

A Study of English Languages Teaching in India

Mamta Attry*

Research Scholar of OPJS University, Churu, Rajasthan

Abstract – The objectives for a language educational module are twofold: fulfillment of a fundamental capability, for example, is gained in common language learning, and the improvement of language into an instrument for dynamic idea and information securing through, for instance, proficiency. This contends for an over the-educational modules approach that separates the hindrances amongst English and different subjects, and other Indian languages. At the underlying stages, English might be one of the languages for learning exercises that make the kid's attention to the world; at later stages, all learning happens through language. Higher-arrange semantic abilities sum up crosswise over languages; reading, for instance, is a transferable aptitude. Enhancing it in one language enhances it in others, while first language reading disappointment unfavorably influences second-language reading. English does not remain solitary. The point of English teaching is the production of multi-linguals who can improve every one of our languages; this has been a tolerating national vision. In language teaching and learning, we have a great deal to look over the world of technology: Radio, TV, CD Rom, Computers, C.A.L.L., the Internet, Electronic Dictionary, Email, Blogs and Audio Cassettes, Power Point, Videos, DVD's or VCD's. The most recent two decades have seen a transformation because of beginning of technology, and has changed the elements of different enterprises, and has additionally affected the businesses and the way people connect and work in the general public. This fast rising and advancement of data technology has offered a superior example to investigate the new teaching model.

Keywords: Language, educational module, improvement, information, English, Indian languages, data technology, teaching model, etc.

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INTRODUCTION

The historical backdrop of Language teaching in India, as we probably am aware, has a long convention. Retention of vocabulary and interpretation of sentences regularly framed the significant piece of such learning process before. Antiquated languages, for example, Sanskrit and Pali were aced in India through the procedure of retention of writings and vocabulary records. "Learning vocabulary records surely shaped the center of language learning." In any case, this convention of language teaching has been subjected to a colossal change, particularly, all through the twentieth century. In English language teaching instructional method the three key terms viz-Method, Approach and procedure are utilized as often as possible and reciprocally. This tripartite course of action is various leveled all together. The term 'Method' is extremely vague, and alludes to the general arrangement for the efficient introductions of language material, no piece of which repudiates and which is all in light of chosen approach and system. The term 'Method' is in some cases contrasted and the term 'Approach'. As indicated by Yardi "Method is inflexible while Approach is adaptable". Bringing up the diverse perspectives frequently held in less educated hover of teachers about the significance of method.

Teaching second language is an exceedingly gifted activity. With the dynamic headway of technology customary classrooms have been supplemented by the favors of educational technology. Broadcast addresses, audiotapes, PCs, modified content and language research centers are not dream now. These languages – teaching helps can be utilized as a part of the classroom procedure. Just the nonstop stream of address by the teacher in the classroom may end up being dreary for the students. The students may search for the something energizing and propelling. In any case, what number of teachers takes the assistance of these guides? Are these teaching helps accessible wherever in India? Students in the schools of numerous remote towns (in India) still learn without a rooftop. Accordingly, the well-established design of slate and the chalk turn out to be persevering, charming and flexible in teaching of English in Indian classrooms. The aptitude of a second language teacher lies in choosing an approach, method, and a procedure in perspective of the student's educational, social and practical foundation; the syllabus and the course books endorsed, and the objectives/targets to be accomplished. He ought to be sufficiently adaptable to quick to various methodologies in order to empower him/her to make learning successful.

REVIEW OF LITERATURE:

Karen Ford,(2005) empowering capability progression in English language students Researcher Karen portage offers some comprehension on how ELLs use their nearby language aptitudes to make sense of how to read and write in second language, and how teachers can help energize the system. Through this we can improve the status of English language. In fact, even to engage the students for working up their learning limit of English subject. We can have the specialist over the language and moreover aptitudes.

Herrera, S. G., and Murry, K. G. (2005), The creators express that substance is utilized to build the learning condition for the improvement of language and education. For the most part, language supposedly is the space of the language and language expressions teachers who are in charge of supporting the improvement of language capability vital for content zones. It is suggested that subject and language teachers work together to recognize key destinations for language and substance zones and create fitting educational modules. Subordinate and pullout classes, and topical association, are distinguished as viable methods of conveyance. The creators give a structure to the arranging and conveyance of language and substance classes in three phases.

Kranti Kulkarni,(2005),To make and find the ampleness of an adjusted for upgrading the writing capacities of the students of sexually transmitted ailment VIII from Marathi medium school. Authority has taken after concentrations for his examination as a review we can find develop a program for improving the writing mastery of the students of standard VIII from Marathi medium school. It similarly assists us with discovering the sufficiency of the programme. The examiner has used the Experimental procedure The program masterminded the utilitarian use of tense and voice was convincing and important.

Hill, J., & Flynn, K. (2006), This text covers many strategies intended for basic standard teachers who have language students in their classrooms. The creators prescribe setting clear, yet adaptable language destinations. Various general language learning standards are that students learn language when connected with and intrigued and when they can draw on foundation information, and language learning is inserted in setting. Methodologies suggested are: the utilization of supplementary materials, for example, multimedia, models, realistic coordinators; and utilization of altered language, hands-on undertakings, agreeable getting the hang of, previewing of substance/ideas and required language, for example, vocabulary, frames, capacities, and additionally helping students compose for learning ahead of time. Extra learning techniques suggested are abridging and note-taking. A whole section is dedicated to including guardians and the group in the learning procedure to

perceive the significance of supporting the principal language.

Sosabowski et al.(2008) watched that workers who are terrible at using tech in teaching tend to endeavor to develop some technology-related aptitudes to meet some administrative needs. More particularly, one of the generally encouraging or incapacitating components in the use of technology in teaching students is paying little mind to whether the school policy considers teaching with technology an activity for which workforce should get credit. Teachers who work with technology have the issue of getting institutional affirmation for their work.

Ecclestone (2008) trusts that there is presently an excessive amount of accentuation on the „well-being“ of students, with thus less accentuation on the requirement for students to procure genuinely helpful information and aptitudes, through a procedure of discovering that may to be sure be troublesome and testing. She contends that an unfortunate pre-occupation with wellbeing – particularly, the enthusiastic prosperity of the student – impedes learning, with stifling results for the student and teacher alike, making „a new sensibility that reverberates with more extensive social negativity about people’s delicacy and vulnerability“.

Gut Prashant,(2010) A Study of Problem um Teaching-Learning Problem the Degree subject in sexually transmitted infection. eighth English, Pune University. Researcher has taken after concentrations for his examination as a review, through this we get identity the issues looked by the eighth sexually transmitted malady. English teachers while teaching the purpose of Comparison of the Degree. Researcher has used Survey system is used as a piece of research. General it was watched that students looking at and teachers teaching in eighth Std English Medium School in Pune city faces teaching – learning issue in the subject Degree.

Dhawan A,(2010) Intrusion of Hindi sound into English sounds, University News, Volume no78 Researcher has taken after concentrations for his examination as a review, traditional punctuations from Greco-Latinate conditions until nineteenth and even the mid 20thcentry,the whole highlight used to be on word course of action and sentence advancement. Sentence structure would examine rules and their application as translation and association of stories, letters, papers and segments and comprehension work out. It is like manner functions as Phonetics: the clarification and perspective of talk and sound all around. Phonology: the planning of talk sound of the language under examination. Morphology: the course of action of words. Etymological structure: the improvement of articulations and sentence. Semantics: the illustration of words and sentence.

TEACHING OF ENGLISH IN INDIA

English as an intense vehicle of communication serves a connection language in a multicultural and multilingual society like India, and furthermore as a global Linguistic mediator. The unfortunate recorded mishap as India's experience with the British got English our nation, and it's proceeded with nearness in our classroom eco-socio-political and social talk for various reasons requests reexamining of its part and its meanings. In this period of quick, space-borne communications, the connections of English, in whatever frame, to indigenous languages ought to be of squeezing interest: are they generally positive or can the social dominion of any language with any improved status at last demonstrate innovative? This implies a need to (re) characterize or (re) conceptualize the situation of English (as a component of the language policy) in new ways. India is a huge nation, a nation of incredible varieties and differences. Indians have changed types of social behavior, religio-thoughtful traditions, socio- social examples and socio-phonetic parameters. A variety of language designs is the sign of socio-etymological reality in India. Language practices fluctuates from Socio-geographic gathering to gathering, as does the way which languages are officially Perceived and utilized for communication purposes. English language (the global code) has been indigenized (in contact with the nearby codes) in Indian socio-etymological setting. English has been gotten in the interminable motion of Indian life and thought right now. There is a great deal of political undercurrent underneath the championing and restriction to the learning and utilization of English.

BASIC FACTORS AFFECTING TEACHING/LEARNING ENGLISH

There are such a significant number of elements that influence the teaching-learning process in India. The students in India can be arranged into two; the one is having the territorial language as medium of study from the essential level and the other is having English as the medium of study. Henceforth, the issue of teaching English as a second language, to the Indian students begins from the pre-tutoring. Promote condition and family foundation assumes essential part in accomplishment of learning process. For instance, countries like India, where larger part of the people are agriculturists, have the poor foundation in education. In addition, the salary of greater part of the families isn't sufficient. Henceforth, the guardians are not inspired by giving great education foundation to their children. Conversely, they will connect with the children in a few occupations keeping in mind the end goal to acquire cash. This is the extremely fundamental reason and the influencing factor in teaching. Secondly, the foundation, viz. school structures – classrooms, labs, and so on isn't satisfactory as required. The principal

classification of the students is nearly constrained to go to their classes under the trees even following a few five year designs. Greater part of the students are originating from town and furthermore their folks are ranchers what's more, uneducated. On the off chance that the nature falls flat, the survival of the agriculturists will be flawed. Consequently, the students are rationally disheartened because of the family conditions. In the second class, the students are having enough foundation in essential education since their folks are instructed and they don't rely upon the nature much. A large number of the students from second class are participating in English medium schools and consequently, they don't discover much trouble in seeking after their advanced education. Besides larger part of the groups of second class are staying in towns and urban communities and henceforth, they have simple access of value education. In any case, the principal classification of students are scoring great denotes the examinations directed. It demonstrates that they are having great writing aptitude in English. The main thing is that they must be given preparing in oral English communication too. Thus, a typical program for English Language Teaching must be confined in the pre-tutoring itself.

Every language is organized in an unexpected way, and the distinctive structures offer clients diverse proposals to importance. so when we take in our first language, our cerebrum/ mind 'tunes into' the way the specific l1 works, and we figure out how to focus on specific prompts to implying that are generally useful. When we meet another language, our cerebrum/mind naturally tries to apply the main language encounter by searching for commonplace cues. Part of taking in a foreign language is growing new understandings about the specific prompts to implying that the new language offers, and that vary from those of our first language. The transferability of information, aptitudes and methodologies crosswise over languages depends nearly on how the two composed languages function. Teaching-learning process is much the same as making sound by applauding. Without two hands we can't applaud. Like that without a correct teacher and the students, the teaching learning procedure is good for nothing. Teaching ought to be a deserving of taking in an idea profoundly and comprehensively. Teaching ought to encourage the students to confront the world which is loaded with political, social, international and also individual discussions, without fear. It should give self-assurance to the students. By the successful teaching, the students ought to be empowered to go for right decisions, judgments and furthermore choices separately during the time spent teaching-taking in, the teacher should attempt to comprehend the students first. At that point no one but, he can

empower the students to comprehend him or his teaching.

ENGLISH LANGUAGE TEACHING METHODS

Any genuine study, which goes for contributing new plans to English Language Teaching Methods need to break down, completely the quality and shortcoming of the different language teaching methods recent attempted. In this section an endeavor is made to translate and assess the methods that have been in vogue now and again in various parts of the world. While discussing every one of these methods, the prime target, that is, the setting of the ELT in India with specific reference to the ELT arrangement in Kerala is borne at the top of the priority list. The examination of the methods incorporates the foundation in which the methods advanced the fundamental standards and trademark highlights of the methods, the quality and shortcoming of every method and in conclusion the importance of the method. Such an investigation of ELT methods is rendered here with the fundamental goal of building up the attainability of following a bilingual approach for the teaching of English as a second language in the State of Kerala particularly in higher secondary and under graduate classes. A portion of the imperative methods and methodologies discussed in this part are:

- The Grammar-Translation method.
- The Direct Method
- The Reading Method
- The Army Method
- The Audio-lingual Method
- The Structural Approach
- The Student Activated Multi Skill Approach upheld by the CIEFL, Hyderabad.
- Informative Language Teaching Bilingual Method

APPROACHES TO ENGLISH LANGUAGE TEACHING

1. **The Structural Approach:** This approach as Kripa K. Gautam states "depends on the conviction that language comprises of 'structures' and that the authority of these structures is more vital than the securing of vocabulary. Since structure is what is vital and remarkable about a language, early practice should center on authority of phonological and linguistic structures instead of on dominance of vocabulary". This approach, as indicated by Kulkarni 'underscores the teaching and

learning of the fundamental things or materials that constitute the system of a language'.

2. **The Structural-Oral-Situational Approach:** This approach, popularly known as the S-O-S approach, appeared as a contrasting option to the immediate method. It is a result of the examinations completed in the armed force camps amid world War II⁸⁷. It is the introduction and routine with regards to painstakingly chose and evaluated linguistic structures of English in successful, important circumstances, at first through discourse and later through reading and writing. Language is seen as basically related components for encoding of importance, the components being phonemes, morphemes, words, structures and sentence composes. As indicated by Rao the hypothesis basic this approach is that language exists in circumstances; it can't be utilized as a part of vacuum. Language is utilized by the requirements of the circumstance. In perspective of this Rao proposes introducing another language thing in significant circumstances. It would make the info intelligible for the student. Situational utilization of English is gone for in this approach.
3. **The Communicative Approach:** Dr. Sharada Bhat opines that the informative way to deal with teaching of English is sorted out based on certain open capacities, for example, apologizing, portraying, welcoming, promising and so on that the ESL students need to know. She further, includes that this approach, as connected to English clarifies the language as far as the capacities it performs. This approach, as indicated by Dr. Bhat, does not overlook the part of sentence structure during the time spent language adapting, however it demands that the linguistic principles are pointless unless they are connected to genuine circumstances. Open approach centers around the hugeness of language capacities in light of the fact that the student needs learning of both significance and capacities. It lays accentuation on utilitarian, open and social intuitive exercises. It additionally lays accentuation on the semantic part of the language. With a specific end goal to enhance the capacity of reading perception it is fundamental that the student knows the semantic part of the language.

CONCLUSION

English has been considered as a noteworthy foreign language in India since freedom. As the world is

getting globalized, there has likewise been a feeling of English as a global language, not only a language of the USA or the UK. Albeit English was considered as a noteworthy foreign language in India, Indians in various settings will probably have seen, or experienced advantages of having more ability than previously. These adjustments in the capacities and advantages have realized change in the status of English from that of a foreign language to a global language. The outcomes additionally propose that it is essential to coordinate the fitting technology and usage method to specific students as a few students indicate more grounded reactions to various educational methods. At long last, in spite of a significant part of the literature on the practices of teachers in creating countries, these outcomes propose that furnishing teachers with the suitable instruments and learning methods can be more successful than conveying comparable intercessions through outside organizations. For instance, the teacher actualized intercessions produce an indistinguishable picks up in test scores from the remotely executed treatment. They did as such, be that as it may, by utilizing the machines less regularly, however figured out how to create changes in students' scores in auxiliary subjects too. This is something that the remotely executed program couldn't do – maybe in light of the fact that the outside usage constrained teachers to designate a wastefully huge measure of classroom time towards English.

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Corresponding Author

Mamta Attry*

Research Scholar of OPJS University, Churu, Rajasthan