Dictionary* (1917), *An Outline of English Phonetics* (1918)etc. Harold E. Palmer published a number of books on methodology as *The Scientific Study and Teaching of Language* (1917), *The principles of Language Study* (1921). Michael West published *The New Method of Grammar* (1938) and many more.

In Britain these advances were similar to the growth of applied linguistics as a discipline in America. Descriptive linguistics was introduced in the United States with early-century works of anthropological linguistics such as Franz Boas and Edward Sapir. Also the emphasis on imitation and practice was given theoretical support from B's behavioral psychology. Skinner, F. The audio-lingual system, thus representing in part the availability of audio technology during the 1950s and the structural views of language, retained its influence from around 1959 to 1966. Audio-linguistic was questioned from the

beginning of this but gradually after 1964. It was eventually heavily criticized on theoretical grounds by 1970 particularly after Chomsky's assault on structural linguistic and behavioral psychology.

Rejecting behaviorism and relational linguistics, language pedagogy was beginning to explore a basis for second-language instruction in transition grammar and cognitive psychology. The consequent cognitive theory emphasized the learners' academic comprehension of the language as a framework. A focus on rule learning, constructive practice and innovation has replaced the behaviorist view of learning in terms of conditioning, shaping, training, pattern forming and over learning.

Dell Hymes introduced the idea of communication skills in the USA in 1966, and British applied linguistics such as D. A. Wilkins, Christopher Candlin and Henry Widdowson understood the practical and communicative dimensions of language that there was a significant change in the pedagogy of languages. The language instruction aim changed to developing communicative skills for the learners. In the 1970s, communicative skills centered on socio-linguistic issues and regarded linguistic skills merely as a supplement to the communication. A distinction has been made between grammatical rules of use that allow users to create appropriate sentences and the use of language to achieve some form of communicative intent.

Several communicative syllabuses have been suggested as a result of this shift from linguistic competence to communicative competence.

1	Functional	Jupp and Hodlin (1975)
2	Structures plus Functions	Wilkins (1976)
3	Notional	Wilkins (1976)
4	Learner-Generated	Candlin (1976)
5	Interactional	Widdowson (1979)
6	Functional - Spiral around Structural Core	Brumful (1980)
7	Competency- Based	Grognet and Crandall (1982)
8	Task Based	Prabhu (1983)

3. KINDS OF COMMUNICATIVE SYLLABUS-

But despite all these, during the transition era of the late 1960s and early 1970s there seemed to be something of a gap in methodology. Carroll Ney and Marckwardt made a major appeal for cautious eclecticism and proposed a

methodological synthesis. In various contemporary methodologies, such as Caleb Gattegno's Silent Way (1972), Georgi Lozanov's Suggestopedia (1978), Ashar's The Complete Response Method (1982), and Carran's Therapy Learning Methodologies, such humanistic perspectives are mirrored. These not only concern improved language skills but also several aspects of personal development.

The active role of learners in the learning of their language has developed strategies to minimize anxiety in the classroom and encourage a warm environment for learners.

H.H. Stern in his book *Fundamental Concepts of Language Learning* (Oxford UP, 1983, pp113) shows the changes and innovation in language teaching from 1830 to present time.

Period	Decade	Main Features
1.	1830-1880	Grammar-Translation Method
2.	1880-1920	Direct Method, Phonetics
3.	1920-1940	Compromise Method, Modern Foreign Language Study, Reading Method and Basic English
4.	1940-1950	Linguistic Approach of Language Teaching, American Army Method, Intensive Language Teaching
5.	1950-1960	Audio Lingual, Language Laboratory, Psycholinguistic
6.	1960-1970	Audio Lingual, Habit Theory vs. Cognitive Code Learning, Impact of Chomsky's theory of Socio Linguistic, Method Research and Method Analysis
7.	1970-1998	New Methods, Breaking Away from Method Concepts
8.	1998-till today	The Post Method Era, Communicative Language Teaching, Beyond Approaches and Methods

4. REVIEW OF LITERATURE

Manish Kumar [2019] discussed how "English is our big window on the world" English is not only in India but in the world. Since English is spoken so often, it is called a 'world language.' Although it is not an official language in many countries, it is the language taught mostly as a foreign language. English flourishes rightly across India and elsewhere in the world. Everything you could think of is English — the weapon of domination and oppression, the production and formation of wealth and inequalities,

the mass education instrument. Training must also be fully aware of the attack by England. During the age of globalisation, English was not limited to the four walls of the school — an activity between professor and teacher — but has been accepted as a language of reference for all human activity worldwide. Thus, far from being called the language of the colonisers, because of globalisation it today has become internationally known. Knowledge of English has therefore become a prerequisite for the development of profession in the modern world. The English vocabulary includes nearly everything that people feel and dream of about science and humanity. English has been adopted as their contact language by international markets around the world. We can and will change our teaching and learning processes with technology. We must try to change the English language education scenario from primary to higher education when paying attention to the problems and causes mentioned above. In order to address the mentioned problems, higher education will focus on the suggestions outlined in this paper.

R. Abilasha; M. Ilankumaran [2018] English, an extensively used language of today, has often been mentioned as „ global language“. It is the language of the current age and the same is learned and taught worldwide as a second language. In India, English is not only used for communication but also for inter-state and intrastate coordination, because the nation is connected with the great ethnic and linguistic diversity. Modern technology is not sufficient and unproductive, but it has begun to play a significant part in the teaching and learning of languages in schools and colleges, especially in the rural and small cities. School and school English students can pass exams without trying enough to understand the language or to understand the usefulness of language. The importance of using English as a tool for meeting the ever-increasing demands of a competitive business world is emphasised in this article. This paper considers the tasks before teachers in the current ELT day and strategies to be overcome. The way by which students can put their knowledge into real daily practise is to meet their real world needs to gain knowledge of the language.

Sailaja, Pingali [2017] In this global competitive environment the language is closely and fundamentally connected with human feelings and behaviour. In our times, English is important for communication by a number of factors. It is first and foremost the most popular foreign language. In other words, two people from different countries (e.g. Mexican and Swede) usually communicate with English as a common language. That is why everyone should learn the language to get in touch worldwide. You can communicate with people from all over the world, not only English-speaking people. It has to do with ethnicity, faith and self-trust. Everyone uses it for work, worship, and play-

be it a beggar or a banker, wild or civilized. Languages are important and are essentially modern in every nation's life. The members of the social group need to speak to each other in language and for all social purposes, public administration, business, education, etc. Our nation is a multi-lingual, pluralistic and multilingual nation. An individual can best work through the native language, the mother tongue. It is best that they can work through their mother tongue to satisfy their social desires. Thus it is natural to think of the mother tongue for the purpose of education. However, the need for communication in order to have a common language has helped to learn English. The meaning of using English in a modern context is addressed in this document.

The paper aims to focus on some of the key goals by sensitizing language educators, language teachers and learners to the current trends, issues and challenges. Various hindrances, such as a large number of classroom students, a rural background, lack of motivation and confidence, analphabetism, lack of reading and writing, inadequate and inaccurate curriculum in hand, lack of involvement and response, and especially a lack of qualified teachers, make the whole process of implementing quality education and orientation for skills futile.

Tarjani Dakshesh Sheth [2016] The fluency of English among students becomes a major skill they need for their jobs. The industry noted that Indian students have deteriorated in English and have had to implement policies and strategies. English is an integral part of the Indian curriculum over decades and plays an important role in the search for jobs in well-known organisations. Institution and government agree that the English language should not be rejected globally. The skills of English communication in today's scenario cannot be overestimated as a critical, essential element for determining the employability quota. English teachers must be prepared to act as a coach or facilitator who can create real skills and skills to bridge the gap of skills by focusing on the integrated multi-skills development of learners and enhancing their English language skills. As English is the most prevailing language of global interaction, this paper aims to point out how an English teacher perceives his role in increasing crisis in technical colleges as an employer. The objective of this paper is the evaluation of the current industry scenario, its role and value, as well as the need for a teacher of English to retain his student's technical expertise and to compete with the world of two weapons field and English language skills.

English in India is a sign of people's aspirations for education quality and for greater participation in national and international lives. Rajender Pondra[2016] The obvious effect of this English presence is that it is being called for today by everyone at the very first stage of schooling. The

context of the entire paradigm of teaching has completely changed. This article traces the course of this change as well as the causes and consequences of the ELT process in other contexts in which it has always been a first language.

Pandey, M. and others[2015] The efficacy of English language courses at India's engineering colleges has been examined. This article. Most engineering graduates in India are unemployed because of their poor communication skills and lack of faith. Many research papers confirmed the importance of improving the employability of engineering graduates; however, the problem of poor communication skills in India is still growing. This research is conducted in particular to understand the fact that in English, engineering colleges reveal the mystery underlying the poor performance of many graduate engineers in India. Many students still lack confidence in their final years of study when they meet their campus placements in the third year. Furthermore, it was found that methodology of faculty members needs to be improved because many students want to develop their language skills in more engaging sessions. The study results showed that the English teacher's methods and the level of faith of engineering students differ, as well as that it is important for engineering students to take proper training programmes.

The English version is now an essential part of the modern life of Dr. Reena Mittal [2014]. So, these are journals. We usually start our day with their headlines and newspapers. Why not make it easier for us, our learning cup, this important part of life. The journal focuses on different aspects that will help you learn English and the advantages and new ways of reading newspapers. Some tasks and exercises can be interactively implemented in the classroom for effective English learning. These exercises not only teach you, they also remove your deficiencies in a humanistic way.

B. Balaji and al-Reddy[2013] Communication refers for the transmission of information to the exchange of ideas and ideas. In the 21st century it was necessary to learn basic communication skills for personal and professional growth and success. Therefore, a student in science and technology cannot afford to ignore the basics of interaction. In view of globalisation, students in engineering and technology need a specific set of language skills, both in terms of education and work. Efficient communication skills are vital for moving up the corporate ladder. In order to help the students improve their communication skills through responsibility, the English language teacher has an important role to play. The purpose of this paper is to stress the vital role of the English language teacher in developing the

communication skills required between engineering and technology students.

Gakhar et. al. Kamlesh. [2012] Education has made it all too easy for the students to reach more and more students throughout the country's education system. The announcements include the removal from session 2010-11 of compulsory CBSE Board examinations for class 10, the implementation of the classification system, the adoption of free and compulsory education bill by children, reservation policies ... This includes announcements. Now there is the question of how successful such education efforts have been in different countries. With a 3.7% contribution to India's overall GDP, Haryana is the country. This study sheds light on the comparative eye of the Haryana education system. An assessment of the academic achievements of these states from various angles helps analysts and scholars to understand how far we have come to achieve our objectives and what needs to be achieved. There has also been a comparison of these countries' literacy rates and literacy rates. Based on data from various websites of the Ministry as well as on commission documents, this paper is concise in its nature.

Change is nature's policy, **Nagaraj, Geetha [2011]**. "Nothing but transition is eternal," says the pre-Aristotelian Greek philosopher Heraclites. The general tendency to change or move is a pattern. Before the current generation of students with a range of education options, new trends in the field of education seem to have emerged which have changed the face of the traditional education system completely. Recent trends, methodologies and innovations play an important role for the education industry in general through the integration of the learning system, emphasis on quality over quantity, the increasing adoption of technology, the need for competent talent etc. Theory and methods are constantly evolving in the field of ELT as well. This research paper presents the popular patterns of ELT, which have mainly been applied worldwide in recent times, with a particular reference to trends in recent decades.

S. The current situation of English Language Teaching in India is discussed in this paper. This analysis assesses the English teaching past and present patterns. Contrary to vernacular, ELT needs a more practical approach, as it is a foreign language. Most Indian languages were only studied and taught when the language in question is spoken. English, however, is required across the borders of countries. With 74 percent of students in India, only 13 percent of the subjects are still capable of reading and writing good English. When the country grows in business revolution, it becomes inevitable to move forward with that in English. Therefore, a critical review of the ELT in India will not only examine the pattern but also the appropriateness of the types.

5. ENGLISH LANGUAGE TEACHING IN INDIA

At the international level, from antiquity to modern age, there were a number of important developments in the area of linguistics and second language teaching. The emergence of these methods, in India too, necessitated the need for pedagogic reform. Trainings at all levels were given importance. Some English Language Teaching Institutions were established with the British Council collaboration. In 1960's, the developments in the area of ELT in USA and Britain pushed the structural approach to the back stage and new ideas began to emerge which influenced ELT in India. In 1970 Prabhu and his project team undertook an experiment in ELT called the Communicational Teaching Project (CTP). Launched at the RIESI Bangalore, with the blessing of professor Victor Devasundaram, Director of the institute in 1979, the CTP was conducted in Bangalore, Karnataka, Madras and in Tamil Nadu, involving five classes, Primary and Secondary in five schools both government and private and about five hundred students who learnt second language as English in regional language medium schools. The syllabus that has resulted from the experimental project is called the procedural syllabus which is a list of mind-engaging real-life or life-like tasks for the learners to do in classes using English. The Government of India, with the help of the English and Foreign Language University (EFLU) and numerous Regional Centers has been taking several measures to strengthen ELT in the country such as periodical revision of the syllabus and teaching materials, regular refresher courses for teachers of English, in-service trainings, national level conferences of teachers and teacher educators to discuss the problems of ELT and find possible solutions, advance training to ELT teachers in UK, and USA and encouragement to teachers to do research in the area of ELT etc.

But still the English teaching whether for beginners or for the advance learners has been a challenging pursuit for the teachers of English especially the area that covers the acquisition of skills of language. It may be a reason to such differences as in the levels of initiation of instruction, differences in the socio-economic status, differences in urban and rural background, scarcity of teachers' well-versed in content matter as well as the methodology of teaching, lack of adequate aids and instructional materials, hamper in their own way the successful handling of English in the classrooms. Universities in India still follow the colonial pattern of education; it is deeply entrenched in the colonial system. Teachers of English are not willing to change their mind-set. They don't want to accept the changing role of English in the world. English is no longer projected as a study of culture for humanistic purpose; English has become an important tool of international communication but there is no serious

attempt to redefine the goal of teaching English in post-colonial India; all this results in an aimless drift.

It is unfortunate but true that ELT in most of the academic situations in India seems to be ineffective and impractical. Most students' English language proficiency and communicative skills are subject to doubt. At the college level, most students who have passed college examinations are unable to communicate either orally or in written form. This is the fact despite having had almost 1000 hours of formal language instruction in their language classes before they entered college level during nearly eleven years of schooling, but maximum have very low English orders. Many explanations.

- **Out-dated pedagogy and teacher domination**

Indeed ELT in India has suffered for more than a century from an obsolete pedagogy and teacher-dominated presentation style. In this type of chalk and talk-oriented instruction method, an instructor functions as a narrator who, through a parrot-like imitative mechanism, infuses information into receptacles. This cycle includes translation, repetition, memorization, recitation and duplication in language classes, which are often conducted by a combination of the grammar-translation approach and audio-lingual methods.

Such an instructional program that is operating in most of India's government and semi-government schools and colleges is focused on individualistic student rivalry. Their emphasis is on cramming the kit in order to be able to regurgitate them if they are called or humiliated in their examination papers that typically measure nothing but their short-term memory capacity and their knack of working under intense pressure quickly. This wash-back effect in turn has had pernicious effects on the learning process and consequently on the language processing abilities of the students.

- **Use of vernacular medium of instruction**

What makes the matter worse is that English is typically taught in the vernacular for the advantage of students who are not even at university level able to understand or communicate in English. They speak English with a concoction of local slants and regional words. The teachers are also not able to hold the attention of the students. Shortly after the beginning of the attention of the class students begins to waft and usually the boredom is rife by the end of the semester. In English language classes, SMS-ing, talking, emailing, listening to music, yawning, dreaming or even sleeping are typical behaviors.

- **Learners' needs are ignored**

A big issue with this situation is that the interests of the learners are continually being overlooked. The

fact that students come from diverse backgrounds makes the situation in language learning classes more difficult as their socio-cultural contexts produce large gaps in their communicative skills. The variations between their skills, style of learning, methods for learning and activities are overlooked.

They lose interest and lack the ability to learn, and therefore get poorer and poorer by the day.

- **Teacher-Centered approach**

Another greatest problem in ELT is the destructive impact of the traditional teacher - centered approaches which are being applied from primary to college level. There is very little scope for genuine and meaningful interaction and effective language learning. The outcome of this type of educational system is nothing but short-term student mastery of the course material, but the after-effects of this educational system are lower incentives for learning strategies and social skills transfer. Thus education is a depositing act in which the students are the depository, and the teacher is the depositor. Instead of communicating, the teacher is talking and making deposits that the students collect, memorize and return to parrot patiently. This is the principle of "banking" education in which the scope of action permitted for the students applies only to obtaining, loading, storing the deposits.

- **Less use of technology in ELT classroom**

For all the flaws of English teaching, a lot of teachers and students have a passion for this. Teachers like it because they worry about the viability of applying or the productivity standard of new technologies. Most believe the latest technologies in real classroom setting are not realistic. But the fact seems to be that they lack the ability to open their eyes to the latest developments emerging in the field of education. A large number of teachers lack the technical know-how. Students really like this product-oriented approach, as it offers the details they need to obtain their marks in the shortest possible time. They suffice to make their dreams come true by learning certain survival skills.

- **Lack of collective awareness**

Another problem is the lack of collective awareness in different authorities. Central Universities, Deemed Universities, The CIEFL, RIEs, ELTAs, KHS, CBSE, NCERT, Navodaya Vidyalayas, Kendriya Vidyalayas, NCTE, Autonomous Colleges, Curriculum Development Centers, Academic Staff Colleges, Refresher Courses, Open Universities and Schools, DIETs, Operation Blackboards, Education for All,

Computer Assisted Language Learning, Language Laboratories, National Testing

Service, Action Plan etcetera, all are big names and high sounding words but all these agencies don't have co-operation regarding language teaching. Due to this lack of cooperation, English language instruction mechanically executes as rituals.

It is the business of linguistics and ELT to make a learner proficient and competent in the use of English as tool for communication. This proficiency and competence is essential for anyone engaged in learning English and once this competence is attained he/she can then go on to dwell in the realms of Shakespeare, Milton, Dryden, Pope, Goldsmith, Jane Austen, Wordsworth and so on. And to inject this competence in the learner is the job of a specialist. Such specialists are the need of time in Indian situation.

The most emerging issues for an English language teacher are -

- How to add variety and remove boredom from an ELT classroom?
- How effectively and fruitfully can language games be played in ELT classroom?
- How can language communication skills be developed in the learners?
- How can we construct a realistic but effective curriculum?
- How can a teacher evaluate the performance of the learner throughout the year?

These various aspects of ELT with precision and clarity seem to be the need of the day.

Despite all these measures, the condition in the country can't be encouraged if teacher trainers continue to load the trainees with the useless theories and teachers of English continue to use age-old methods in their English classes and learners continue to be incapable of using English whenever they need.

• **Lack of knowledge of curriculum**

A good structure of curriculum and syllabus is essential to the teachers of English because it gives them directions for their classroom teaching. The knowledge of various methods makes a teacher knowledgeable and helps him to choose the right method but the knowledge of the curriculum and syllabus helps him to develop his own method in order to suit the needs of his learners.

6. GENERAL PROBLEMS OF ELT

About half a century ago, the Hindi-English problem literally hit the whole country. In the north, Hindi or Hindustani advocates wanted to remove English from school and college courses completely. Interestingly, the anti-Hindi militants in the South launched protracted and vigorous campaigns for English. According to India's constitution, a federal democratic political structure, education is a co-continuous topic that both governments control. In some countries in North India, the continuous and persistent upheaval has completely stopped English languages teaching, so that even today tens and thousands of people have absolutely no knowledge of English, otherwise competent at the end of the 50's and 60's, but are disabled and helpless in their daily life.

Although there has now been considerable improvement with considerable interest, there is still a problem in a considerable segment of the Indians who view English as a colonial and imperialist heritage. It is only a bit realised that English is a language of global necessity and not simply a link language in India. Second, the Indian educational system has met with a large number of commissions and committees established since independence for the obvious purpose of introducing new policies and reforming existing education policy. The commissions and committees established by this system have submitted and continue to submit their reporting to the government, and recommendations for changes in the education system, including the ELT, have been considered or adopted. It is noteworthy; unfortunately, the sudden and unjustified changes that have not been brought about from time to time in the curriculum with the resulting adhocism and improvisation still characterise India's education and politics. Whether language education or learning demands elaborate and careful planning with extreme regularity, continuity, coherence and stability, the need for the hour is the right type of education. Education is a discipline that should be looked after in the interests of experiments and should not be played with.

The ELT is a delicate sequel to the second since it includes all the three components of the person: children, young people and adults. In a country such as India, on the one hand primary and secondary education and on the other, higher education do not have any coordination at all. In other words, it doesn't even appear that primary and secondary schools are coordinated. These three levels of education form and are independent in different categories, bodies or entities. It is regrettable that in light of their age, their ability, their motivation and other factors governing the process of language learning or acquisition, the system leaves little scope for proper screening of

students. All these are deplorable and affect the ELT in India negatively and deleteriously. Finally, the nature and importance of governing institutions in the education system are too difficult to understand and appreciate this problem. The different educational boards and State Education and Research Training Councils (SCERT), the University Academic Councils (UAC), the University Grant Commission (UGC), the state department of education and the Department of Human Resource Development (DHRD) are keen to improve and modernise study courses in all fields. The ELT will also be enhanced, updated and streamlined as much as possible in this process of doing all of these things. It is deplorable to note, on account of an unhealthy rivalry, between language and language, on the one hand and people advocating the cause of literature that all the efforts made have been thwarted. Both camps are clearly divided and the division has been kept so well that the study of English and literature is damaged.

7. ENGLISH LANGUAGE TEACHING APPROACHES

The Indian ELT practise was a multifunctional approach to teaching. The learning of English is different for different purposes. Three key patterns / approaches of ELT were thus established in India:

- Academic English (EAP) English
- Occupational English (EOP) English
- Specific Objective (ESP) English

Firstly, in primary, secondary and common graduate education institutions, the EAP refers to the teaching of English. This approach seeks to increase students' awareness of the English fundamentals and encourages students to reflect on the fundamental grammar, pronunciation and use of English for common purposes.

Secondly, EOP refers to professional teaching of the English language which requires a basic knowledge about the profession concerned and its relevance to the use of English in practise. The ELT approach has been a major task for the tutors, since they need special knowledge of the particular working jargons.

Thirdly, in the case of specific needs, ESP refers to teaching English in order to limit the purpose of the learner. Instead of a multi-purpose course, ESP advocates the development of special courses that will suit students' needs. The ESP is especially suitable to teach science and technology (EST) students English.

Furthermore, in other undergraduate courses, English differs from English because, as opposed to an end in other colleges, it has a special purpose. It differs in its relevance, register and style from other

courses (10). These three aspects gain supremacy in material design, as both academic and vocational courses must involve students. Its functions include oral and written communication, reading, note-taking, paperwork, participation in regional, national and international seminars and interviews.

8. CONCLUSION

Ultimately, different ELT methods have been exhaustively reviewed in this paper.. Rectify the resistance in Indian Educational System English language learning or instruction, methods such as EAP, EOP, ESP will be useful steps. To remove barriers to academic development, the Indian Educational Curriculum can find new ELT patterns handy. Practice English for as long as possible. Language learners need to understand the delicacy of the language learning process and so they need to acquire, coordinate and improve their speech and writing abilities on their own, irrespective of the instruction given if any. Self-education and language instruction are self-exercising and have no alternative. It is equally important to bear in mind at the same time that one can never be finicky or extra-fastidious about the script. To top it off, the human aspect of the individual trial and effort is the one that should be given the highest priority; afterwards, creative and advanced technologies will shrink. In the above study, we may come to the conclusion of how the Indian ELT has been in the country, and how it should be to improve the standard of education.

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