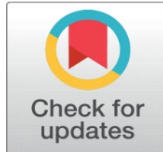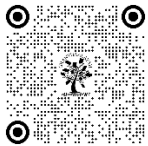# CHALLENGES AND APPROACHES IN ENGLISH LANGUAGE TEACHING: A MAJOR ENIGMA IN TODAY'S ERA

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ABSTRACT

English, a language that is widely spoken today, has frequently been referred to as a "world wide language." The current era's "lingua franca" is instructed and learned worldwide as a second language, because of ethnic diversity and linguistic variety. English is used in India not just as a connecting language between people of different states but for communication and for coordination between and within states. Even, if modern technology has begun to play a crucial part in language learning instruction in schools and universities, it is still insufficient and unproductive, particularly in small towns and rural areas. Children who study English in schools and at college level, pass the tests without putting ample effort to comprehend the language or acquire the ability to value its usefulness. This paper emphasizes on the paramountcy of understanding English as a means to meet the ever increasing demands of the Cutthroat Business Globe and will also examine the challenges faced by the educators in Modern English language Teaching and solutions to these challenges.

Keywords: ELT, Technology, Schools, Communication, Instruction

1. INTRODUCTION

It is clear that speaking English has been extremely popular in India over the past thirty years or more, especially among students. Together, with the growth of business and corporate sector in the age of development of science and technology, it is still surprising that the level of craziness in people is rising. Undoubtedly, a significant number of institutions offering English language courses, namely Spoken English institutes have been established. These institutes are primarily private and are founded only with the hard-earned money of the aspirational general public. In this context, Schools and Universities also often host conferences and seminars, but nothing fruitful, inspiring or significant has come of the efforts. Communication, representation, expression and social interaction are the fundamental purposes of the language. They allow people to communicate with emotions, portray ideas or concepts, exchange information and create relationships with other people. Additionally, Spoken English is typically the only language that is encouraged at these

institutions, with written English being barely mentioned. According to R. K. Bansal and J.B. Harrison, "Several books are in the market for those who wish to improve their English pronunciation, correct patterns of accent, rhythm and intonation." (Rajan and Ilankumaran, 202)

Significant modifications have been made to the language learning process from the traditional method of translating grammar to the modern multimedia methods. Yet regrettably, we continue to lag behind in our language learning process. The National Education Policy of 2020 states that instruction should be in the mother tongue till the fifth grade and if feasible, until the eighth grade. The publication of excellent textbooks and instructional materials in the native tongue is another recommendation made by NEP 2020.

If there are no books available in the mother tongue, the teacher-student curriculum exchange will still take place in the mother tongue. It is a commendable effort to encourage the use of mother tongues or regional languages in the classroom. One thing to consider is that a sudden change in the medium of instruction after eighth grade won't make things go more smoothly. While we are working to raise the educational system to international levels, we are also eroding the fundamentals.

The English language is used to perceive the entire globe and we have to accept that. Both regional and second languages should be valued equally. Every student, regardless of grade level, should get instruction in all languages using excellent pedagogical interventions. Artificial intelligence facilitates the English language's natural learning process. There aren't many possibilities for students nationwide to communicate in English in the classroom. They haven't made any attempts to speak the language outside of the classroom. As a result, the classroom is the only setting where students may fully immerse themselves in English language practice.

2. BACKGROUND OF ENGLISH LANGUAGE TEACHING

The pursuit of linguistics was merely a distant idea in the 1940s and 1950s of the previous century and was not included in curricula or the course of study. The only language-related activities included lectures on how the English language evolved by incorporating elements of Scandinavian, Greek, Latin, French and Italian languages. English could be learned as a language through literary works.

There is a wide range of written and spoken forms of the English language itself, with the latter being more common. In Great Britain, the highlanders and lowlanders speak Scottish English, while Irish English and Cockney English are popular in and around Wales and Cornwall. In the vicinity of London, universities primarily use Standard English. American English is spoken by Americans and is not the same as British English, primarily in these areas:

1. Spelling
2. Accent
3. Ideas or decisions.

In actuality, the change from a time frame of "linguistic imperialism" to one of "linguistic globalization" has been occurring steadily for a while. It would be more appropriate at this point to include Braj Kachru's (2009) recommendation to separate English users into three different circles. These are —

1. The Inner Circle
2. The Outer Circle
3. The Expanding Circle

The Inner Circle is a reference to English which emerged in the first exodus around the world, as it represents the native speakers. English's second diaspora, which dispersed using the language through Great Britain's, created the Outer Circle of English. India, Bangladesh, Pakistan, the US-colonized Philippines and other nations are part of this circle. They are considered as "Language speakers." Finally, the Expanding Circle includes nations where many people use English as a medium to communicate, despite having no oldfangled or administrative signification. South Korea, Egypt, Indonesia, China, Russia and Japan—particularly the Netherlands and Nordic nations—are all included in this.

Everyone is constantly wondering if English should be decolonized and what steps should be taken for this? "No, not at all" should be the response if students or English language learners are taken into account.

3. PREDICAMENTS RELATED TO ENGLISH LANGUAGE TEACHING IN INDIA

Firstly, due to additional academic variables, ELT in India, saw a severe drop. There was a real uproar over the Hindi-English language. Hindi or Hindustani supporters in the north wanted English to be eliminated entirely from school and college curricula. Amazingly, anti-Hindi rebels in the south started protracted, intense campaigns and agitations in

support of English. The Indian Constitution, which is a federal system of democratic governance, states that Education is a concurrent topic under the jurisdiction of both governments. Due to ongoing and persistent agitation, English language instruction was completely discontinued in some northern Indian states. Significant portions of the Indian people still view English language Instruction as a subjugative endowment, despite the fact that things have improved recently due to significant efforts. Few people are aware that English is not just a connective creole in India but also a koine that is required worldwide.

Secondly, the Indian educational system has seen numerous commissions and committees established since Independence with the purported goal of enacting new policies and advocating for changes to the system's current regulations. The government has received and continues to receive reports from the commissions and committees that were established and the recommendations they made have been taken into consideration or implemented in order to alter the educational system, including ELT. It is regrettable that abrupt and unnecessary modifications have also occasionally been made in the curriculum, which has contributed to adhocracy and improvisation of India's education system and policy. The correct form of education is most urgently needed and teaching or studying a language requires extensive and meticulous planning with the highest constancy and persistence. The field of apprenticeship is one that needs to be handled and should not be played with or ignored for the purpose of experimentation.

Thirdly, ELT is sensitive since it incorporates the three human elements of a/an
1. Child
2. Adolescent
3. Adult

There is very little synergism between primary education, secondary education and higher education in the social network of India. To put it in another way, there is absolutely no co-ordination between elementary and secondary education. These three educational tiers are autonomous and constitute distinct groups, organizations or institutions. It is unfortunate that the system barely provides room for a thorough assessment of the pupils based on their age, aptitude, motivation and other elements that influence the language learning or acquisition process.

Finally, the nature and significance of governing bodies with regard to the educational system make this issue too hard to comprehend. Ministry of Human Resource Development (MHRD), State Councils of Education and Research Training (SCERT), University Academic Councils (UAC), University Grants Commission (UGC) are the various boards of education and the state-level Department of Education, all are interested in periodically updating and improving the academic programs across the board. In the course of completing all of these, ELT is also being updated and revised to the greatest extent feasible. It is depressing to observe that all attempts have been impeded due to an ugly rivalry and incoherence among the concerned stakeholders.

4. HYPOTHESIS

Many approaches, methods, ideas and strategies have been used over the years to teach English language proficiency. Even though there are many different approaches for learning and instructing students, the language is still difficult to master, particularly in a multicultural and multilingual nation like India. It is necessary to identify certain issues and then implement specific techniques for the benefit of both present-day learners and future generations. Teaching could be made the most engaging experience for both the teacher and the students by using exact approaches that meet the needs of the present generation. Student who chooses different teaching modalities differ greatly from one another and that different learners should not be measured using the same criteria. Additionally, it is observed that learner's language acquisition at different levels varies and is influenced by socio-cultural, educational and economic contexts. The researchers and analysts must give careful consideration to the following concerns that are pertinent to the current situations:

i. Literature and language should not be in contradiction to one another.
ii. A sincere and thorough evaluation of the quantity and caliber of students who are really interested in learning English should always be the goal of educators.
iii. The administration bodies ought to have cutting-edge language labs equipped with experiments and advanced technology.
iv. Both the diachronic and synchronic approaches to language research are influenced by the teachings of ideas and theories in language that address phonetic analysis, grammar, structure and pronunciation.

v. In contrast to those in western countries, English language learners in India speak their vernacular dialects and never use English creole. Therefore, it is rarely feasible to synthesize the information and English language instructors should be provided to them.

vi. Successful language teaching and learning always require socio-cultural and linguistic awareness, where students, teachers and parents should all be directly involved.

vii. Lastly, to help students comprehend the textual material on the subject being taught enabling them to employ scanning and skimming techniques.

5. APPROACHES TO SOLVE THIS ISSUE

It is vital that the following tactics be used to address and resolve the issues:-

i. Indira Gandhi National Open University (IGNOU) employs outstanding assets in addition to the newest technologies. All other schools and universities offering a normal stream of education, with the exception of those offering distance programs, should be able to access and utilize the support of the apex university.

ii. It is necessary to view the effectiveness and worth of translation as a demanding language activity. It requires that the text in the source language can be translated into the text of the target language and that atleast two languages be learned continuously, along with the proper and efficient use of words, idioms, coherence and the importance of concepts. Translation is one of the most effective methods for teaching and learning languages.

iii. It is important to remember the significance of all the experiments and inventions that have been and are being conducted in the sector. Every new idea should be accompanied with the touch of familiarity. It could be detrimental to pursue everything new mindlessly. English must be spoken, but written English should not be disregarded in any way.

iv. Finding a practical balance between the new and old methods of teaching and learning languages will inevitably need the development of new and appropriate tactics. Basic writing and grammar cannot be disregarded, but they should be given less attention while encouraging students to speak English in class.

v. ELT/English teachers might recommend or provide website details, CDs and other resources that are connected with improving the pronunciation of English learners.

vi. The design, development, and maintenance of English curricula should be done frequently to satisfy the professional and educational demands of the modern period.

6. THE IMPORTANCE OF ARTIFICIAL INTELLIGENCE FOR TEACHING ENGLISH

i. Getting immediate feedback: Teachers and students can receive immediate feedback via artificial intelligence. Getting prompt recognition for one's efforts is usually encouraging and inspiring. When it comes to the English language, skill development is crucial. To communicate effectively, one must practice the four language skills. Feedback on spelling, pronunciation, arrangement of sentences and structure is important. Feedback that is given too late will not help to rectify errors in a timely manner and we might not remember where and how we made them, when we review them later. It also helps them to improve their teaching methods, methods for evaluating, remedial instruction and lectures.

ii. Greater Involvement in the Process of Learning: The monotony of a syllabus year after year would be eliminated for teachers with the use of artificial intelligence. AI supports a personalized method of language learning that takes into account each learner's unique characteristics. Students can use a customized curriculum to learn at their own pace, from any location, at any time. The child-centered curriculum that AI promises allows children to set their own goals and follow their own learning preferences. Depending on the interests of the students, games, exploratory exercises, quizzes and other activities are used in the language learning process.

iii. Language bots: Most students find it difficult to converse in English both inside and outside of the classroom. When speaking with an actual human being, they are scared to face their fear of making mistakes. This problem is being solved by AI using language bots. With language bots, students can have a conversation with a virtual person. Language bots reply to your messages, evaluate your work and help you improve your language skills.

iv. Artificial Intelligence Modifies the Environment for Teaching English: Students in Indian classrooms nowadays do not find the teaching-learning atmosphere to be inspiring or pleasant. Even though we have been implementing a lot of new ideas and techniques in the classroom, teachers are still limited to teaching English using the grammatical translation method. The current classroom environment makes learning English even more challenging. An environment-friendly solution is required to address the deaf-mute condition in English language schools. An

excellent learning environment for more immersive English learning is promoted by the integration of pictures, text and sound.

7. CONCLUSION

By fostering level-wise skill-based habits like group discussions and learning a language in a nurturing setting at home with the help of parents and teachers can actively and voluntarily support the cause of teaching and learning English. With the aid of any available support, language learners must elevate and cultivate their speech effectively. Language practice and self-study are separate activities that cannot be substituted. However, it is also important to keep in mind that one should never be extremely particular when it comes to language. Since pronunciation is based on metabolism, it doesn't need to be as important as native speaker's pronunciation when it comes to communicating. To sum up, the human element of personal initiative and effort should be prioritized above all.

CONFLICT OF INTERESTS

None.

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