Review of English Language Teaching In India - A Study.
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ABSTRACT:

English in India is an image of individuals’ yearnings for quality in instruction and a more full cooperation in national and universal life. The obvious effect of this nearness of English is that it is today being requested by everybody at the very beginning phase of schooling. ELT in India is lively and dynamic today. The setting of the entire training worldview has changed completely. This article follows the course of this change, alongside the causes and outcomes while contrasting this and the course of ELT in different settings where it has consistently been a first language.

KEY WORDS: Instruction, National, ELT, Dynamic, Language,

Each instructive framework has certain destinations which focus on achieving attractive changes in student. So as to bring about those changes, the foundations organize learning experience. The accomplishment of learning can be made a decision about just as far as the progressions realized by this experience. This is a learning experience and assessment. English has gotten a worldwide language and training it as a remote or second language has progressively become an all inclusive interest. Because of its relationship with the British colonizer, English began life in India as an unknown dialect, yet as a much-despised language. From the disdained instrument of persecution to the hesitantly received most widely used language to the materialistic trifle of the high societies to its position today as a subsequent language, English has made some amazing progress. Truth be told, it won't be a deviation to name it a first language for certain echelons of Indian society. Similarly as the status of the language experienced steady reevaluation, the entire ELT worldview likewise ventured to every part of the complete array of change. In the end long periods of the Twentieth century when English started to rise as the worldwide language, the Indian study hall was changed in light of the fact that of the adjustment in the earth of the student. While the prior surroundings had been procurement poor with respect to English, abruptly every language client appeared to hop upon the learn-English-fleeting trend.

The advancement of the Indian economy introduced assorted types of motivations to get familiar with the language. While prior in the century understudies who had represented considerable authority in English joined either instructing or then again the common administrations, presently an entirely different range of openings for work has opened up. There are presently consider focuses that need coaches to furnish their workers with relational abilities, there are multinationals who have been selecting advertising staff that should have been shown communicated in English, there are restorative interpretation focuses which need productive interpreters and correspondents. Those envious of movement toward the west required proficient assistance for clearing tests like the IELTS. Thus, the roads where ELT came to be required in India are boundless today.
Albeit an unknown dialect is currently as much an Indian language as some other. English has been educated in our schools what's more, universities for a long time. It possesses the situation of partner official language. It is utilized broadly as a connection language in workplaces and among the informed individuals. It isn't just a mandatory subject at school, school and college but on the other hand is the vehicle of guidance to the enormous degree. It is the language of science and innovation. It involves the situation of a second language in the school educational program and for advanced education. English language has been allocated the job of library language. No matter what each auxiliary school youngster has to learn English as a subject, as a rule for a long time however in a few cases for a long time as it were. This contemporary situation of English in India shows English language instructing happening by any means levels of Education, for the most part as a subsequent language. This brings us to our present point of intrigue - a background marked by English language educating in India. English language instructing as a control has made its mark during the previous a very long while while both in India and abroad and alongside it English language training historiography likewise has picked up noticeable quality. It is currently conceivable to refer to a huge group of writing committed to this region of study. Be that as it may, in India, despite the fact that English language instructing has been continuing for a long time there is no archive, which contains a far reaching history of English language instructing in India. Presently English language educating has picked up the status of another control and furthermore has increased family member significance on our instructive projects. It is felt that a far reaching history of English language educating in India is required.

**LEARNING A LANGUAGE:**
Every language is organized in an unexpected way, and the various structures offer clients various recommendations to significance. so when we gain proficiency with our first language, our cerebrum/mind 'tunes into' the way the specific L1 works, and we figure out how to focus on specific signals to implying that are generally useful. At the point when we meet another dialect, our cerebrum/mind consequently attempts to apply the principal language experience by searching for commonplace prompts. Some portion of learning an unknown dialect is growing new understandings about the specific signs to implying that the new dialect offers, and that contrast from those of our first language. The transferability of information, abilities and techniques crosswise over dialects depends intently on how the two composed dialects work.

**ROLE OF A TEACHER:**
As said by Sir Philip Sydney, teaching is the end of all learning. A teacher’s primary role is not only to enable the students to understand what he is intending to say or teach. It is also the duty of the teacher to understand what the student wants and says.
In teaching-learning process, two things play the vital roles; one is the delivering capacity of the teacher and the other one is the receiving capacity of the students. Without the two aspects, the teaching-learning process will not be a successful one. Teaching-learning process is just like making sound by clapping. Without two hands we cannot clap. Like that without a right teacher and the students, the teaching learning process is meaningless. Teaching should be a worthy of learning a concept deeply and broadly. Teaching should facilitate the students to face the world which is full of political, social, international as well as
personal controversies, without fear. It should give self-confidence to the students. By the effective teaching, the students should be enabled to go for right choices, judgments and also decisions individually. In the process of teaching-learning, the teacher should try to understand the students first. Then only, he can enable the students to understand him or his teaching. Theory with practice on some of the teaching topics may enable the students to understand the concept easily. Success of a teacher in his/her attempt in enabling the students to understand what is the concept taught by the teacher, depends on the methods he/she applies. The teacher may be a good, but the students’ physical problem may lead him to ignore the teaching. Or sometimes, the background of family of the students may drive him to be dull. Hence, the teacher should take into account everything at the school level, the teaching-learning process is checked up the teacher by repeated class tests and examinations. Based on the result (marks scored by the students), different methods are adopted to improve teaching in case of negative result. At the college levels also the same traditional (Macaulay) method of examinations is used. The only difference is the volume of syllabus prescribed for the colleges students will be more than that of the school level.

TEACHING ENGLISH AS A SECOND LANGUAGE:
The Council of Chief State School Officers (CCSSO), U.S. defines English language proficiency in this way:
A completely English capable understudy can utilize English to inquire questions, to get instructors, and understanding materials, to test thoughts, and to challenge what is being asked in the study hall. Four language aptitudes add to capability as pursues: Perusing - the capacity to understand and translate content at the age and grade fitting level. Tuning in - the capacity to comprehend the language of the educator furthermore, guidance, grasp and concentrate data, what's more, finish the instructional talk which instructors give data. Composing - the capacity to create composed content with content and group satisfying homeroom assignments at the age and grade-suitable level. Talking - the capacity to utilize oral language suitably and adequately in learning exercises, (for example, peer mentoring, collective learning exercises, and question/answer sessions) inside the study hall and in social communications inside the school. Henceforth, the instructor should remember while educating English as a second language to the understudies.

LANGUAGE PROFICIENCY TESTS:
Oller and Damico (1991) indicate that language proficiency tests can be associated with three schools of thought. The first of these trends, the discrete point approach, was based on the assumption that language proficiency: ...consisted of separable components of phonology, morphology, lexicon, syntax, and so on, each of which could be further divided into distinct inventories of elements (e.g., sounds, classes of sounds or phonemes, syllables, morphemes, words, idioms, phrase structures, etc) A discrete point language proficiency test typically uses testing formats such as phoneme discrimination tasks where the test taker is required to determine whether or not two words presented aurally are the same or different (e.g., /ten/ versus /den/). A similar example might be a test designed to measure vocabulary which requires the test taker to select the appropriate option from a set of fixed choices.
TECHNICAL/BUSINESS ENGLISH FOR ENGINEERS:
Students comprises of the four skills as below;
a) Listening 
b) Speaking 
c) Reading 
d) Writing
The subject title is “Technical English”, a theory subject and “Communication Skills Lab”, a practical subject. The former is taught to the first year students of the four years engineering degree course and the lab course is conducted in second or third year of the same students.

TECHNICAL ENGLISH-THEORY:
The primary target of this course is to assist understudies with developing listening abilities for scholarly and proficient purposes.
1. To assist understudies with gaining the capacity to talk successfully in English, all things considered, circumstances.
2. To instill understanding propensity and to create successful perusing abilities.
3. To assist understudies with improving their dynamic and detached jargon.
4. To acquaint understudies with various explanatory elements of logical English.
5. To empower understudies compose letters and reports successfully in formal and business circumstances.
The lab preparing is given with the help of Networked PCs and extraordinarily planned programming. The goals of the functional preparing are given underneath.
• To prepare understudies of building and innovation with viable talking and listening aptitudes in English.
• To assist them with building up their delicate aptitudes and relationship building abilities, this will make the progress from school to working environment smoother and help them to exceed expectations in their occupations
• To upgrade understudies' presentation at Placement interviews, Gathering Discussions and other enlistment works out. The lab practice is separated into two classes as "English Language Lab" where the listening understanding, perusing understanding and jargon and talking tests are directed, what's more, "Profession Lab" where composing tests on Resume/ Report planning and Letter composing are led. Likewise the understudies are given preparing in introduction, Group Discussion furthermore, talk with abilities. 40% of the all out imprints (100) in last assessments is given for the English Language Lab practice also, the remainder of 60% is given for the Career Lab Practice, for which the test and assessment are chosen by the inspectors during definite assessments.

CONCLUSION:
In our country, as already said 75% of the students are from rural areas and they are coming through regional language medium schools. Hence, based on their background, we have to design the syllabus and adopt methods to test their English language proficiency. Therefore, it is necessary to go for a detailed discussion as to whether the existing curriculum is fulfilling the need of the hour and suitable to the students
in achieving their goals, the present methods for testing the proficiency of the students are suitable and opinion and suggestions from the teaching faculties of the English language in technical institutions are to be obtained. Taking into consideration of all the above points and undergoing a detailed analysis, a real solution may be found out for the betterment of the students as well as society.

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