

# Learning English as a Second Language relevance of Language Teaching in India

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## ABSTRACT

This article describes how English has spread and become a global language. It looks at the current status of English in India as a second language. Learner autonomy in the field of language learning was recently one of the most popular terms. Researchers have studied various aspects and proposals to teachers to promote self-sufficient learning in their classrooms and to assess their autonomy. Students with a specific cultural context will not be as ready as students of other cultures for learner autonomy. Cultural and educational contexts in teaching influence how the idea of learning autonomy is perceived by teachers and students and clearly these discrepancy in expectations affect how learning autonomy is encouraged. This article lists various phases of English learning, discusses languages and factors that affect second language learning. It also says that the interpretation of what a student wants to say or express is important to a language teacher. This understanding is the foundation on which a teacher can select an appropriate approach, method and technique for his or her students. The paper also discusses various problems faced in India by English teachers and learners. It also describes the need for a teacher to be resourceful and expert to respond to the serious situation and promote better achievement standards. As the understanding and awareness of learner autonomy shifts in terms of cultural contexts, the autonomy of various students and teachers around the world is important to be seen. The main purpose of this study was to study the four perceptions of Indian English second language (ESL) teacher / learner responsibilities in language learning in order to contribute from this point of view, and to gain an idea of how ESL students perceive concepts related to their independence in the Indian education context. The study aims at providing information about the literature involved.

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## 1. Introduction

“English is a language which is rich in literature humanistic scientific and technical .If under sentimental urges we give up English we would cut ourselves of form the living stream of ever-growing knowledge”. –Radhakrishna University Education Commission.

Language is a means by which someone looks back at the past, grasps the present and approaches the future. Language plays a crucial role in the mental and social development of a person. Today , the world considers English as a global language since many people have never spoken or spoken English as a language. Only in terms of the improvements created by this experience and assessment can the quality of the learning be measured.

In the last three decades, Learner autonomy was particularly common in the language study field. Several researchers have researched various aspects of learners' autonomy in their classrooms and have offered practical advice for teachers to encourage learner autonomy. One of the main points that researchers emphasize was that in different cultural and educational environments, the concept of learner independence can be interpreted differently. In other words, teachers and students view the notion of autonomy as a learner as cultural and educational contexts. In other words , students with a similar cultural context will not be as self-reliant as students from a different community. Therefore students' expectations of learner autonomy should be studied before any effort is made to encourage it. In this interview qualitative study four Indian ESLs (English as Second Languages) studied the perceptions of learner autonomy in order to contribute in the literature on learner autonomy from a cultural point of view. The

main aim of this study was to examine four expectations of Indian ESL learners regarding teacher and language learning responsibilities and to get an idea of how ESL students interpret the concepts relating to learner independence in the Indian learning context. In particular, the study focussed on teacher and learner responsibilities opinions of Indian ESL learners during the language study process in order to better understand their perceptions of learner autonomy. It was hoped that the results of the study would provide teachers and researchers with instructions for understanding the effects of culture on the interpretation of learner autonomy concepts. This study was conducted mainly through the description of a group of Indian ESL students ' perception of learner autonomy in the relevant literature. As the understanding and awareness of learner autonomy shifts in terms of cultural contexts, the autonomy of various students and teachers around the world is important to be seen. This study tried to provide a small reflection of the expectations of learner freedom of a community of Indian students. More qualitative research should also be conducted with various groups of teachers and learners from different countries around the world in order to better understand the impact of culture on autonomous learning attitudes and practices.

## 2. English As A Second Language In India

English in India is an issue of linguistic centralization while the other Indian languages lead to linguistic regionalism ... A foreign language that exists so strongly and distinctly has posed a problem for the country. But the problem of the language has been complicated without a practical solution. The increasing internationalism and modernization of the world

have prevented us from getting rid of English. In addition, Indian languages are traditional and anti-modern. This would lead to educational chaos and complete isolation from international trends by switching completely to Indian languages. Because of cultural, social, political and economic reasons, we could not risk this. This situation therefore needs to be resolved urgently. The only possible decision was to coexist with Indian languages in English. As a result of this, I had to identify the role and relationship between the languages of English in India and Indian languages. English India's role and its connection with the Indian languages had to be defined. Further, the role of English was strengthened and consolidated as English was recognized and perceived as:

- The language of knowledge (science and technology)
- The language of liberal, modern thinking.
- A window on the world
- The language of library

Thus, there came into existence the three language formula. The Central Advisory Committee on Education proposed this policy in 1956 and passed it at the 1961 Conference of Chief Ministers. The program was planned to make English an integral part of Indian schools. This naturally restricted the learning and use of Hindi and the students started learning English as second language.

### 3. Teaching English As A Second Language In India

English as a global language is improved, English must be taught and studied in all countries. Otherwise, growth in the world is hard to keep pace. In particular, learning this global language is very important to a multilingual and developing country like India. Hence, to make the learning of English effective and successful a teacher should consider the following. They are to enable our students:

- Listen and understand English when someone speaks it at normal conversational speed
- Use English for communication
- Read English and understand the content
- Write English for communication
- Enjoy simple poems
- Develop interest in library reading and listening

A fully English proficient student is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom. Four language skills contribute to proficiency as follows: Reading: the ability to comprehend and interpret text

Specifications under Reading:

- Read the passage silently and fast
- Understand the central idea of the passage
- Locate key words, key phrases and key sentences present in the passage
- Guess the meaning of new words in context
- Give a suitable title to the passage

### 4. Role of a Teacher:

There are two things that play a crucial role in the teaching-learning process: one of the delivery capabilities of the teacher and the other of the capacity for receiving the students. Teaching should enable students to confront the world of political, social, international and personal

controversy. The students should be comfortable. By teaching effectively, students should be able to make appropriate decisions, judgments and individual decisions. The teacher should first try to understand the students during the teaching / learning process. Theory with practice on certain teaching topics can allow the students to understand how the teacher teaches the concept depends on his / her methods. The teacher will first forget, as Carl Rogers said, that he / she is a teacher. He / she must instead possess the skills of an apprenticeship, praise and empathy facilitator.

### 5. Phases of Learning English

Studies showed that learning the first language allows a second language student to understand. The second language is learned by students who study English as a second language using the same techniques as first language. One distinction is that the student does not only have to know the meaning and use of the language, but also how to convey it in both written and verbal form. As they learn to write and speak English second-language, students go through five different phases. The same applies to every second language. The stages include:

- ⊗ Pre-production
- ⊗ Early production
- ⊗ Speech emergence
- ⊗ Intermediate fluency
- ⊗ Advanced fluency

The pre-production phase is considered to be silent or imitating. Their vocabulary is limited and the speech of the language is not yet comfortable. The early stage of production can be six months longer, with a growing vocabulary and students learning more words. In the speech emergence phase, the vocabulary is even broader, where students speak in simple phrases, but they can ask uncomplicated questions about incorrect grammatical error. As they emerge in the middle fluency phase, they speak and write in more complex phrases and have no fear of expressing thoughts and ideas. The advanced phase of fluency can take up to 10 years to achieve second language academic skills.

### 6. Language Learning Teacher Responsibility

Participants addressed many things that teacher is most responsible for language learning. They generally said that in the language course they regarded the teacher as the principal figure. "Everything" was the ideal teacher they had in mind, he / she is a fantastic student figure. This professor knows it all, never does errors and checks all the students' actions. When we look in detail at these information we see that the key problems mentioned by students as aspects of linguistic learning, that the teacher has a much more responsibility than the students, are the correction of grammar errors, ensuring precision, planning of course, defining objectives, deciding on contents, deciding on the activities and assessing course. They pointed out that precision in language learning is very important and that the teacher must be responsible for correcting the grammar mistakes of the students. They stated several times that language is not to be learned only for the purpose of learning a subject, but it should also be complete to express one's own ideas in terms of precision and fluency.

## 7. Language Learning Student Responsibility

The aspects of language learning which the students have more responsibility than the teacher is another group in which the interview data is categorized into. The participants in this category indicated fewer aspects than in the previous category. Participants have stated aspects of language learning as fields for which the students themselves should be responsible, such as the decision to learn outside classes and the evaluation of what has been learnt. The participants claimed that in determining what to learn outside the class, the teacher has no obligation to decide on outside classroom learning. Some language learners want to speak with the teacher about what they can do after school, and others assume that the teacher is responsible for all things in class, but when the student leaves the class he has nothing to do. This study appears to be a latter group of participants.

## 8. Aspects of Teacher and Students Language Learning Responsibility

The study participants mentioned two aspects of language learning which are equally responsible for both the students and the teacher. Another concentrated on growing the interest of students in language learning, and the other on ensuring that students advance through language education. In order to demonstrate a growing interest in learning English, students have also been interested in fascinating aspects of language education, in order to learn the language more meaningfully and in a fun way. Nevertheless, they said that not only students are responsible for this aspect of language study, but their teachers also should support and direct you in becoming more interested, and that they should show you the interesting, meaningful and enjoyable ways of learning languages. The participants again mentioned joint responsibility to ensure that progress is made in the language. They said both the teacher and the students would do their job properly to ensure that the student knows everything in language.

## 9. Common Problems Affecting Teaching / Learning

### English As A Second Language In India:

The teaching learning process in India is affected by so many factors. There are two categories of students in India, one having a primary school in the regional language and the other having English as the medium of learning. The question of second language English for Indian students therefore starts with precooling. English has always been taught in India, and it is because of the country's vast population, dilapidated economic conditions, and cultural diversities and so on.

### **Lack of clear cut policy:**

The government policy on teaching and learning English has frequently changed. The role and status of English in India are differentiated between educators and politicians. It is high time the government took a decisive decision to formulate and implement policies that promote the learning of English for students to strive to achieve good standards in English.

### **Lack of exposure:**

Because they have poor social and economic backgrounds, they do not have enough exposure to English outside their classroom to improve themselves. They do not

have enough chances to hear or speak in the English language.

### **Lack of motivation:**

Their interest naturally falls, given that students don't instantly feel a need for English. As no immediate incentive is available for their achievements. Poverty and unhealthy sociology often cause them to ignore their words. To learn a foreign language is not an easy task and the knowledge and practical skills required to use the language are not available.

### **Defective methods:**

The methodology which is practiced to teach English in schools is not appropriate. The oral work which is the soul of any method is totally neglected. Writing which is an advanced skill to be learnt is taught right from the beginning. Students are not given exposure to the use of language. Language is taught by the rules and learnt by rote memory

### **Excess strength in class:**

With our large population we do not find any class where students number is less than 60. As the student in the class are always heterogeneous, there is hardly any time to pay attention to the weak or creative child. Even the average child do not get enough experience in the use of language. There is no scope for individual attention. This certainly, hinders the intellectual growth.

### **Lack of expert teacher:**

Good English teachers can be found in India in a few locations. Therefore, not getting a good English teacher is common experience among all the English students. ENGLISH teachers are not trained either by Indian English teachers or by the native speakers. There is hardly any room for that intuitive and spontaneous language learning. While institutes such as CIEFLrie and ELTCs are in place to train English teachers, they are difficult to meet the large demands of the Indian teacher population. Even if these programs have not been modified with the curriculum and materials used in them, they are still a limited experience. For all the above listed issues, the English standard in our country is deplorably bad. Thus, teachers have many obligations that make their lessons interesting and fruitful. They must train themselves to fulfill the demands and execute their tasks successfully.

## 10. Conclusion

One of the findings of this study is that learner autonomy is not a concept of anything or everything. In other words, the discussion of fully non-autonomous, or entirely autonomous students does not seem possible. Most students would be willing to give teachers greater responsibility for certain aspects of learning the language, while they would be more responsible for certain aspects. This argument can be very good examples from the students who say that the teacher is the absolute power in the language classroom, although some aspects of language learning should be given the utmost responsibility by the student. In other words, even those students who seem very far away from autonomous behavior have the potential for self-study. For language teachers it is important to be able to find out where to start changing. The "ideal" autonomous student image should not be brought into the classrooms by

the teachers and instructor, particularly those from Western

cultures who want to encourage autonomy for learners.

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