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## ENGLISH LANGUAGE TEACHING IN INDIA: CONTEMPORAT APPROACHES AND NEW OUTLOOKS

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### ABSTRACT

Over 400 years ago, during the colonial period, English language entered India. British left in 1947 but the language remained in India and now it has become an important and crucial language for shaping India's social educational framework. This paper examines the changes of English language teaching in India from colonial time to the present time. It underscores the changes in pedagogical approaches focusing on constructivism, discourse oriented pedagogy(DOP), Task based language teaching (TBLT) and the role of digital learning in modern days. This paper shows the difference between language learning and acquisition, analyzing the relevance in classroom discipline and instruction. By examine the current problems and innovations the study plays a critical reflection on the aspects of ELT in India.

**Keywords:** English Language, Constructivism, Language Acquisition, Discourse-Oriented Pedagogy, Task-Based Learning, Digital Learning.

### INTRODUCTION

Language is an inborn human behavior driving naturally in early childhood in respective of culture and tradition. In accordance with National Curriculum Framework (2005), mother tongue is highly important for the foundational education, hence a multilingual approach is required. The paper focuses on constructivist pedagogy's like DOP then traditional methods because this fosters communication and learners' autonomy. Moreover, the Andhra Pradesh government took an initiative for a transition of Telugu medium schools into English medium institutions which shows a border social educational shift.

### OBJECTIVES OF THE STUDY

The primary objectives of this study are:

1. To track down the historical changes of English Language Teaching (ELT) in India from the colonial period to the present day.
2. To differentiate between language learning and language acquisition, and assess their pertinence in modern classroom practices.
3. To measure constructivist approaches in ELT, with a special attention on Discourse-Oriented Pedagogy (DOP), Task-Based Language Teaching (TBLT), and e-learning tactics.
4. To search the problems faced by learners and teachers in acquiring communicative capability in English despite years of formal instruction.

5. To analyze new outlooks and pedagogical shifts that can enhance English teaching methodologies and fill the gap between theoretical knowledge and practical language use.
6. To offer practical and inclusive teaching models that orient with both traditional knowledge systems and global educational tendency.

## LITERATURE REVIEW

S.No	Author(s)	Year	Theory/Contribution	Key Concepts/Findings
1	David Crystal	2003	English as a Global Language	English is not just a language but a tool of global influence used in academia, business, and diplomacy. It gained prominence due to historical and economic forces.
2	Jean Piaget	1968	Cognitive Constructivism	Learning is an active process of constructing meaning. Learners build mental models to interpret new information.
3	Lev Vygotsky	1978	Social Constructivism	Emphasized the importance of social interaction and the Zone of Proximal Development (ZPD) in language learning.
4	Ernst von Glasersfeld	1984, 1995	Radical Constructivism	Knowledge is not passively absorbed but actively constructed. Learning involves adjusting internal models based on experience.
5	Brooks & Brooks	1993	Constructivist Teaching Model	Called for student-centered classrooms where knowledge is built collaboratively through inquiry and exploration.
6	Stephen Krashen	1982	Input Hypothesis – Language Acquisition vs. Learning	Differentiated between conscious language learning and subconscious language acquisition; highlighted importance of comprehensible input.
7	Kumar & Krishna Murali (T. 2020)	2020	Discourse-Oriented Pedagogy (DOP)	Promoted use of real-life discourse in ELT to integrate LSRW skills. Advocated for context-rich, meaningful language instruction over isolated grammar drills.
8	Ellis, Rod	2003	Task-Based Language Teaching (TBLT)	Focused on real-world language tasks that promote learner engagement, fluency, and interaction in context.
9	Eva Grostenberger	Recent	E-Learning and Cognitive Focus in Digital Classrooms	Advocated for meaningful use of technology where the learner's cognitive involvement is prioritized over flashy multimedia content.
10	Azam	2005	History of ELT Methods	Reviewed traditional methods like Grammar Translation and Audio-

S.No	Author(s)	Year	Theory/Contribution	Key Concepts/Findings
11	Galloway	1993	Communicative Language Teaching	Lingual methods, and emphasized the rise of Communicative Language Teaching (CLT) and TBLT. Highlighted shortcomings in traditional methods and emphasized realistic, socially appropriate language usage to foster communication.

### CURRENT SCENARIO OF ENGLISH LANGUAGE TEACHING IN INDIA

After many years of formal education, still a great number of students are unable to use the language effectively. Many educators lack professional training in language instruction and examination systems only emphasize on rote learning and grammar over practical uses as a result students gain knowledge about the language without acquiring communicative competence. In India ELT still struggles with problems rooted in methodology classroom environment and cultural differences.

### LANGUAGE LEARNING VS. LANGUAGE ACQUISITION

Understanding the difference between learning and acquisition is fundamental:

#### Language Learning

Formal, structured teaching.

Emphasize on grammar and rules.

Teacher-centered and syllabus-driven.

Progress is linear and measurable.

#### Language Acquisition

Informal, subconscious process.

Emphasize on communication and fluency.

Learner-centered and interaction-based.

Progress is spiral and intuitive.

Acquisition mirrors how children learn their first language—organically and experientially—while learning relies on memorization and instruction. A balance of both is necessary for holistic language development.

### CONSTRUCTIVISM IN LANGUAGE TEACHING

Constructivism supports that learners gain knowledge through experiences rather than passive reception. Theories by Piaget (cognitive development), Vygotsky (social constructivism), and Von Glasersfeld (radical constructivism) highlight the learner's active role in understanding their surroundings. In classrooms, this translates to hands on, learner-centered environments where students construct meaning collectively.

Brooks & Brooks (1993) tells that applying constructivism needs a fundamental paradigm shift—from teacher-directed direction to student-led research. Knowledge is no longer considered as a product but as a transforming process of meaning-making.

### NEW PERSPECTIVES IN ELT

The evolution of ELT reflects several paradigm shifts:

- **From Teacher-Centered to Learner-Centered Instruction:** Teachers are not content deliverers but should act as facilitators.
- **From Product-Oriented to Process-Oriented Learning:** Focus shifts to how students learn instead of what they give rise to.
- **From Individual to Social Learning:** Classrooms become cooperative environments.
- **From Rote Learning to Contextual Learning:** Emphasis on real-life communication rather than mechanical training.
- **From Exam-Centric to Lifelong Learning:** Learning becomes incessant and determined beyond examinations.

These shifts line up with global trends in Second Language Acquisition (SLA) and brings out the necessity of aligning ELT projects with cognitive and social learning theories.

### **DISCOURSE-ORIENTED PEDAGOGY (DOP)**

Language survives in discourses—not isolated sentences. DOP focuses on meaningful communication through real-world contexts such as news reports, debates, conversations, and digital media. It unites listening, speaking, reading, and writing, giving learners a integral experience.

Discourses serve two purposes:

- **Constructed Language:** For academic instruction and rule-based learning.
- **Natural Language:** For real communication with coherence and social relevance.

By implanting language in authentic strands, DOP intensifies comprehension and communicative expertise.

### **E-LEARNING AND DIGITAL CLASSROOMS**

Digital learning—encircling online platforms and virtual classrooms—has expanded approach and engagement in ELT. However, it should not reduce learning to passive screen interaction. Rather, it must precedence pedagogy upon technology.

Teachers should be trained to fuse digital tools meaningfully. As Eva Grosten berger says, technology must simplify cognitive engagement, not replace it.

### **TASK-BASED LANGUAGE TEACHING (TBLT)**

TBLT is a learner-centered approach that uses real-life tasks (e.g., writing emails, planning events, or conducting interviews) to support language use. Unlike traditional grammar-focused methods, TBLT helps active participation and meaningful communication. This method has gained fame across Asia and orient well with communicative language teaching (CLT). It approaches a common issue: students with strong written skills struggle in spontaneous verbal interactions. TBLT aims to connect that gap.

### **CONCLUSION**

Language is dynamic and continuously progressing. In India, the conversion from regional-medium education to English-medium instruction may lead to a more encompassing and unbiased society. Nevertheless, success depends on how ELT is instrumented at grassroots levels. Accepting Constructivist approaches, discourse-based pedagogy, task-oriented methods, and digital platforms can be transmogrified English teaching and better endow upcoming generations.

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