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## **Status of ELT Programmes in Indian Universities**

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### **Abstract**

This study hypothesizes that Indian ELT practitioners do not become eligible for local, national, and international ELT workforce because they are not products of Ideal ELT programs offered in Indian universities. Pertinently, the study sets three research objectives: (i) exploring an ideal ELT program in global scenario, (ii) assessing whether at least 20 % of Indian universities impart the ideal ELT program or not; (iii) identifying the curricular shortcomings in the Indian ELT program(s). The data for this study were collected through document analysis of online and offline archival artifacts (documents); whereas, the collected data were analyzed using Pareto analysis (80/20%), and descriptive statistics. As for the major findings, MA (TESOL and Applied Linguistics) was found to be the most preferred ELT qualification in global scenario. Secondly, the study showed a huge gap between internationally acclaimed ELT curricula and the Indian ELT curricula. From remedial perspective, the paper forwards apposite recommendations to spread awareness of the ideal ELT program in Indian academia.

**Keywords:** ELT (English Language Teaching), Ideal ELT Program, ELT Curricula

### **1. Introduction**

Setting the background of this study, it is imperative to mention here that almost every nuance of human life today is undergoing the process of globalization be it industrial, economic, social, cultural, linguistic or whatsoever, And, English, being the sole world lingua franca, has proved to be the best linguistic means of globalization. 85% of international organizations in the world make official use of English, at least 85% of the world's film market is in English, and some 90% of published articles in some academic fields, such as linguistics, are written in English (Crystal, 1997). Given the fast-paced changes caused by globalization, the world is in dire need of producing more and more ELT practitioners who could make the world community English wise

proficient and stay competitive in every walk of life for the exchange of any development communication.

With growing importance of English, the face of English also started changing which one can see below.

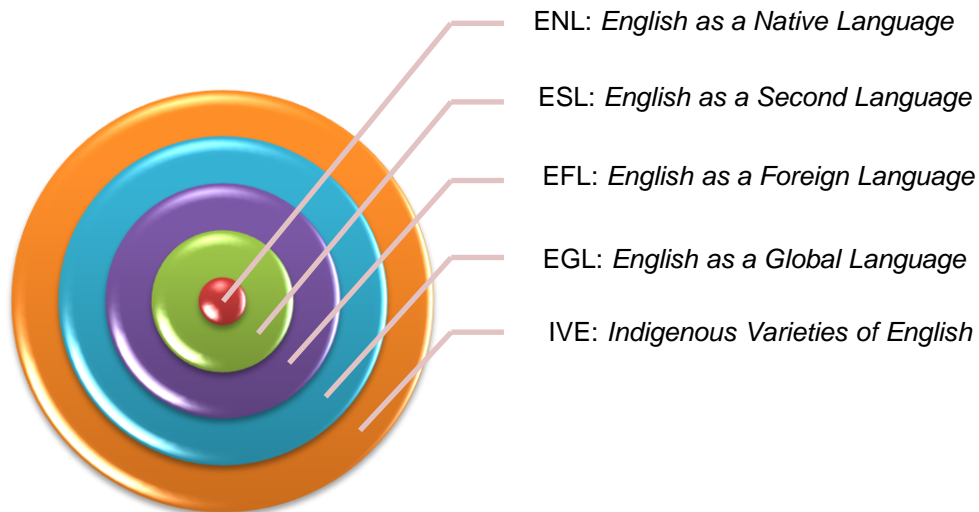


Figure:1: *Changing Face of English*

Analysing the diagram above, it is noteworthy that ENL in the centre standing for English as a native language whose geographical location is mainly confined to Britain and surrounding areas. The green circle shows that English started to be treated as a Second language during 18<sup>th</sup> and 19<sup>th</sup> centuries due to British colonialism in countries like India, Singapore, etc. As for the violet circle, it shows the usage of English as a foreign language especially in countries that became part of industrial revolution worldwide. The blue circle showing English as a global language came into existence in 20<sup>th</sup> century due to American domination in technology, economy, and political leadership; whereas, the yellow circle I have termed as IVE standing for indigenous varieties of English which I have tried to elaborate in the following table:

Table:

MAJOR VARIETIES OF ENGLISH	MAJOR VARIANTS
British	BBC English, Irish English, Welsh English, Scottish English, Ulster English, Hiberno English, Cockney English, etc.
American	CNN English, Southern English, Black English, Gullah English, Northern English, Midland English, Appalachian English., etc.
Canadian	Quebec English, Franglish, Newfoundland English, Athabaskan English, Inuit English, Ukrainian English, etc.
Caribbean	Jamaican English, Guyanese English, Nicaraguan English, Barbadian English, Trinidadian English, Bahamian English, etc.
African	S. African English, Ghanaian English, Kenyan English, Cameroon English, Nigerian English, Zimbabwean English, etc.
South Asian	<b>Indian English</b> , Pakistani English, Bangladeshi English, Nepalese English, Sri Lankan English, Burmese English, etc.
East Asian	Hong Kong English, Singapore English, Malaysian English, Philippines English, Japanese English, Chinese English, etc.

Australian and New Zealander	Aboriginal English, Antipodean English, Maori English, Tak Plain English, Beach la Mar English, etc.
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The good news is the number of non-native speakers of English has outnumbered the native speakers of the language (Chen, 2009). More importantly, it has been estimated that currently 80% of English teachers worldwide are non-native speakers of the language (Braine, 2010). However, the demand of ELT practitioners in non-native countries is very high but the supply is very low. To meet the growing demands of ELT practitioners worldwide, English Language Teaching (ELT) has emerged as one of the most lucrative professions all over the globe. And, India is no exception. India, which is a museum of languages with 1652 languages and where English is still used as a foreign language by 70% rural population and as a second language by 30% urban population, draws the attention of global ELT employers due to its multi-faceted, culturally rich, innovative, workaholic, and ready-to-excel ELT practitioners. Nonetheless, this paper hypothesizes that linguistic and pedagogic inadequacies of both the Indian ELT practitioners as well as tertiary ELT curricula deprive Indian ELT practitioners of competing in global ELT industry.

### **1.1 Statement of the Problem**

Due to pre-set priorities of international ELT employers, Indian ELT practitioners are often kept at bay as they often fail to meet desirable qualities needed for ELT profession in global scenario. Today, a vast majority of Indian ELT practitioners though aspire to make their ELT career in South Asian countries like China, Japan, Korea, Hong Kong, etc. but the hard truth is ELT domain of Indian ELT practitioners is disappointingly confined to Middle East and some African countries like Libya, Ethiopia, Eritrea, Djibouti, etc. Thus, the statement of the problem is why cannot Indian ELT practitioners become ideal candidates for local, national, and international ELT workforce. Though there are several factors that can be attributed to the Indian ELT practitioners' inability to compete in standardized ELT profession abroad, this study hypothesizes that faulty ELT curricula and pedagogical approaches prove to be the major concern for Indian ELT practitioners in depriving them of desirable success in global ELT profession. The afore-stated problems lead to pose three pertinent research questions as follows.

### **1.2 Research Questions**

1. What is the most acclaimed ELT program in global scenario?
2. Do Indian ELT programs have vital curricular components that make an ELT program globally ideal?

### **1.3. Significance of the study**

As for the significance of this study, one may find it pioneering for three reasons. Firstly, it not only makes Indian ELT practitioners aware of internationally acclaimed tertiary ELT programmes in terms of desirable curricular components but also divulges worldwide requirements of ELT job employers. Secondly, it shows curricular lacunae between internationally acclaimed ELT programs and the ELT programs offered by Indian Universities.

Thirdly, the study forwards apposite measures to make ELT programs at par with internationally acclaimed ELT programs.

## 2. Review of Relevant Literature

English Language Teaching (ELT) is practiced for several decades using traditional methods but its basic teaching methods are seldom debated (Gethin, 2002). Nor is there discussion of whether people are really learning English or any other foreign language better than they did forty or fifty years ago. Instead, the industry just gets bigger and bigger. To meet the growing demands of ELT practitioners for tertiary level English language teaching in native as well as non-native countries, the number of ELT courses is outnumbering day by day. Unlike yesteryears, we are flooded today with a number of ELT courses (brands) like TESOL, ESOL, TESL, TEFL, TEAL, DELTA, CELTA, and many others at certificate, diploma, master, and PhD level. But these outnumbering courses have not only flummoxed both ELT employers and employees in terms of recognizing an ideal ELT brand but also created a discriminatory gap between new and old ELT practitioners due to ongoing changes in the desirable qualification(s) set by the recruiters nowadays (Jha, 2014.A). Frequent branding of ELT program not only perplexes the employers in terms of changing their eligibility criteria but also the existing and aspiring ELT practitioners in terms of widening gap between ELT qualification(s) of yesteryears and today.

The saying “*We teach what we were taught*” is very much true in the profession of ELT. An ELT qualification along with one’s linguistic and procedural knowledge not only accounts for the high or low performance of learners but also matters in one’s professional ELT career. According to a recent finding by Jha (2014.B), the master programme titled *MA in TESOL & Applied Linguistics* is becoming the first choice for the ELT job employers in native as well as non-native countries.

In Indian context, ELT practitioners lack desirable professionalism in ELT more because of unavailability of adequate and appropriate training in ELT. The practice of producing ESL instructors by the unskilled predecessors is forming a vicious cycle or chain of incompetent ELT practitioners in India. But, almost all the Indian universities are content with a single option of traditional *MA in English*. The credibility of this program in stricter sense is under question for the reason that it gives least concern to ELT and the most to English literature. Due to their irrelevant ELT qualifications and their English heavily laced with their mother tongue, Indian ELT practitioners especially in Middle East and African countries are just saddled with ELT tasks. Competence in English is essential not only for native speakers, but also for non-native speakers, who comprise the vast majority of professionals, but unfortunately they are in very short supply (Orr, 2010).

As a result, an unprecedented maddening rush of ELT practitioners can be seen today in ELT prone countries such as Korea, Japan, China, Thailand, Czech Republic, Yemen, Saudi Arabia, Libya, Oman, Qatar, Brazil, Thailand, Chile, Ethiopia, India, etc. To meet the growing demands of ELT practitioners for HELT, a number of universities and private language schools have started offering ELT programmes at certificate, diploma, master, and PhD level. For instance, many European and American universities are offering courses like MA/MSc/Med in ELT, TESOL, TESL, TEFL, ESOL, etc. for HELT. For LELT, courses like Trinity Cert-TESOL, Dip-TESOL, Cambridge CELTA, DELTA are quite popular in the ELT world. Amid these outnumbering ELT courses with slightly varied curricula, ELT world lacks a common consent on endorsing an ideal ELT qualification.

Based on Tdol's (2012) survey of 200 adverts (for lower level ELT) extracted from tefl.com, the report shows that 100% employers want CELTA; 89% employers want Trinity Cert-TESOL; 78.5% employers want equivalent certificates with 100+ hours of classroom teaching; 37% employers want other ELT qualifications; and 10 % employers do not require teaching qualification. As for the preference of tertiary level ELT programs, Jha (2014.B) conducted a survey of 55 ELT job adverts retrieved from the eight legal employment websites. Jha's result showed that having merely an academic qualification like (MA/PhD in TESOL / TEFL / TESL / ELT / TEAL / ESOL / English Language / English Linguistics / Applied Linguistics / Linguistics) is not sufficient to be an ELT practitioner. Today's ELT industry requires practicum-based professional qualification too like Cambridge CELTA / DELTA, Trinity Dip-TESOL, UCLES, etc, from accredited institutions as part of eligibility criteria.

As for the availability of the aforementioned ELT programmes in India, it is imperative to reveal that the majority of ELT practitioners in India do not hold any internationally recognized ELT qualifications as none of the Indian universities except EFLU impart any ELT program of international recognition. Indian ELT practitioners lack both linguistic and pedagogic competence. According to (Dhanavel, 2009), students of BA and MA English literature are expected to become teachers of English language but they are deprived of a sound training in English Language Teaching. The average Indian teacher is the holder of irrelevant qualification or the product of the heyday of GTM method.

### **3. Methodology**

Since the gathered data were both ordinal and nominal, this study has used mixed research design (quantitative and qualitative) as it quantifies the data through measurements for the first and second research questions; whereas, the third research question has been dealt qualitatively as it lays emphasis on interpretation rather than measurement.

#### **Subjects and Sampling of the Study**

The subjects for this study were randomly selected 25 tertiary level ELT job adverts, 25 native universities offering recognized ELT courses, 25 Indian universities offering master level courses oriented towards ELT and purposively selected 10 online archives related to ELT issues.

#### **Data Collection**

Document analysis (in the form of online archival artifacts) was used as a sole data gathering tool. To gather required data in response to the first and third research questions, 25 ELT job adverts from eight ELT employment websites, 25 international universities specialized in ELT education based on QS World University Rankings-2015, 25 Indian universities imparting ELT or ELT like courses, and 21 ELT news websites and blogs were collected.

#### **Data Analysis**

The ordinal data collected for the first and second research questions were analyzed quantitatively using frequency and arithmetic mean; whereas, the nominal data collected for the third research questions were analyzed qualitatively using narrative analysis.

#### 4. Findings and Discussion

This section has been thematically categorized into three subsections in order to answer all the three research questions in turn.

##### 4.1 Highly Preferred ELT Qualifications (Programs)

In response to the first research question, the study used two criteria to explore highly preferred ELT qualification(s)/program(s). The first criterion was employers' preference(s) for ELT qualification(s); whereas, the second was the availability of preferred ELT qualifications vis-à-vis programs in premier universities specialized in ELT programs as per QS World University Rankings-2015.

Table 1. Internationally Preferred ELT Qualifications/Programs in the Eyes of Employers and Leading Universities

Tertiary Level ELT Job Adverts	Premier Universities Offering ELT programs
Arlington, VA, Jeddah (KSA) (EFL) Instructors MA in TESOL and Native English speaker	Anaheim Univeristy, USA MA (TESOL)
Bishkek, Kyrgyzstan (ESL Faculty Member) MA TESOL, TEFL + 300 hours practicum	Columbia University, USA MA (Applied Linguistics and TESOL)
CELCA, Aston University Teaching Associate DELTA and MA in TESOL, Applied Linguistics	Durham University, UK MA (Applied Language Studies for TESOL)
College of Lake County, (Adjunct ESL Faculty) MA in TESOL or Linguistics with TESOL specialization	Lancaster University, UK MA (Applied Linguistics and Language Teaching)
Community College of Philadelphia, (ESL Faculty) MA/MSc. In TESOL or closely related field	Macquarie University, Australia MA (Applied Linguistics and TESOL)
HULT International Business School, London EAP Tutor MA (TESOL/Applied Linguistics)	Michigan State University MA (TESOL)
Kanda University of Intl. Studies, Japan (English Faculty) M.A. (TESL/TEFL) or some closely related field	Newcastle University MA (Applied Linguistics and TESOL)
Lingnan University, Hong Kong, Language Instructor MA (Applied Linguistics/related discipline)	Northumbria University, UK MA (Applied Linguistics for TESOL)

New York University, (Asst. Prof.-TESOL) PhD in TESOL, Applied Linguistics, or a related field	Penn State University (USA) MA (TESL)
Northeastern University, (Part Time Lecturer-English) MA in English or Equivalent	Queen's University Belfast, UK MSc (TESOL)
Northumbria University, English Language Lecturer RSA DELTA, MA in TESOL or similar qualification	University of Bath MA (TESOL) plus Delta
Oxford Brookes University, EAP Lecturer TEFL Q status (DELTA or equivalent)	University of Brighton, UK MA (TESOL)
QA Business School London, EFL Lecturer MSc/ MA (TEFL/ TESOL) or DELTA	University of Edinburgh, UK MSc (TESOL)
San José State University, California (Asst. Prof.-TESOL) PhD (Applied Linguistics, TESOL, Language Education)	University of Leeds, UK MA (TESOL)
School of Education, Queens, New York, (Prof.- TESOL) PhD in TESOL plus record of TESOL research	University of Leicester, UK MA (Applied Linguistics and TESOL)
SELS Language Center, Point Park University, (ESL Instructor) MA in TESOL or Applied Linguistics	SIT, USA MA (TESOL) <i>with internship</i>
Shanghai University, (SILC), English Faculty TESOL, linguistics plus CELTA or Dip Ed	University of London, UK MA (TESOL)
Sohar University, Oman, English Teachers BA/MA (TESL/TEFL/TESOL)	University of Manchester, UK MA (Educational Technology and TESOL)
Syracuse University, NY (Senior Lecturer-ESOL) PhD in TESOL or Applied Linguistics	University of Oxford, UK MSc (Applied Linguistics and SLA)
The British Council, Qatar, ELT Trainer MA (TEFL/Applied Linguistics)	University of Pennsylvania, USA MA Educational Linguistics and TESOL
University of Arizona, Tucson, (Asso. Prof., English) PhD in TESOL/Applied or similar field	University of Sheffield, UK MA (Applied Linguistics with TESOL)
University of Liverpool, University Teacher MA TESOL and Applied Linguistics	University of Sussex, UK MA (English Language Teaching)
University of Macau, Prof. English Language & Pedagogy PhD in English Language, Applied	University of Ulster, UK MA (TESOL) <i>with internship</i>

Linguistics	
University of Tampa, (Assistant Professor of English) Ph.D in English with TESOL experience	University of Warwick MA (English Language Teaching)
Victor Valley College, ASSOCIATE FACULTY, (ESL) MA in TESL, TESOL, or applied linguistics	University of York, UK MA (TESOL)

In the left column of table.1, it is imperative to mention that 25 randomly selected ELT job adverts (for native as well as non-native countries) were retrieved from nine legal employment websites namely: [www.indeed.com](http://www.indeed.com), [www.tefljobsoverseas.com](http://www.tefljobsoverseas.com), [www.eslemployment.com](http://www.eslemployment.com), [www.tefl.net/esl-jobs/esl-jobs.pl](http://www.tefl.net/esl-jobs/esl-jobs.pl), [www.findworkabroad.com](http://www.findworkabroad.com), [www.esljobfeed.com](http://www.esljobfeed.com), [www.jobs.ac.uk](http://www.jobs.ac.uk), [www.esljobfind.com](http://www.esljobfind.com), and [www.eslcafe.com](http://www.eslcafe.com). Subsequent to identifying the preferred ELT qualification(s) in the eyes of employers, the paper, delved into an intensive online search to see the availability of premier institutions that impart well-focused ELT programs vis-à-vis qualifications. The search result showed more than 100 universities that impart ELT programs with different course titles. However, only 25 universities specializing in ELT education were selected for this study as they not only figure in the top rankings of ELT education by QS World University-2015, but also meet the eligibility criteria of the employers in terms of practicum and internship.

Assessing the employers' preference of ELT qualifications, the frequency of desirable qualifications was converted into percentile and the result shows that 44% of employers have asked for MA in TESOL; whereas 40% employers have asked for MA TESOL and MA Applied Linguistics interchangeably. On the other hand, if we assess the preference of premier universities in terms of imparting ELT programs with different names, we find that 12 (48%) universities are offering MA (TESOL); whereas, 9 (36%) universities impart MA (TESOL & Applied Linguistics). So we can say that there is a strong correlation between preferences of course providers and employers. Here, it is important to decipher the distinction between TESOL and Applied Linguistics in short. TESOL, on the one hand, focuses on pedagogy; whereas, Applied Linguistics usually focuses more on theory and language research (Bagwell, 2012). Having seen the preference of the employers and the premier universities on desirable ELT qualifications or programs, it is now desirable to see the comparative prominence of the preferred ELT programs using percentile in figure.1. Thus, we conclude that MA (TESOL) and MA (TESOL and Applied Linguistics) are two most preferred and widely acclaimed ELT qualifications vis-a-vis programs. Before we move on to respond to the second research question, it is desirable to emphasize on the fact that though the ELT programs shown in figure.1 look different at face value, they are very much similar to one another in terms of their curricular components according to Carreiro (2010), Bagwell, (2012), Jha (2014.B), and, many others.



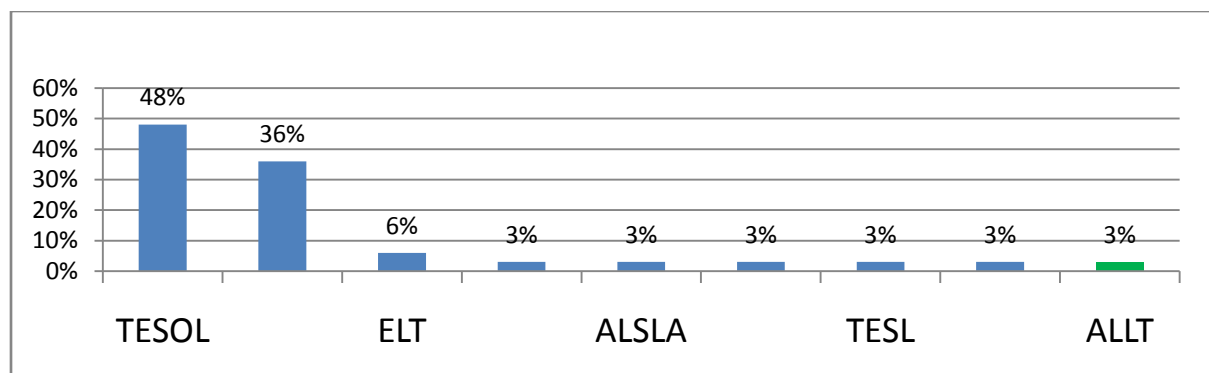


Figure 1: The Graded Prominence of the ELT Programs

In what comes next, the study aims to divulge whether or not at least 20% of Indian universities' ELT programs conform to the internationally acclaimed ELT programs in terms of curricular components.

#### 4.2 The State of ELT Programs in Indian Universities

As on 30.09.2015, UGC listed 736 Indian universities comprising 339 state universities, 126 deemed universities, 46 central universities, and 225 private universities. To have manageable data, this study selected 25 universities namely *University of Mumbai, University of Pune, Deccan College, Pune, University of Delhi, Jawaharlal Nehru University, English and Foreign Language University, Kurukshetra University, University of Hyderabad, Banaras Hindu University, University of Calcutta, Aligarh Muslim University, Annamalai University, University of Madras, University of Allahabad, Pondicherry University, University of Rajasthan, Thiruvallivar University, Tezpur University, H. N. B. Garhwal University, S. G. B. Amrawati University, Shivaji University, Punjab University, University of Kerala, University of Jammu, and Assam University*. Of them, 12 universities were purposively selected due to their reputation in language education; whereas 13 universities were randomly selected to respond to the second research question. The reason of investigating *whether at least 20% of Indian universities impart ideal ELT programs or not* finds its base in Pareto Analysis which believes that 80% of success can be fetched even by 20% of quality efforts in any field of life. In other words, it is 20% quality that matters in producing 80% of desirable results. In the present context, the rationale is to see the availability of at least 20% of quality ELT course providers (universities) to cater to the needs of prospective Indian ELT practitioners.

In Indian scenario, almost all the universities (except EFLU, Hyderabad) impart a traditionally designed MA (English) which is a blend of both English language and English literature. So, at face value of taxonomic nomenclature, one can readily say that none of the Indian universities impart any of the internationally acclaimed nine ELT programs. Only EFLU Hyderabad shows MA (TESL) which has wider recognition in international arena as shown in figure.2. Another baffling fact is about MA (Linguistics/Applied Linguistics) which is often deemed somewhat equivalent to an ideal ELT program. It was found that out of 736 only 1.75% Indian universities offer MA (Linguistics/Applied Linguistics) program.

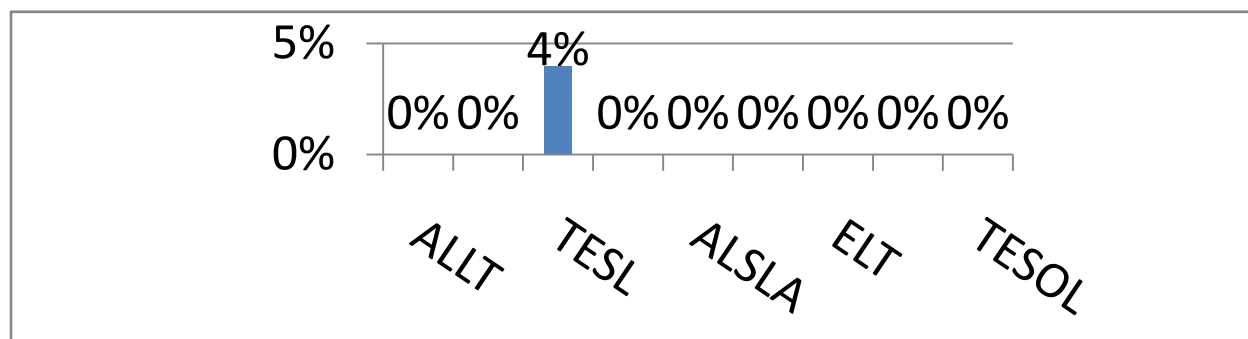


Figure 2: The Status of ELT Programs in Indian Universities

Since an ELT program should not be judged by its face value or taxonomic nomenclature rather by its curricular components. Hence, the study further aims to see the curricular components of both India's sole ELT program known as MA (English) and two internationally acclaimed ELT programs MA (TESOL) and MA (TESOL and Applied Linguistics).

#### 4.3 Curricular Comparison between Indian and Internationally Acclaimed ELT Programs

The data contained in the left column of table.2 list vital components of an ELT curriculum which were gathered commonly from the ELT curricula of 25 ELT different ELT programs. As for the right column, it has listed the vital components of MA (English) curriculum used in Indian universities.

Table.2: Curricular Components of MA (TESOL and/or Applied Linguistics) and India's MA (English)

	<b>Curricular Components of MA (TESOL and/or Applied Linguistics)</b>	<b>Curricular Components of India's MA (English)</b>
1.	Application of Linguistics to Language Teaching	Anatomy of Literature
2.	Classroom Management and Observation	The History of English Literature and Language
3.	Culture and Intercultural Communication	Chaucer and the Elizabethan Age
4.	Curriculum Development and Syllabus Design	The Neo Classical Age (Theories)
5.	Delta Modules	British Literature from Chaucer to Augustan
6.	Designing Online Learning Environment & Evaluation	The Romantic and the Victorian Ages
7.	Discourse Analysis	Classical and Medieval European Literature
8.	English for Specific/Academic Purposes	Twentieth Century Literature

9.	English Phonetics for Second Language Teachers	Comparative Literature
1 0.	Foundations and Current Issues in Bilingual Education	Theory and Practice of Translation
1 1.	Investigating Individual Learner Differences	Indian Literature in English
1 2.	Language Assessment and Testing	Postcolonial Literature
1 3.	Methods of ELT	Modern European Literature
1 4.	Master's Thesis and Field-based Internship	American Literature
1 5.	Second Language Research Methodology	Canadian Literature
1 6.	Theories of Second Language Acquisition	Modern Masterpieces of World Literature
1 7.	Sociolinguistics of English as a Global Language	Dalit Literature
1 8.	Teaching Practicum	Women's Writing in English
1 9.	Teaching and Learning in Diverse Classrooms	Commonwealth Literature
2 0.	Teaching Four Macro Skills Using Authentic Materials	Film Reviews and Presentation
2 1.	Technological Literacy for Language Classroom	Analysis, Approaches and Applications
2 2.	Workshop, Seminar, and Distinguished Lecture Series	Literary Theory and Criticism
2 3.	Language System: <i>phonology, lexis, syntax, and pedagogic grammar</i>	Basics of Applied Linguistics, English Language Teaching, Grammar and Usage

Assessing the curricular components in table.2, the study finds four striking facts as pedagogic lacunae in Indian MA (English) program as follows.

1. Comparing the desirable components of MA (TESOL and/or Applied Linguistics) with India's MA (English) program, one can find that Indian MA (English) is purely oriented towards covering vital components of English literature rather than English language.
2. Based on the curricular comparison, it is also evident that only MA (English) offers only one paper from ELT perspective (see index 23). In other words, only 4% of MA (English) program has curricular relevance to the ideal ELT program. Thus, it is evident that India is devoid of ideal ELT programs and the Indian ELT practitioners are way away from ideal ELT qualifications.
3. There are six vital components (deemed as the backbone) of an ideal ELT curriculum as they give deeper insights into the underlying principles of second language learning and teaching and ways of translating them into practice. They are *curriculum development and syllabus design, theories of second language acquisition, teaching four macro skills using authentic materials, second language research methodology, and teaching practicum* followed by a *dissertation* as shown in blue in table.2.
4. Teaching Practicum (internship), a key component for an ELT curriculum, is also missing in the ELT program MA (English) in table.2. Teaching without practicum is like learning to drive without ever encountering traffic". Not to say of India, even most of the foreign universities, do not have practicum based ELT programmes as table.1 shows only SIT USA and University of Ulster imparting internships. And, to compensate the absence of internship, University of Bath offers DELTA along with MA TESOL which indeed is a good decision.

## 5. Conclusion and Implications

The paper, in its exploratory attempt, addresses two key concerns: (i) ideal ELT program(s) and (ii) curricular gap between Indian ELT program and the ideal global ELT program(s). To summarize the findings, MA TESOL and MA ALTESOL were found to be the most preferred ELT programs and only 4% internationally recommended curricular components were found in the Indian program, i.e. MA (English). From remedial perspective, the paper forwards six remedial measures as follows.

### Remedial Measures:

1. All the Indian universities need to come forward to make an immediate need assessment on the significance of ELT programs and the UGC must introduce tertiary level ELT program in Indian universities so that Indian ELT practitioners could get wider recognition in global ELT industry.
2. There should be a global forum to update all the stakeholders, (i.e. ELT course providers, ELT practitioners, global ELT employers) of ongoing developments in ELT and to ensure the credibility of any ELT program.
3. Given the importance of teaching practicum (internship), Indian universities must provide at least 100+ hours teaching practicum in their concerned ELT related programs.
4. As all the UK based ideal ELT programs are of one year, our existing MA (English) can be restructured by allocating one year to cover ELT and one year to cover literature components.

5. As time, distance, and fees become hurdles in availing foreign ELT programs for the Indians, Indian universities need to launch them on their own or in collaboration with the foreign universities.
6. More importantly, there is a need to design such an ELT course that could orient the learners to be constructive social change agents with awareness of world issues and gear their communication skills to respond to the changes with analytical, complex, and critical thinking.

Thus, there are several challenges ahead of us. India has to face the conventional academic imperialism of USA and UK in ELT education. Indian ELT practitioners need to have a comprehensible neutral accent as nativity is becoming a mandatory criterion in ELT profession. Gone are the days when traditional Indian English teachers were unable to teach beyond what they knew, what they had, and what they believed. Today's ELT practitioners develop additional expertise in behavioral psychology, workplace English, persuasive English, intercultural nuances, and English for conflict resolution through prescribed curriculum. It is ironical to say that we are not even at par with countries like Thailand, China, Japan, Hong Kong, Singapore, Middle East, and many African countries are doing marvelous jobs in the ELT profession and research. Before we are surpassed by our counterparts in this lucrative and noble profession of ELT, this paper can be viewed as a wake-up call to draw the attention of all the stakeholders i.e. Indian universities, existing and prospective ELT practitioners, and global ELT employers towards sprouting and nurturing ideal ELT programs in Indian universities with globally harmonized curriculum to ensure the eligibility of Indian ELT practitioners for global ELT industry. Attitudes towards 'non-native' speaker teachers of English matter because of the reality that, 'on a global level the ELT profession is perhaps the world's only profession in which the majority face discrimination' (Ali, 2009: 37).

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## Appendix

### Abbreviations and Acronyms

ELT:	English Language Teaching
TESOL:	Teaching English to Speakers of Other Languages
ESOL:	English to Speakers of Other Languages
TESL:	Teaching English as a Second Language
TEFL:	Teaching English as a Foreign Language
TEAL:	Teaching English as an Additional Language
DELTA:	Diploma in English Language Teaching for Adults
CELTA:	Certificate in English Language Teaching for Adults
CELTYL:	Certificate in English Language Teaching for Young Learners
TENOR:	Teaching English for No Obvious Reason
ESP:	English for Specific Purpose
EOP:	English for Occupational Purpose
EAP:	English for Academic Purpose
EST:	English for Science and Technology
ICELT:	In-Service Certificate in English Language Teaching
IDLTM:	International Diploma in Language Teaching Management
SLA:	Second Language Acquisition
SLTE:	Second Language Teacher Education
Cert-TESOL:	Certificate in TESOL
Dip-TESOL:	Diploma in TESOL
EIL:	English as an International Language
EFL:	English as a Foreign Language
ESL:	English as a Second Language
ALTESOL:	Applied Linguistics and TESOL
ELTESOL:	Educational Linguistics and TESOL
ALSLA:	Applied Linguistics and SLA
ETTESOL:	Educational Technology and TESOL
ALLT:	Applied Linguistics and Language Teaching
ELF:	English as a Lingua Franca