

**STATUS OF ENGLISH LANGUAGE TEACHING &  
COMMUNICATION: A SURVEY**

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**Abstract**

*With a view to developing skills, knowledge and competency, English education started in India. There were many ups and downs in making English as a medium of classroom instruction. There were two major aspects in language teaching i.e. language and literature. Should students be taught grammar or communication? Many experts opined language is for communication and not for bringing the accuracy. However, the new globalized world expects the quality product through quality language and communication it is difficult to limit learning the language for the sake of communication only. There are many research studies carried out in English and teaching communication. Here is a descriptive survey study which presents the prevailing views of pre service English teachers on two major points i.e. English language teaching and communication. The answers from the students were collected through a questionnaire. In all, 120 students pursuing B.Ed. in the academic year 2018-2020 were selected as sample for the study. The major components used for the study are teaching learning pedagogies, importance on teaching EL or Communication, Quality of Teaching learning materials, exposure, evaluation and follow up, types of activities teaching pedagogies etc. The students responded that the classroom practitioners are using the foreign language teaching pedagogies but the activities and exposures are not upto the mark. The authorities are suggested to bring the provision of exposures and follow up practices for teaching the language and communication.*

**Keywords:** *ELT and Communication, Language Exposure*

English language teaching and communication are the two major aspect of language teaching. There is one group in favour of developing ELT and the other is in favour of developing communication. The question arises when the students couldn't develop any of these due to dilemma of teaching English in the classroom. There are many criticisms on teaching Language. However this study delimits to the context of ELT in primary and secondary schools. Looking at all the perspectives and research findings, it can be rightly concluded that the more you use the language, the more proficient you will become. Use the language and learn the language is the best slogan and punch line for developing communication skills. English language teaching and communication are opposite field with one only major concern that language accuracy. It has been rightly said by J Nehru, one can ignore the learning of English at the loss of his/her own self. English has rooted in almost all the social, corporate, education and political dimensions of the society. Having no knowledge and competency of English language would surely pull down from the progress. There have been critical discourse and blind bias towards the irritation of

teaching and learning the English. But It has proved that life is just difficult without the knowledge of English language.

### **Rationale of the Study**

With a view to making Indians more useful, the Britishers imposed English education in India. Having high hopes on English education, the Britishers thought it would develop skills, knowledge and language of the people. Later, this would result in the progress and more development of Britishers. Unfortunately, Indians could not reach to the satisfactory level and still struggling to develop language competency. Many experts opined, Indians started teaching communication to hide the language learning. It is obvious that mere communication is of no use in the era of 21<sup>st</sup> century. Skill of communication leads to accuracy or accuracy is subsidiary in language learning. This statement makes inferences among the language experts. It is also true. If there is no accuracy there is no communication. These two are the major parts of English language and people opined differently. Therefore the researcher tried to know the opinions of young pre service teachers on importance of accuracy of language or communication skills. Britishers did not want the spread of European type of Education in India. They felt, as has been mentioned in the parliamentary papers (1852-53), that western education would enable Indians to challenge the alien rule as was the case with America. And when they turned to promote the education of Indians, it was a political necessity that made them do so. They adopted orientalism or encouragement of classical learning for their educational policy which was opposed by the missionaries like Charles Grant (1746-1823) whose plan was to teach English to the people of India. Macaulay's recommendations got the approval of Lord Bentick and it was published on the 7th March, 1835; and an official resolution endorsing Macaulay's policy of modern education through English medium was passed. But the teaching of English in systematic way starts from the promulgation of Wood's Dispatch of 1854, which has been called the 'Magna Carta' of Indian education. The Wood Abbot Report (1936-37) recommended an alternative in simplified English in order to keep the flow of education through the medium of English. English even today continues to act as an indispensable 'Link' language. English symbolizes in Indian minds better education, better culture and better intellect. It is still freely used in administration, judiciary, in education and even for literary purposes in India. Thus the "status of English" in Indian educational system throughout the British rule, as A.K. Sharma observes, "was enviable".

**Research Objectives:** To study the opinions of the pre service teachers on status of ELT; To study the opinions of the pre service teachers on status of Communication; To study the opinions of the pre service teachers on importance of ELT & Communication; To study the opinions in contexts to selected research components; To provide suggestions for the ELT and Communication

**Research Questions:** What are the opinions of pre service teachers on teaching English language? What are the opinions of pre service teachers on teaching communication? What is more emphasized in teaching ELT or communication? What are the suggestions to bring quality in ELT and Communication?

**Research Methodology**

The study was descriptive in nature and survey method was used. Quantitative data was collected for the findings of the study. The population for the study was the pre service teachers of English method from all the affiliated B.Ed. colleges of Sardar Patel University Vallabh Vidyanagar for the academic year 2018-2020. The sample of the study was 120 second and fourth semester pre service teachers of various affiliated colleges of Sardar Patel University for the academic year 2018-2020. Opinionnaire on Status of English and Communication. The research components used to prepare the tools were Importance on ELT, Importance on Communication, English classroom pedagogies, Teaching Learning Materials, Activities & Language Games, Exposures in Learning the language, Learning attitude of the students, Teaching Attitude of the Teachers, Evaluation of Language learning, and Follow up after the treatment

**Data Collection and Analysis Techniques**

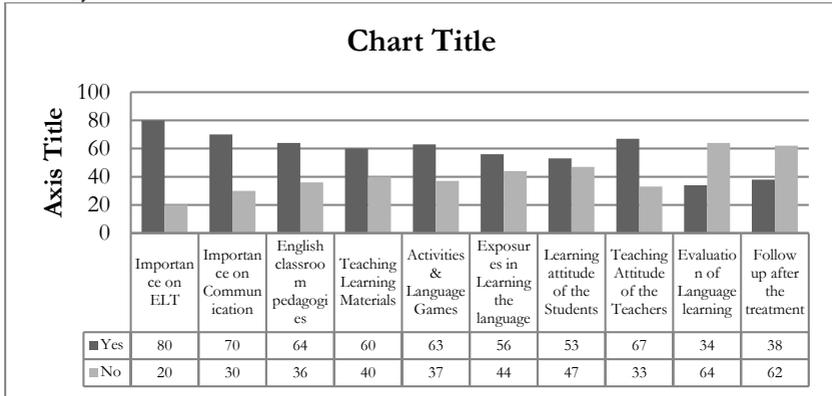
The researcher collected the data through the Google form. The link has been sent to the method master and then the students of English method appeared for the test. There were many students wanted to appear in the test however, the method master was instructed to ensure the English method students only attempt. The researcher took the permission from the B.Ed. colleges and then it has been sent to the Method masters of English subject to get it filled. The analysis of the data has been through percentage analysis techniques. There were all the objective type of questions. The data analysis and its interpretation are as follows.

**Table 1 : Data Analysis**

Sr. No	Component	Yes	No
1.	Importance on ELT	80	20
2.	Importance on Communication	70	30
3.	English classroom pedagogies	64	36
4.	Teaching Learning Materials	60	40
5.	Activities & Language Games	63	37
6.	Exposures in Learning the language	56	44
7.	Learning attitude of the Students	53	47
8.	Teaching Attitude of the Teachers	67	33
9.	Evaluation of Language learning	34	64
10.	Follow up after the treatment	38	62

As per the data presented in the above table, it clearly explains the opinions of the pre service teachers. The highest percentage is for teaching English language and the lesser is evaluation of language learning strategies. It means the pre service teachers believe that the time is now to teach about language and

accuracy rather than delimiting the teaching to communication. Further, the teachers are rarely or very less focusing on evaluation of teaching the language. Even the follow up activities by the teachers over students’ language learning is also very less.



The details given in the above graph explain the percentage of the opinions of pre service teachers. There were questions based on the above mentioned research components. The result of the table explains that a big number of pre service teachers opined that the focus should be given more on teaching English language and accuracy more than focusing on communication skills. There was very less emphasis on evaluation of learning the language. Further, the teachers are not carrying out any follow up activities or track the progress on the students’ language learning. It was also found that the facilitator after teaching the language not asking or tracking on learning the language.

**Findings of the Study:** The students opined that there should be more focused on making the accurate use of language rather being limited to communication skills; The students are mostly not given proper language evaluation practices as a result the students don’t bring change in language learning; The students get the minimum exposure of language learning as a result the love and consistency towards learning the language breaks; There is less focus follow up practices after the treatment which leads to failure in learning the language; Pre-service teachers opined that the teachers need to develop positive language teaching attitude and sensitizing the students in learning the language; It was found that the students need to be more conscious and sensitive in learning the global language; Pre service teachers opined English is one of the most important language for survival; Appropriate and relevant maxims of English language teaching and learning are not adopted in classroom teaching in most of the areas of Gujarat state.

**Suggestions for the Study**

The English facilitator should focus on developing English language communication and along with that a focus on developing language accuracy

must be paid. More exposure through organizing various literary activities should be organized. Students should make the constant use of language for learning the language and communication. Maximum use of teaching learning resources should be used in the classroom teaching. After providing the treatment, the students should be made to practice and reuse the learning and practices. Students should be made to use authentic materials in learning the language. The teachers should concentrate on both communication and learning the language. The students should be made to inculcate language learning skills and attitude. Simultaneously, the teachers should also develop keen interest in developing language among the students. Being limited to simply communication wouldn't be limited now a days to compete with global competition. There should be more interactive, real life like situations and constructive learning contents in the curriculum and its goals. There should be more evaluation based language teaching and follow up practices. This is a dire need to address these days.

### **Conclusion**

It can be concluded that the learning exposure is the foremost aspect in making the second language learners learn the language. The students have yet to develop skills, attitude, competency and skills in learning the language. Pre service teachers opined the more serious you are at your speaking and mother tongue the better you will be at the second language. The school students should be taught first, the communication and then accuracy. Having hopes of teaching accuracy first might lead to failure and demotivation among the students in learning the language. To conclude, it is necessary to understand English is life and life is impossible without English.

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