

ENGLISH LANGUAGE TEACHING IN INDIA: CHALLENGES AND STRATEGIES**Ms. R. Catherine Shaniga,**

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Abstract

English language learning in India has consistently been a difficult task, for both the instructors as well as the learners. English has become the link language throughout the world; gradually, it turns out to be a piece of the educational plan in scholarly establishments and the language of communication of the elites. The paper emphasises the key targets by establishing awareness of the current patterns, concerns, and difficulties that the ELT educators and students need to confront. A few obstructions, for example, a large number of learners in the classroom, lack of proper educational foundation, absence of motivation and certainty, ignorance, failure to read and compose, unreasonable educational plan, absence of investment and to top of all lack of qualified professional educators make the whole procedure of executing quality education ineffective. Different aspects of educating and learning are also featured in this paper. The significance of imparting the language to satisfy the needs of today's generation is focused on. The paper also looks at the difficulties the learners face during the language learning process and how learners can incorporate their learning into practice through communicative skills. It also discusses the significance of encouraging the English language to satisfy the consistently developing needs of the learners throughout the world. Additionally, the basic common issues in the classroom are discussed and solutions are given to handle such circumstances. The requirements to change the teaching approach and to implement fitting techniques are additionally taken up to confront the worldwide demands.

Keywords: Link Language, Scholarly Establishments, Educational Plan, Current Patterns, Communicative Skills, Techniques, Worldwide Demands.

Introduction

English Language Teaching in India has become a difficult challenge directly since the earliest starting point of the historical backdrop of the ELT to the present date. The English language has gained 'worldwide status', and the proof recommends the status of English language as a global and link language will get wider. Although, language is the foundation of human advancements and societies over the world yet at the same time people in India are well aware of the declining state of English as a language in the educational system. The irony is considerably after subsequent learning of the English language for 10 to 12 vital long years of their life from the first standard to +2, a large total of the learners remain silenced. Besides, the higher authorities consistently expect great outcomes, and educators are trapped as they are pressurized to finish their portion and to increase the quality of the language learning among the students.

Language learning requires proper engagement among instructors and students. This is possible where there is sufficient contact among instructors and students. The proportion of educators to students is suitable, where powerful training techniques are utilized, and learning assets are accessible. Among the numerous difficulties found in various instructive frameworks, the significant concerns are the large classes, apparently, in all degrees of teaching. Different hindrances concerning a huge number of learners stuffed in the confined classrooms are absence of reading skills, absence of inspiration, an improper educational plan that does not satisfy the necessities of language learners, absence of developmental feedback and absence of effective and qualified educators. These make the whole procedure of implementing quality education vain. The diverse ways through which the learners incorporate their learning in everyday use to satisfy their reasonable requests through communicative language skills are featured in this paper. At present, the difficulties before the English language instructors in India are vast and they want to get down to business to fulfill the needs of the day by improving the quality of education and also through enhancing the language skills of the learners to international standards.

Educator and Technique

The historical backdrop of teaching a language offers a captivating range of strategies by making use of various techniques that have to be implemented in appropriate circumstances. In the

event when educators begin looking for the ideal technique or the perfect single answer for the issues of language learning, they will undoubtedly feel helpless. In such a case, educators need to utilize the appropriate technique in settling on what strategy to utilize and when. An instructor has to embrace a mixed and down to earth approach because no single methodology is valuable in all circumstances. Once the instructor starts to use a particular technique or method continuously for diverse teaching objectives, the entire work of a teacher becomes fragile. An effective instructor has to be aware of different techniques and should make use of various strategies to fulfill learner's demands by providing quality education.

Wise utilization of techniques demonstrates valuable outcomes among the students. It is beneficial for the educator to remember different methodologies as opposed to a particular strategy. A versatile English language instructor tells the class right from the beginning about the needs, and expresses all objectives and targets. Effective learning takes place only if the educators consider the needs of their learners and plan the educational programs accordingly to address the requirements of the learners. Effective instructors do not adhere to one technique or methodology yet consolidate various effective parts of a few procedures to make compelling classroom connections. Each strategy should be custom fitted to the circumstances and the setting of educating. There is no single strategy that has the ability to solve diverse classroom issues and so it is left to the judgment of the educator to find in what conditions for what reason which strategy is the best.

Basic Problems in Language Classroom

The English language instructor has to figure out how to adjust and satisfy the ever-growing needs of learners. Ordinarily, this implies managing a wide range of issues in the classroom. An ESL (English as a Second Language) instructor should have the option to perceive these regular issues and work to discover appropriate solutions for issues listed below.

- **Over-reliance in teacher:** An instructor who provides the learners with solutions every time they are intended to find declines the learners' ability of critical thinking, at a certain point they stop attempting themselves from finding appropriate solutions. Thus, teachers have to concentrate on providing positive support and encourage them to experiment with self-learning.

- **Learners are exhausted, absentminded, or unmotivated:** The mystery of accomplishment of tasks in the study hall is to make sure that nobody is left exhausted. It is the obligation of the educator that they should make the language learning process as fascinating as possible under any circumstances. For this, teachers have to attempt to relate the theme with the learners' day-to-day routine and experience so that learning becomes purposive and evocative and they will appreciate the learning process. It is like a kid does not look into acquiring things that are largely disconnected from their experience and surrounding. Teachers have to be very cautious while giving oral or written assignments they have to make sure that they should never provide topics like 'world war' or 'vampires' that they have not observed. Rather assign subjects like Christmas, your preferred instructor, and so on.
- **Reclusive students:** An ESL (English as a Second Language) instructor meets learners with various learning abilities and language aptitudes. It is the duty of the educators to make sure that the classroom environment provides equal opportunity and space for all the learners, and not to take away the show by a few outgoing learners. They have to concentrate on more fragile and confined learners in the class by responding to their doubts without fail so as to enhance their confidence and to promote collaborative learning environment.
- **Absence of interest or the barrier of reluctance:** Teachers have to appreciate learner's involvement and focus on increasing mutual involvement in learning. An English Language instructor requires persistence and also cautious scheduling. They have to be very cautious about the study hall and check for the individuals who are not taking interest. An instructor has to play the role of a mentor and facilitator in the study hall and attempt to include the learners in exercises that they enjoy doing, such as introducing their friends or any relative or their most memorable summer vacation, and so forth. They have to encourage them for taking part in intelligent games or exercises where the learners are exposed to communicate their ideas, thoughts, and emotions in the target language to finish a task with the goal that the learners feel comfortable in learning the language.
- **The utilization of native language:** While teaching, the best possible and sensible utilization of the learner's native language demonstrates tremendous assistance. For an ESL (English as a Second Language) instructor, it is imperative to urge the learners to

utilize L2 beyond certain limits. At the same time, there is no harm in utilizing the primary language sensibly to support second language acquisition. As a greater part of the learners are from rural territories, the bilingual strategy is largely emphasized in language classes because it aids moderate students to some extent. If a learner feels difficult to understand anything in the target language they can request clarification to teachers in their mother language. Thus, the English educator is compelled to practice bilingual techniques in certain essential circumstances.

- **The fright of feedback:** Teachers have to permit the learners to gain proficiency in the second language by making use of diverse ways through which the learners incorporate their learning in everyday use to satisfy their reasonable requests through communicative language skills and have to address the learners' missteps as a mother who adjusts their child in learning the native language (L1). An effective educator should never scrutinize a learner, regardless of how moderate his/her advancement is.
- **Absence of logical aims:** In India, there is an absence of lucidity regarding the goals of educating English. It is the role of educators to realize that they have to teach the English language, not as a subject that can be memorized to gain pass marks as it is a part of the syllabus, which makes them dependent on certain guides available in the market by tainting them. Instead, the instructors have to encourage the learners to engage in various collaborative activities in learning the language. For some learners, the future appears to be a long dim passage. It is this hurdle that makes instructing and acquiring the English language in Indian schools and universities look like a mess.
- **Absence of skillful educators:** Incompetent instructors are the principal wellspring of difficulty most definitely. They are not aware of the traditional strategies and have never thought about current innovative methods that can be utilized in study halls. Numerous instructors of English language are not familiar with the most recent and innovative strategies. Indeed, even the materials and systems utilized in the preparation programs are obsolete. An efficient educator has to renovate themselves to stay lively and imaginative.
- **Defective strategies for instructing:** In India, English Language Teaching (ELT) experiences a defective technique for instructing. The majority of the educators are as yet stuck in the Victorian Age and they are glad that they complete their work by making a student read and interpret it to the class. Thus, learners are constrained to pack their

language skills and genuine learning fails to happen. In the course time, they forget that each strategy should be custom fitted to the classroom circumstances and setting of instructing. It relies upon the presence of the mind of an effective educator to find out the appropriate technique or strategy that will be effective for a particular classroom situation. After employing innovative strategies, teachers have to make sure that the learners are provided with the opportunity for utilizing their language skills effectively within the classroom.

- **Shortage of amenities:** The absence and shortage of facilities plays a major challenge in Indian classrooms. The assistance of facilities like language laboratories, audiovisual aids, and smart classrooms makes the language learning process fascinating and it additionally enhances the curiosity of the learners.
- **Flawed evaluating structure:** The syllabus of the English language is made entirely from the examination perspective. Accordingly, the content does not concentrate on increasing the communicative abilities of the learners which are kept in the tight limits of the test. Though students are learning English, they cannot create even a solitary sentence with no linguistic blunder. The assessment framework is to such an extent that it makes learners look like robots by memorizing things as opposed to testing their logical and innovative abilities. The instructor likewise thinks that it is hard to propel learners in the class because the learners consistently target remembering the points from guides and try hard to replicate it in the assessment.
- **Absence of inspiration:** If learners do not locate any prompt requirement for English, their involvement normally loosens. The neediness and shaky sociological conditions additionally constrain them to disregard the language. Besides, legitimate introduction and consistent practice are not accessible to accomplish familiarity with the utilization of the language. Thus, educators have to discover some effective methods of aiding students to make them incorporate their language skills into practice and of building certainty. The energy and the enthusiasm of the educator can fuel the sparkle of learning in the learners.

Essential Solutions

Researchers have been fruitful in recognizing numerous approaches to improve the quality of education among the learners. The basic solutions include instructor-based and

exploration-based study hall techniques. These basic solutions that have been recognized might be utilized to support the learning and create an impact of how certain techniques are instructed inside classroom exercises. The notion is that the learners will improve their English language proficiency once they get the opportunity to proper target language exposure and involvement. (Kaplan and Leckie, 2009).

Programmatic Solutions

The programmatic condition alludes to the circumstance, educational plan, everyday calendar, and study hall schedules. The following are some of the suggestions that learners can make their English language learning classes lively. The elements are:

- **Systematized and motivational circumstances:** Educators can offer help by organizing the circumstances which plays a vital role in how tasks are to continue and how to explore the classroom. At the point when the surrounding aids and comfortable for the students, they develop a sense of security and can utilize their psychological vitality to process language as opposed to concentrating on the surrounding.
- **Positive educator and learner collaborations:** Effective programs advance and show positive exchanges and learning chances. English language learners can have a sense of security and appreciate the learning procedure if they have a rapport with the educator. Also, the collaborations that educators have with the learner show, care and regard, while instructively engaged. Educators can send these messages utilizing grins and calming tones when the language hindrance is high.
- **Enlarged possibilities for peer communications:** Peer interaction can be profitable for supporting English language learners. Effective programs offer time and learning exposures that enlarges the possibility of utilizing peer scaffolding. For example, group learning enhances the possibilities for peer connections in an organized manner.
- **The key utilization of the learner's first language:** The appropriate utilization of the English language learners' mother tongue subsidizes to the learning of English. Effectivelanguage learning programs have instructors who have discovered numerous innovative approaches to utilize the learner's home language to show development, involvement and to expand first language capability to a certain extent. This permits the

mother tongue to lay a foundation for the subsequent language learning program which kindles the learners' interest in the second language learning procedure.

- **Expressive vocabulary guidance:** Instructing vocabulary effectively to young learners has a positive relationship with scholastic results (Yesil-Dagli, 2011). Eminent programs plan for intentional and express vocabulary guidance. Guidance in vocabulary adds to higher understanding capacity and makes the language learning process effective.
- **Repetitive evaluation of the learner's first language, second language, and different areas of improvement:** A solid and suitable evaluation program advantage English language learners because the educator knows about the adequacy of guidance. Qualitative programs bolster these practices to guarantee successful guidance for the English language learners. Instructors utilize proper evaluation methodologies to increase comprehension of the learner's present capability in the first and second languages. Moreover, the educator utilizes formal and casual methods for gathering information in all formative and scholarly zones.
- **Little gathering and guidance:** Little gathering and individual guidance permits the instructor to concentrate on the requirements and levels of every English language learner. Great projects give numerous chances to this style of guidance using group time exercises. This individualized guidance makes a road for the required language abilities to happen.

Study Hall Practices

English language learners invest most of their energy in their study hall practices. This implies instructors bear the obligation regarding making content comprehensible for the learners. It gives the chance to select the appropriate materials that have to be utilized with the learners to all the more likely to match their necessities. Furthermore, effective study hall practices improve the probability of valuable connections and expanded investment. Another angle to consider in the classroom is to target and enhance language proficiency. The exercises and techniques that are utilized can be intended to feature those abilities. Even though the most noteworthy result is demonstrated when instructed in English just if the learner enters with low education abilities in the two dialects, it is recommended that keeping up the basics of native language serves as a foundation for second language learning is useful.

Pedagogical Strategies

Improving learners' proficiency in the utilization of the English language, the focus lays upon acing reading and composing aptitudes that are valuable for basic skills and that upgrade significant level of critical thinking capacities. In any case, the general view of the learners and educators is that enormous class sizes do not offer proper learning experience and this is additionally uplifted because the guidance is in a subsequent language. To deal with the difficulties of English language teaching, endeavors should concentrate on reinforcing interactions and engagement among instructors and students, upgrading innovative educating techniques, sorting out learner-centered exercises, and supplementing learning with audio-visual aids productively. To accomplish excellence in teaching, it is vital to receive and execute various down to earth measures. The point has to deal with a class so it does not look like a crowd yet rather a gathering of knowledgeable people with a typical reason. This can be accomplished when the instructor attempts to discover methods of engaging the learners. The classroom has to be a place filled with interactions, trust, and participation. A decent affinity will be built up if the educator constructs a friendly learning condition by imparting innovative techniques and strategies to make the English language teaching program lively.

In any case, learners are progressively encouraged when they are supposed to feel like a part of a learning network. Those are the points at which they consider learning as a collaborative process as opposed to a serious race. They carry with them different abilities and methods of learning that can be used to accomplish learning objectives. Dynamic or active learning does not include learners silently listening to an educator or retaining answers yet happens whenever they are offered chances to discuss a subject, to decipher it, relate it to past encounters, or apply it to their own lives. Sharing thoughts and reacting to the responses of others serves to improve their reasoning and enlarge their understanding. The utilization of supplemental examples or models related to learners' lives especially those they may not be presented to outside the class will also improve the learning experience (Richards and Rodgers, 2001).

A positive development is for instructors to pose inquiries that require more elevated level speculative aptitudes as they urge learners to think all the more profoundly. In any case, a couple of moments have to be taken into consideration for the procedure to occur before learners

are asked to express their ideas to the class. At this point when questions are focused on the individuals who are absent-minded or concentrated on different things, it moves back them once again into the exercise. On the other hand, learners have to be approached to sum up in almost no time the primary concerns of a talk or to note things that need elaboration. Further learning outside the study hall can be stimulated by giving learners a subject to consider for the following class. Also, visual guides, for example, films, overheads, PC designs, pictures, and even guest lectures can help to improve the learning experience (Richards and Rodgers, 2001).

Determination is required to make sure that quality learning happens. However, it is not generally conceivable to fulfill the necessities of the considerable number of learners who may have various characters, capacities, or to be sure to give equivalent chances to them to practice. As Yu (2004) says that, in some cases, the learners themselves are part of the trouble due to improper arrangement, lack of interest, or an absence of responsibility in their class performance. Thus, the educators have to urge them to set their learning objectives, create explicit examination targets, and study diaries that empower them to track how they utilize their study time.

Conclusion

Educators and students are the two wheels to the learning and instructing process. The rapport among educators and students has to consistently stay flawless for development and progress. As teachers are the major cause for the improvement process in any educational program they play an essential role in addressing the necessities of society. Teachers should motivate the students for self-study and self-evaluation. Thus, proper space has to be created for the learners for self-assessing their ideas. The educator's energy and eagerness are of most extreme significance since neither technique nor materials will compensate for the lack. There is currently a need for change in the topic of language instructing and to upgrade the schedule as per the current necessities of the student that should focus more on the practical usage of the English language and suitable techniques have to be embraced at various levels. As a whole, a professional teacher has to shift the teacher-centered teaching to learner-centered teaching to create an interest among the learners. At the point when educators are sufficiently equipped with diverse techniques for satisfying the needs and demands of their learners, effective language learning takes place.

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