

Teaching English as Second Language: Changing Scenario

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Abstract

The goal of English teaching is for a human to improve their communication skills. According to the education council, a clear difference must be made between teaching English as a skill and teaching English as a literature. Exam procedures are extremely problematic; rather than enhancing students' English communication abilities, they are improving their memorization ability. The UGC Study Group emphasized the importance of replacing current English programs with a language skills program. The concentration of graduate English classes has shifted away from literature and toward language. The literature review has long been regarded as crucial. This needs to be addressed. Shakespeare, Blake, Wordsworth, Tennyson, Eliot, and others dominate the poetry selections.

Keywords: English Teaching, Communicative Skills, Language Skills, Teaching, Language.

Introduction

"Humanistic, scientific, and technological writings abound in English. We will be cut off from the living stream of ever-growing knowledge if we give up English for emotional reasons." –Radhakrishna University's Education Commission. A language is a tool for reflecting on the past, comprehending the present, and anticipating the future. Language is obviously important for a person's mental, emotional, and social development. English is recognized as a global language in today's globe because no other language has ever been as extensively spoken or understood as English. In almost every country, English is one of the most often taught languages. It has a wide spectrum of global influence and reaches. In India, learning English as a second language is critical. Every educational system has a set of objectives that aim to improve students' lives. Institutions organize learning experiences in order to bring about those changes. Only the changes induced by this experience and evaluation may be utilized to establish whether or not learning was successful.

Traditional Method

Multimedia classroom training is gradually replacing traditional blackboard teaching methods. In recent years, acronyms like EGP (English for General Purposes), EIP (English for Instrumental Purposes), EST (English for Science and Technology), EAP (English for Academic Purposes), and EOP (English for Official Purposes) have gained popularity.

Communication

When a language is taught as a medium of communication, it becomes a fact. It is proposed that teaching approaches be reorganized for students to learn the English language's oral and written communication components. To fulfill the needs of students, a variety of teaching tools are available in the classroom to replace the traditional method. The utilization of media and technology provided incentive, resulting in a greater interest in and success with English instruction.

Education Commission Thoughts

The teaching of English language and literature should be split, as the Education Commission emphasized nearly two decades ago. The balances, however, have tipped too heavily in favor of literature, and this must shift. Shakespeare, Blake, Wordsworth, Tennyson, Eliot, and others dominated the poetry selections. According to a scholar, Julius Caesar has 154 ancient English vocabulary terms and 400 words of archaic structure and meaning. One might wonder how an English textbook for students who are unfamiliar with modern English usage and basic English grammar is recommended. Exams are also archaic in that a student can pass by memorizing content provided by the teacher rather than understanding the subject or attempting to learn the language. As students memorize knowledge from textbooks, they lose their ability to think critically. The UGC Study Group also pushed for language skills to be included in existing English courses.

The focus of English Teaching at the Undergraduate Level

The focus of English teaching at the undergraduate level now, therefore, should be on the teaching of language rather than on the literature. "The shift in emphasis from literature to

language is a happy shift indeed and a sensible shift too. It is not elegance and grace and style we crave for today, it is rather a working knowledge of the language, achievement of an acceptable standard, both in comprehension and expression” (Mathur, 1982). While this can be accomplished through a communication course, literary texts are increasingly being employed in language classes to keep the 'language scheme front and center.' The Central Institute of English and Foreign Languages in Hyderabad offers a "Language through Literature" course that introduces students to the current state of the living language. The course makers don't adopt a historical or rhetorical approach since they don't want to expose students to literary classics. There are other choices for meeting the student's requirements.

Use of Media and Technology

You can use television, apps, and the internet to learn English. As a result, textbooks are no longer required. In reality, the teacher is teaching English through theatre, stories, conversations, and exercises. The primary purpose is to introduce pupils to various English models used in different situations. Although there are now only a few in our country, language laboratories have proven to be beneficial in teaching languages. In addition to phonetics and activities, a language laboratory can be utilized for listening comprehension, reading, testing, and evaluation. It was a fun experiment to participate in. In other circumstances, the teacher may believe that the resources diminish the teacher's role or that the teacher is reduced to a facilitator as a result of the materials. The student replies to each of the interconnected challenges as they are displayed on the computer. The answers are compared to a standard list to verify if they are acceptable. If he gets the answer correct, he advances to the next level, steadily increasing his knowledge of the subject. It's intriguing to notice if a pupil gets praised right away or is criticized and given time to complete his job at his own pace.

ESP (English for Specific Purposes)

Acronyms as EGP (English for General Purposes), ESP (English for Specific Purposes), ELP (English for Instrumental Purposes), EST (English for Science and Technology), EAP (English for Academic Purposes), and EOP (English for Official Purposes) have risen in use in recent years. The goal is to teach a specialized set of people, such as scientists, what they need to know at all costs. As a result, the idea of discovering and teaching individual preferences has made significant progress. It may be necessary to stay current on Error Analysis to specify the demands of the students. Individualized courses targeted to specific needs should be provided, according to the UGC Study Group. A single generic English session for everyone would be insufficient, according to the UGC Study Group. According to a study by the Education Commission (1964-66), where such courses have been offered, they have proven to be significantly more effective than a General English course in enabling students to use English as a library language in their subjects. ESP has sparked a lot of interest, and new courses and resources have been developed in this field.

Application of Aids - A Challenge to the Teacher

Audio-visual teaching aids, which enable learners to learn more quickly through a variety of tasks, are more effective in language training. Importantly, the use of a variety of

low-cost supplementary materials should be encouraged in Indian classrooms. Other forms of assistance, such as nature, can also be designed. It's important to understand that using these tools isn't easy, and the entire process is a huge challenge for the instructor. At times, the instructor may find it challenging to implement certain strategies. Naturally, the instructor will need to devote a large amount of time to learning how to use these materials effectively. They will eventually be valuable to the teaching profession, they must be acknowledged. If we truly want to increase our country's language education levels, we must take the necessary steps. To keep track of the children regularly, however, constant surveillance is essential.

Conclusion

It's worth emphasizing that most teachers can't conceive of not using a textbook when teaching a language. If a student's book is taken away from them, they may feel disturbed. Furthermore, we are living in a fool's paradise if we imagine that all teachers, regardless of their equipment, can continue to produce 'discussion' scenarios for several days. We believe it is prudent to reevaluate teaching approaches to prioritize English's oral and written communicational parts. When language is taught as a tool of communication, it is most effectively learned.

It's crucial to keep in mind, though, that many teachers can't imagine teaching a language without a textbook. They may feel nervous and out of place if the book is taken away from them. Furthermore, if we believe that all teachers, regardless of their equipment, can continue to create 'conversation' scenarios for several days, we are living in a fool's paradise. It's worth noting that innovative and imaginative teachers who are fluent in the language are critical to the success of English via communication or English without textbooks. At the very least, we believe it is prudent to restructure our educational programs so that the oral and written communicational aspects of English are prioritized.

Language is most efficiently learned when it is taught as an instrument of communication. It's crucial to remember that learning English is primarily about figuring out how to communicate with someone in the most effective and clear manner possible in the most appropriate conditions. Human psychology urges us to be interested in both socially desirable and instantly beneficial items.

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