



English Language: An Art of Teaching in Higher Schools and Colleges to Introduce Creative Linguistic Approach In India

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Citation: Harshida Chauhan (2024), English Language: An Art of Teaching in Higher Schools and Colleges to Introduce Creative Linguistic Approach In India, *Educational Administration: Theory and Practice*, 30(8) 655 - 661

Doi: 10.53555/kuey.v30i8.9000

ARTICLE INFO

ABSTRACT

Carefully constructed, committed, transparent, and technologically advanced educational institutions and learning policies are essential for a nation's societal and economic development. India has dominated education since antiquity, and university education is common there. India's educational system had numerous advancements both before and after independence. In accordance with the Indian National Education Policy (NEP) 2020, the current study critically examines the effects of English teaching and learning pedagogies and enhancement tactics in higher education. In order to gather quantitative data for statistical analysis of the population sample, the study used a descriptive-quantitative methodology. Additionally, the report identifies NEP 2020 deployments, prospects, approaches, problems, and curricula. The study examined the implicit effects of implementing English language teaching and learning programs by using a questionnaire to randomly gather data from 200 students. Four categories were used to assess the impact: high, medium, neutral, and low. The data analysis revealed that the NEP's implementation in India had a significant influence. In this research article authors had delivered an important pedagogy review to develop teaching skill for English language as it is emerging and necessary in our country. Particularly in a linguistically varied nation like India, teaching English at higher education institutions need a dynamic, culturally aware, and creative approach. Incorporating a creative linguistic approach promotes critical thinking, cultural understanding, and global competency in addition to improving language proficiency. The study has clarified the holistic, transformative perspective of NEP and emphasized the importance of technology interventions for creative teaching and learning, with a focus on developments in higher education. The multiple approach of teaching English language in higher schools and colleges within India country are the key area of the research article.

Keywords: Linguistic approach, innovative teaching pedagogy, higher secondary school students, college students.

Introduction

India's higher education system heavily relies on the English language as a worldwide medium. With hundreds of dialects and more than 22 scheduled languages, English is frequently used as a bridge language. Despite English's widespread use in communication, it's important to strike a balance between its practical applications (such as academic and business writing) and its literary value. English serves as both a professional and academic language in India. For global participation and opportunity, its inclusion in higher education is essential. However, rote learning is frequently used in English instruction, with little emphasis on creativity or contextual awareness.

Despite the fact that India's linguistic environment is incredibly complicated, it seems that we have not given the language problems in education enough consideration given their relevance and priority within the framework as a whole. The facilities and tools of the implementation has not been adequately planned and organized. As long as a clear policy on the study of several languages in school and the medium of instruction is not developed, any amount of curriculum modernization in terms of content and time allocation will not

have a significant impact on education [1].

Teaching is still an art, and it mostly depends on the teacher's passion. Teaching is actually a problem because rank holders and well qualified teachers are more effective than teachers who are not toppers or highly qualified. The engagement and skill of instruction are what give the teaching and learning process its interest. Every valuable moment spent in the classroom may be made even more meaningful by getting to know each individual student and combining the science of learning with the art of teaching. A superb teacher inspires pupils and experiments with teaching using many creative approaches to foster a love of learning. Good teaching is influenced by interactions with students, their learning styles, methods of imparting content information, verbal and nonverbal instruction, and learning monitoring [2].

The method used to teach this language promotes critical thinking, self-expression, and communication skills in addition to grammar and vocabulary. It supports India's multilingual heritage and helps students see the connection between local and global reality. Many authors or scholars had identified and written the different pedagogy for English language teaching. In [3] authors had clearly mentioned the approach of English language teaching by defining ELT under constraints and settled the output of awareness of teaching and learning. However, traditional English teaching approaches in higher education continue to be mostly examination-focused, emphasizing rote memorization over creativity and useful language abilities. According to studies by [4], this method frequently alienates pupils, which lowers their level of engagement and communication skills in the real world. To determine methods of teaching and learning languages, a range of theories are taken into consideration, including constructivism, behaviourism, and nativism [5].

In [6] the research encompassed three primary aims. The main aim was to evaluate the English language proficiency of medium high school students in Odisha. The second purpose was to examine the issues and obstacles associated with the English teaching and learning processes in state-run government high schools, including the language instruction methods employed in classroom settings. The third purpose was to offer recommendations based on the study's findings by presenting specific practical teaching solutions to the identified challenges and concerns. Reflecting Kachru's concept of a 'poly-model' methodology in English instruction [7] and [8] delineate the fundamentals of a 'post-normative' educational framework that emphasizes a 'post-native' paradigm of learner multicompetence. [9] asserts that the methodology employed for language acquisition must always be contextually relevant. The context encompasses the learners' age and proficiency level, the teacher's skills, the cultural setting, the institutional environment (including class size and accessible resources), the learners' prior educational experiences, and individual learning styles. No singular method will be effective for all individuals inside a specific country, as learners possess diverse characteristics and learning styles. [10] observed that a prevalent technique involved students memorizing texts and grammar rules devoid of comprehension, resulting in minimal opportunities for fostering creativity and critical thinking among learners.

Although research has examined certain aspects of creative education (e.g., technology, cultural integration), limited studies offer a holistic framework for its implementation within the Indian setting. Moreover, empirical data regarding the long-term effects of innovative linguistic methodologies in Indian higher education is scarce. From above literature surveys, the research gap is identified that there should be broad approach for the teaching and delivering of the essence of English language for common people even. In India rural and urban students are discriminated because of lack of awareness, skilled teachers and tools for pedagogy of teaching. Thorough this article authors have tried to focus on such problems in depth and proposed better ways of teaching English language in artistic linguistic way. The literature emphasizes the necessity for an evolution in English education in India. An innovative linguistic methodology, based on theoretical and empirical studies, provides a means to address current deficiencies, enhancing the effectiveness, inclusivity, and engagement of English education.

The paper is formulated in section such as; research methodology of English language teaching, challenges in current English teaching practice, innovative pedagogy, proposed framework, analysis and findings of research and conclusion.

1. Research Methodology of English Language Teaching

Traditional conceptions of schooling are giving way to fresh, larger current approaches to thinking how we study, acquire information, and instruct. The current study room environment is distinctly unlike traditional settings. The traditional methods, predominantly reliant on lecturing and rote memory, reduce English language acquisition to mechanical recall and significantly hinder the development of English proficiency for the majority of learners. In an era of pervasive technology, the pedagogy of the coaching approach has undergone a significant transformation. Emerging technologies, such as the Internet, YouTube, Skype, Twitter, and blogs, have significantly enhanced stimulation, involvement of newcomers, and effective interactivity within classrooms. Instructor burnout is a detrimental issue that impacts the coaching profession in numerous ways.

In India, English is not the primary language; the bulk of the population speaks Hindi or other regional languages. In light of this worry, various problems are emerging for educators, including; How many languages and which specific language should be employed as the medium of classroom communication to communicate messages and instructions effectively? What should be the number of pupils in a given class? Does the teacher possess proficiency in the native language? [11]

The assessment of English teaching methodologies in higher education in India entails evaluating their efficacy, obstacles, and results. A thorough assessment takes into account the educational objectives of English language teaching and the socio-cultural diversity of the student population.

Some key evolution approaches are discussed here to understand the traditional teaching methodology towards English language teaching for higher schools and college students. As shown in figure-1, it suggests some old methodology of English language teaching in India to students.

Grammar translation: the limited Grammar understanding was taken in priority that focused on translating text and mastering grammar rules only. Hence, this was limited to bookish knowledge only.

Lecture oriented instruction: in this approach the teaching was limited to lectures with limited teaching creativity and interaction.

Examination oriented teaching: it was limited to learning over practical application.

Academic English teaching: in pure academic English teaching method there was inclusion of essay writing, comprehension learning and research paper writing.

Teacher training programs: it was limited training programs that taught teachers and updated them. But again, there was limited programs organized.

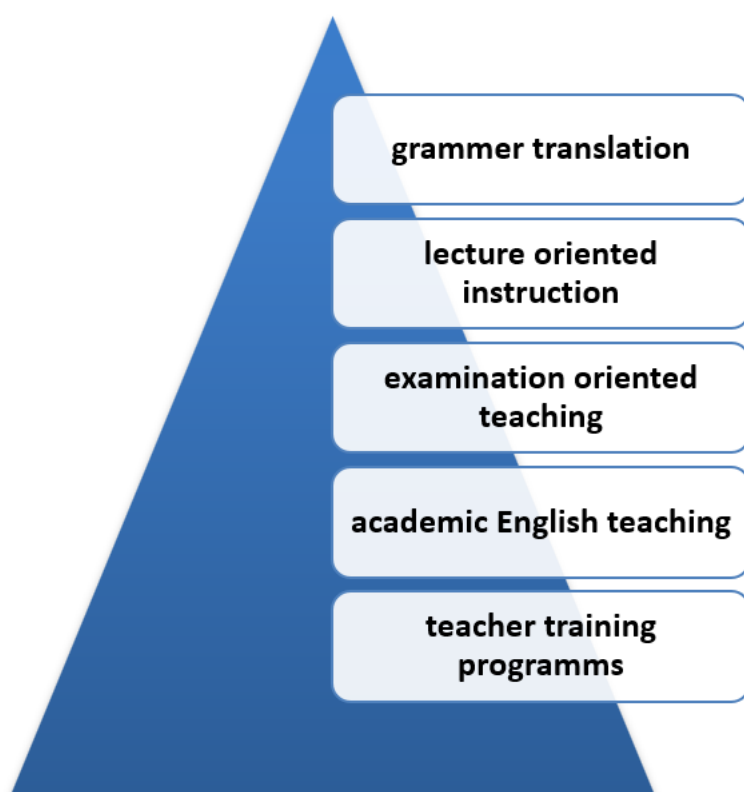


Fig.1 Research methodology of English language teaching (traditional approach)

From above analysis it can be said that these methodologies are little bit lagging as they cannot justify the promptness in learning and it still required skilled teachers for language barrier breaking. Additionally, these are variable for urban and rural students as regions and environment in India are diverse.

To know more about the challenges in current teaching scenario in following section it is mentioned.

2. Challenges In Current English Teaching Practice

Investigating English Language Teaching (ELT) in India poses distinct methodological challenges owing to the nation's varied socio-cultural, linguistic, and institutional context.

Linguistic Diversity: The multilingual setting of India complicates data collecting and interpretation. Students frequently exhibit differing degrees of English ability, shaped by their native language and regional dialects. The impacts of this difficulty are such as; the collected data may indicate differences in comprehension or language utilization rather than the effectiveness of instructional techniques. Another impact is responses may differ based on the interpretation of questions in multilingual contexts.

Access of tools: Rural regions frequently have logistical obstacles, like inadequate infrastructure, restricted internet access, and physical isolation, which complicate data collection. The underrepresentation of rural institutions may distort findings in favour of metropolitan perspectives.

Biasing: Responses from teachers and students may be affected by social desirability bias and institutional pressure. Educators and administrators may exaggerate the efficacy of their approaches to avoid criticism.

Technology lagging: Inequitable access to technology and insufficient digital literacy among participants may impede data gathering, particularly when utilizing online surveys or tools.

This may impose technological limitations that restrict participation from remote regions. Furthermore, the improper use or insufficient utilization of online technologies may result in incomplete or inconsistent data.

Cultural sensitivity: Cultural norms may have an impact on teaching strategies and students' attitudes toward English, especially in areas where English is perceived as an exclusive or colonial language. Cultural biases rather than instructional efficacy may be reflected in students' responses from various cultural backgrounds.

Careful planning, flexible approaches, and awareness of India's distinct sociocultural and institutional variety are necessary to meet these problems. Teachers can guarantee that the results are precise, thorough, and representative of the larger context of English language instruction in Indian higher education by putting these mitigating measures into practice.

These challenges in current English language teaching practice should be analysed and mitigated in order to have innovative pedagogy for recent students to the possible extent.

3. Innovative Pedagogy

Particularly in a linguistically varied nation like India, teaching English at higher education institutions need a dynamic, culturally aware, and creative approach. Incorporating a creative linguistic approach promotes critical thinking, cultural understanding, and global competency in addition to improving language proficiency.

To make English more interesting and useful, this approach places a strong emphasis on creativity, exploration, and contextual learning.

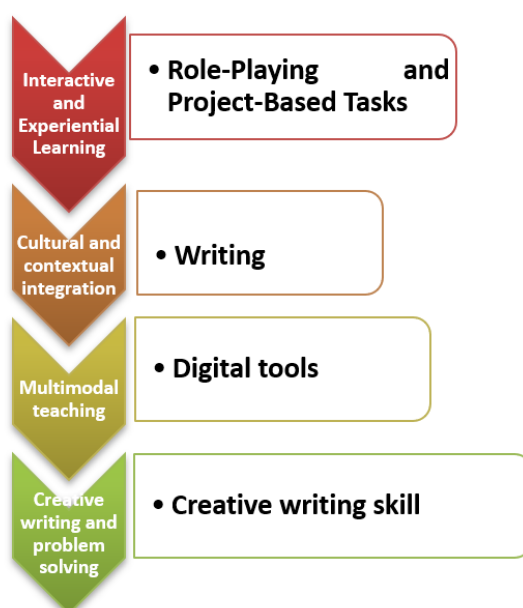


Fig.2 Innovative pedagogy for English language teaching

Interactive and experiential learning: To enhance their speaking and comprehension abilities, students might role-play literary scenes or mimic real-world situations like debates or interviews. The second approach might be viewed as promoting artistic endeavour that include language and cultural components, such as storytelling, podcasting, or short film screenplays.

Cultural and contextual integration: By presenting Indian authors in English alongside world classics, we can foster cross-cultural understanding and an appreciation of diverse viewpoints. By using regional proverbs, idioms, and folklore in activities to make learning more relatable.

Multimodal teaching: To accommodate different learning styles, make use of digital resources such as interactive whiteboards, multimedia presentations, and language learning applications. Urge students to examine social media, blogs, and vlogs in order to distinguish between formal and casual English language.

Creative writing and problem-solving: To encourage self-expression, assign creative writing assignments like introspective essays, flash fiction, or poetry.

Encourage cooperation and critical thinking in your pupils by assigning them cooperative writing assignments, games, and linguistic riddles.

Some other approach to create innovative pedagogy for linguistic approach improvement of English language, below are the factors that play important role.

Modernize Curriculum: It entails incorporating artistic endeavours such as multimedia projects, role-playing, and narrative. Professionally relevant soft skills and communication modules are also included.

Teacher Training: More seminars on interactive and communicative teaching techniques can promote teacher collaboration and peer learning. Although this is also a classic strategy, it can further improve teaching pedagogy by improving a few aspects.

Leverage Technology: By funding teacher training and infrastructure, this can close the digital divide. These days, mobile phone technology can encourage the usage of online platforms, apps, and virtual classrooms.

Promote Active Learning: By using group discussions, debates, and project-based learning in higher education institutions, this pedagogy moves away from lecture-based techniques and toward interactive, student-centred approaches.

Digitalization: In digital teaching pedagogy a teacher can teach through various videos, application, on-line platform and design a multifunctional learning tool to create interest in students.

4. Proposed Framework

To give a thorough grasp of English language instruction in India, a mixed-methods approach blends quantitative and qualitative research. Surveys and statistical analysis are used in the study analysis to gauge resource availability, teaching efficacy, and student outcomes. In order to enhance the precision of the data, this study benefits from the use of focus groups, interviews, and classroom observations to investigate the experiences, difficulties, and viewpoints of stakeholders.

The main objectives of this research paper are as below.

- To assess how English is now taught in Indian higher education institutes.
- To determine the difficulties instructors and students encounter when learning English.
- To evaluate how technology and creative approaches fit within ELT.
- To suggest methods for enhancing English instruction in India

The authors have prepared surveys and questionnaire oriented interaction arrangement on several students and teacher (particular for English language) in local area. By asking and surveying through related question answer authors could collect primary data. Later we have analysed the efforts or policies by the government in India in this paradigm to explore more relativity in improving English language teaching as well as learning in schools and colleges.

The following is a summary of the survey and questions that were asked of the teachers.

- How syllabus is introduced in academic criteria?
- What are the teaching methods done for student?
- What are the issues created in general perspective?

- Any trial of creative pedagogy implementation is done?

After this practice we did the same on students by taking following questionnaire.

- Are teachers fluent in English language teaching?
- Are teachers frequent in visiting of lecture conduction?
- How the assessment of assignment done?
- Are the teachers experienced and preferring interaction or bookish learning is continuing?

By taking data from above questionnaire, we could identify the actual pedagogy that teachers implement in routine. Same way, data from students could identify the actual implementation by the teachers and expecting outcome is there or not. The next step was we also analysed the current involvement of government in this paradigm is sufficient or not. Hence, by confirming this secondary data the data collection we got strong and accurate. Following are the policies that government has implemented.

- Examination of scholarly literature on ELT in India, policy documents (such as the National Education Policy 2020), and syllabuses.
- Examination of official data and reports on language and literacy instruction.

5. Analysis And Findings of Research

After this work, we have worked on data analysis to find the effectiveness of the proposed methodology. By critically analysing the survey data we are able to find some useful outcome of our methodology that is discussed in this section.

This research approach offers a strong foundation for ELT research in India. The project intends to address current issues and suggest significant changes to improve English teaching and learning outcomes across various educational contexts by fusing quantitative data with qualitative insights. Additionally, we assessed the relationship between student performance on English proficiency examinations and the availability of resources. Additionally, this approach draws attention to patterns and connections among sizable samples.

- ✓ Complete understanding of the efficacy of current ELT approaches.
- ✓ Finding the gaps in the curriculum, training of teachers, and distribution of resources.
- ✓ Level of engagement during class activities.
- ✓ Practical suggestions for using technology and innovative teaching techniques into ELT.

6. Conclusion

The educational environment in India might be revolutionized by implementing an innovative linguistic strategy to teaching English in colleges and higher education. Teaching strategies that are in line with students' linguistic diversity and contemporary demands can enable students to think critically, communicate clearly, and participate actively in the global community. To lessen the difficulties in teaching English, teachers must investigate specific components of creative teaching, such as technology and cultural integration, at all levels. By bridging current gaps, a creative linguistic strategy based on theoretical and empirical research can improve the effectiveness, inclusivity, and engagement of English instruction. According to the assessment, teaching English in Indian higher education is crucial, but conventional approaches frequently fall short in providing students with real-world knowledge and innovative skills. To meet the varied demands of Indian students as well as international educational standards, pedagogy must change to become more interactive, culturally relevant, and technology-driven. With these adjustments, students will be more equipped to handle obstacles in the classroom and in the workplace.

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