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India's Distinctive Journey in English Language Teaching: From ESL to the Growing Emphasis on EFL

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Abstract

India has a distinguished history and distinctive characteristics in English Language Teaching (ELT) beyond any other former colonial nation globally. English language teaching (ELT) practitioners in India have extensively explored various approaches, theories, and methods to enhance the learning experience and achieve successful language instruction. Moreover, it is noteworthy that these ideas and methodologies have been implemented in teaching English as a Second Language. In contemporary times, the English Language Teaching (ELT) field has seen a transformation in its instructional approach. This shift can be attributed to the increasing emphasis on teaching English as a Foreign Language (EFL), mostly driven by the growing demand for education and employment prospects in foreign nations. This study thoroughly examines the Approaches and Theories of English Language Teaching (ELT), thoroughly discussing their respective qualities.

Keywords: English Language Teaching, instructional approach, theoretical approach, approaches, etc.

Introduction

The entirety of the primary methodologies utilized in the field of English Language Teaching (ELT) may be categorized under two overarching theoretical frameworks.

India's unique history and distinctive characteristics in English Language Teaching (ELT) set it apart from other former colonial nations. ELT practitioners in India have undertaken a comprehensive exploration of various approaches, theories, and methods to enhance the learning experience and achieve successful language instruction. These endeavors have primarily focused on teaching English as a Second Language (ESL), considering India's multilingual and multicultural context.

The rich texture of ELT in India is a testament to its adaptability and the willingness of educators to integrate diverse pedagogical approaches into their teaching practices. This dynamic environment has allowed for the evolution of ELT theories and methods, catering to the specific needs and preferences of Indian learners. Such diversity is a key strength of Indian ELT, enabling educators to tailor their teaching to accommodate the unique linguistic backgrounds and learning styles of their students.

In contemporary times, the landscape of ELT in India has witnessed a notable transformation, largely driven by the increasing emphasis on teaching English as a Foreign Language (EFL). This shift is a response to the growing demand for English language proficiency, fueled by the pursuit of education and employment opportunities abroad. As a result, educators are adapting their instructional approaches to prepare learners for the globalized world, where English proficiency often plays a pivotal role.

This study seeks to provide a thorough examination of the various Approaches and Theories of English Language Teaching (ELT), with a particular focus on their respective qualities and applicability within the Indian context. By delving into the intricacies of these pedagogical frameworks, it aims to shed light on how they have been harnessed and adapted to serve the diverse needs of English learners in India, whether for local or international communication. In doing so, it underscores the richness and adaptability of India's ELT landscape, which continues to evolve to meet the evolving demands of language learners in the 21st century.

Behaviourist Theory

This theoretical perspective posits that learning, encompassing verbal and non-verbal forms, can be conceptualized as a chronic process. Language acquisition can be facilitated through the processes of imitation and repetition. This idea places significance on the pedagogical techniques of imitation and repetition.

Behaviorism is a psychological theory that focuses on observable behaviors as the primary subject of study while largely disregarding internal mental processes such as thoughts and emotions. This school of thought emerged in the early 20th century as a reaction to the introspective methods of structuralism and the psychoanalytic theories of Sigmund Freud. Behaviorism is primarily associated with the work of psychologists such as John B. Watson, B.F. Skinner, and Ivan Pavlov, and it has had a significant impact on the field of psychology and our understanding of human behavior. (1)

At its core, behaviorism posits that behavior is a result of conditioning and learning. It suggests that individuals learn behaviors through a process of stimulus-response associations. This means that behaviorists believe that external factors, such as the environment and experiences, are the primary determinants of behavior. The focus is on observable and measurable behaviors, as these can be studied empirically and objectively.

One of the fundamental concepts in behaviorism is classical conditioning, which was first studied by Ivan Pavlov. Classical conditioning involves the association of a neutral stimulus with an unconditioned stimulus to elicit a conditioned response. For example, in Pavlov's famous experiments with dogs, he paired the ringing of a bell (neutral stimulus) with the presentation of food (unconditioned stimulus) to make the dogs salivate

(conditioned response) at the sound of the bell alone. This demonstrated how behaviors can be learned and modified through associations with stimuli in the environment. Another crucial aspect of behaviorism is operant conditioning, which was developed by B.F. Skinner. Operant conditioning involves learning through consequences. Behavior that is followed by positive consequences (reinforcement) is more likely to be repeated, while behavior followed by negative consequences (punishment) is less likely to be repeated. (2) Skinner's work led to the development of the concept of reinforcement schedules, which help explain how behavior can be shaped and maintained over time.

Cognitive Theory

According to this theoretical framework, language acquisition is not solely reliant on imitation and repetition as the primary mechanisms. Humans possess an innate cognitive ability to acquire language by formulating hypotheses based on the input they receive and constructing novel phrases.

Cognitive theory, a prominent psychological perspective, places a strong emphasis on the intricate workings of the mind and its profound influence on human behavior. Unlike behaviorism, which primarily focuses on observable actions, cognitive theory delves into the inner realm of mental processes, including perception, memory, thinking, problem-solving, and decision-making. This approach posits that our thoughts, beliefs, and mental representations are fundamental drivers of our actions and experiences, and it seeks to understand how these cognitive processes shape our understanding of the world and guide our behavior.

One of the central tenets of cognitive theory is the concept of information processing. This perspective likens the human mind to a sophisticated information-processing system akin to a computer. It proposes that our brains receive, encode, store, retrieve, and manipulate information from the environment. This view helps explain how we perceive and interpret sensory input, remember past events, and make sense of the vast array of information we encounter daily.

Approaches in English Language Teaching

The Aural-Oral Approach

The approach commonly referred to as the Audio-Lingual Approach is widely recognized in academic circles. The term "aural" refers to information perceived via the sense of hearing, whereas "oral" pertains to information communicated through spoken language. This technique is grounded in behaviourist theory.

The fundamental idea underlying this technique posits that language is largely acquired through oral communication and that learning a second language can mirror the

acquisition of a first language, beginning with the acquisition of monosyllabic and disyllabic words and progressing from there. This approach posits that learning can become habitual when the response is appropriately reinforced. Developing listening and speaking skills is essential for laying the groundwork for acquiring reading and writing skills. This technique emphasizes the necessity for English teachers to engage in pronunciation practice, conversation practice, and pattern drills. A range of drills is recommended for teachers, including repetition drill, conversion drill, question-answer drill, linking drill, substitution drill, triple substitution drill, concord drill, completion drill, and chain drill, among others.

(3)

The Structural Approach

During the 1950s, English textbooks used excerpts from the authentic works of renowned writers.

There has been a shift in teaching practices, leading to the utilization of Workbooks or Readers for English instruction. The advent of the structural approach to English language instruction is responsible for this transformation. The structural method involves arranging words and word groups to create meaningful units. Following a meticulous selection process, 250 exemplary structures were found throughout the latter part of the 1960s. Currently, we are presented with a limited selection of 100 predetermined structures for examination. This methodology is recognized for its emphasis on selection, gradation, and presentation processes. These structural and vocabulary items were selected based on their utility, prevalence, ease of instruction, and effectiveness. The structural method adheres to several concepts, including the notion that language is essentially a spoken form of communication, language acquisition involves the development of habitual patterns, the English teacher should focus on teaching the target language rather than providing information about the language itself, and languages exhibit numerous variations in various aspects. The utilization of this strategy was predominantly observed in the context of oral communication.

The Oral Approach

The oral approach involves introducing structure and vocabulary elements to the learner to facilitate discussion of reading passages and promote conversational engagement in completing writing tasks. Furthermore, it assesses the learners' understanding. One of the benefits of employing oral instruction in English language teaching is its recognition as a natural method of language acquisition. Additionally, it serves as an effective precursor to developing more advanced language abilities, such as writing and reading. However, the efficacy of this strategy is contingent upon the teacher's proficiency in spoken language.

The Situational Approach

The Situational Approach was developed on the premise that language is situated within certain contexts, and the demands of those contexts determine its usage. Consequently, English language instructors are advised to introduce language within relevant and meaningful situations. This approach involves a series of steps. Firstly, the teacher presents an example sentence. Secondly, the teacher modifies the situation while keeping the language item constant. This is done to ensure comprehension of the item, provide experiential context, and sustain learner interest. Thirdly, the teacher provides oral practice based on the modified situation. Following this, the fourth step involves providing writing and reading exercises. Lastly, the learner is encouraged to use the language in accordance with the modified situation independently. This strategy involves selecting circumstances known to pupils, such as their home, classroom, school premises, and society. (4) To enhance engagement and comprehension, educators might employ various instructional aids such as objects, models, charts, photographs, anecdotes, events, and stories. This strategy is employed in conjunction with both the structural and oral approaches. Therefore, integrating these methodologies is called the Structural-Oral-Situational Approach (S-O-S Approach).

The Communicative Approach

This strategy involves assigning tasks to the student, making it a task-centered approach. The teacher assumes the role of a co-participant in the execution of the assignment. In this particular methodology, the emphasis is placed on prioritizing fluency over accuracy, with the latter being regarded as secondary importance. Using translation and one's native language is permissible to accomplish the objective effectively. After completing the reading job, the students also receive instruction in written activities. The kids exhibit a high level of motivation in verbal expression, with few signs of shyness. Additionally, group activities are a common instructional strategy in the classroom.

The Natural Approach

Terrell argued that it is important to respect the early "silent period" and refrain from interrupting children until they naturally begin to talk. This occurs when spontaneous communication in the target language emerges. Teachers can facilitate the occurrence of a non-risky environment through the implementation of Total Physical Response (TPR) at the foundational level. The Natural Approach is founded upon Kristen's renowned Monitor Model of Language Acquisition, comprising five hypotheses. The Acquisition vs. Learning Hypothesis delineates the distinctions between the subconscious mechanisms involved in children's initial acquisition of a first language and the conscious processes employed by adults in language learning. The Natural Order Hypothesis posits that morphemes are

acquired in a predictable sequence, such as the observation that the morpheme "-ing" tends to be one of the earliest morphemes learnt in English. According to the Monitor Hypothesis, fluency is primarily attributed to acquisition rather than learning. The hypothesis posits that language acquisition occurs when pupils are exposed to comprehensible input that slightly exceeds their current level of proficiency. According to the Affective Filter Hypothesis, language acquisition is contingent upon an individual's confidence and relaxation.

A teacher-centered instructional approach characterizes the Natural Approach classroom. Textbooks often lack practical application, thus placing the responsibility on the teacher to ensure that the classroom experience remains engaging and devoid of excessive difficulty. The key strategy is refraining from explicitly informing the pupils about the educational nature of the activity or providing any indications that they may potentially commit mistakes.(5) The recommended pedagogical approach involves providing students with a consistent stream of intelligible input, supplemented by additional information and details, to facilitate their acquisition of the second language rather than explicit learning. In this particular approach, the teacher assumes the dual function of an actor and support person. At the same time, the students are assigned the roles of "guessers and immerses" (6). Students are actively encouraged to articulate their thoughts, viewpoints, and emotions using the language they are learning. The instructor exclusively uses the target language while adhering to the no-pressure approach, allowing pupils to utilize their native language. In this particular methodology, pupils attain linguistic proficiency without exerting conscious effort.

The Eclectic Approach

The eclectic approach is characterized by the teacher's adherence to the notion of not adhering to any specific teaching style but rather employing a combination of various methods based on the specific requirements of the learners. The instructor can select strategies derived from many language teaching philosophies most suitable for their particular class. A diverse range of English language teaching methods are employed across different age groups. These methods are outlined below:

1. Grammar-Translation Method
2. The direct method
3. Structural-Situational approach
4. Audio-lingual method
5. Bilingual method
6. Communication language teaching method
7. Total Physical Response (TPR)
8. The silent way
9. The Natural Approach

10. Community Language Learning (CLL)

Theoretical explanations accompany the methodologies above and approaches. Educators can strategically select and integrate the most optimal and productive strategies from several instructional approaches, enhancing their potential for success in the language classroom by employing an eclectic approach.

Conclusion

The Theories and Approaches were demonstrated to be effective in English Language Teaching during their respective periods. The emergence of the new approach in education cannot be disregarded, as it has assimilated the positive attributes of previous teaching techniques and enhanced its efficacy via accumulating experiences from these established methods and approaches. There is no compulsion to adhere to a specific methodology to achieve excellent teaching outcomes. The variation in learners and their preferred learning styles is mirrored by the diversity in teaching approaches and instructional styles. It is crucial to acquire knowledge of the Theories, Approaches, and Methods of English Language Teaching, along with their respective advantages and disadvantages, before commencing English instruction.

The evolution of English Language Teaching (ELT) over time underscores the importance of adaptability and a diversified pedagogical toolkit. While earlier theories and approaches, such as the Grammar-Translation Method or the Audio-Lingual Method, were effective in their own contexts, the dynamic nature of education and the ever-changing needs of learners have led to the emergence of new and more flexible approaches. These modern approaches, such as Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT), have integrated the strengths of previous methodologies and incorporated innovative strategies.

What is striking about the contemporary landscape of ELT is the recognition that there is no one-size-fits-all approach to effective teaching. The diverse array of learners and their preferred learning styles necessitate a corresponding diversity in teaching approaches and instructional styles. Teachers are increasingly encouraged to adapt their methods to accommodate the unique needs and backgrounds of their students. This adaptability promotes inclusivity and ensures that education remains relevant and engaging for a wide range of learners.

Moreover, it is vital for educators to have a comprehensive understanding of the various theories, approaches, and methods in ELT, along with their respective advantages and disadvantages. This knowledge equips teachers with the tools to make informed decisions about which approach or combination of approaches best suit their specific teaching contexts and learners. It also enables educators to draw upon the strengths of

different methodologies, allowing for a more tailored and effective teaching experience.

The history of ELT has shown that effective teaching is not confined to a single methodology but rather thrives in an environment of adaptability and diversity. New approaches have evolved by building upon the successes of earlier methods and incorporating fresh insights. As educators continue to navigate the ever-evolving landscape of English Language Teaching, a well-rounded understanding of the theories, approaches, and methods available will empower them to provide high-quality and flexible instruction that meets the diverse needs of their students.

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