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## **Contemporary Approaches to English Language Teaching in India**

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### **ABSTRACT**

English language learning (ELT) in India today is facing a great transformation; modern ways and methods are currently being used to improve their shared ability to communicate. While this research paper examines the prevailing of language teaching (CLT), task-based language teaching (TBLT), and technology-assisted language learning (TALL) in India, it focuses on their teaching implementations in India. The goal of the study is to find out which approaches are the most successful by using the Indian context as an example. It also looks at the difficulties teachers face and tries to come up with ways of solving them. The outcome of the literature review indicates that along with the moralization of modern approaches in the country, their implementation is often hampered by challenges of e.g. large class sizes, insufficient resources, and no trained teachers. Theoretical and practical sections contain information on the importance of adapting these approaches to better correspond the contexts of implementation and recognize the vital role of professional development for teachers. Finally, the paper restates the importance of setting up contemporary paradigms in English language teaching to improve English language proficiency among Indian learners. Such thorough research shall culminate in devising localized approaches in India for effective ELT. The research article here is a discussion of present methods of English as a Second Language (ESL) teaching in India. It appraises the contemporary context of English education in India. The article also scrutinizes some pedagogical methods currently used, analyses the effectiveness of these approaches, and proposes recommendations for making the ESL instruction better. The paper will cover a range of topics, highlighted decisively by textual support from academic literature and empirical studies by Indian ESL teachers. The evidence has revealed centrally the fact that the communication-oriented, work-connected, and computerized methods are increasingly influential, and they demonstrate their ability to make the process of learning more interesting and effective. On the one hand, problems like resource inadequacy, teacher lack of expertise, and cultural issues remain. The article outlines adult literacy development in India as an area for investment in ESL teacher professional development, the exploration of the ways of adapting pedagogic strategies to the Indian educational context, and the fostering of learner autonomy and multilingualism among the learners.

**Keywords:** English Language Teaching (ELT), India, English as a Second Language (ESL) Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), Technology-Assisted Language Learning (TALL)

## **INTRODUCTION**

The history of English language teaching (ELT) in India is full and knotty, manifesting the country's past of colonization and its status as a nation comprising myriads of languages (Bhatt, 2005). Because English is a standardized global language and helps individuals in overcoming social and economic challenges, the request for reliable English language education has gone up significantly (Graddol, 2010). Therefore, the modern language learning methodologies particularly communicative language teaching (CLT), task-based language teaching (TBLT), and technology-assisted language learning (TALL) have all been incorporated into the Indian language learning milieu. Such approaches try to establish the communicative competencies, by concentrating on authentic language use, learner-oriented activities that are carried out by the learner, and the integration of technologies into the educational process (Richards & Rodgers, 2014). English as a second language (ESL) instruction plays a dominant role in the education setting of India. Muchedumveni in English is being considered as the key factor for mobility in social life, higher education, and participation in an ongoing globalization (Graddol, 2010). On the other side, India has linguistically diversity as well as differences in quality access to English language education which are also part of the challenges faced by ESL delivery (Agnihotri, 2017). Nowadays many of the current concerns in the ways to implement English language education in India come into forefront and, as they demonstrate, the views on what constitutes good education are not static. This paper discusses approaches that are underpinned by theories, followed by their applications and the implications of the student learning. This review aims at providing the conclusive insights to the present status of ESL pedagogy in India and then the solutions are given based on research for strengthening English learning and teaching.

### **Research Objectives**

1. To identify major contemporary approaches to English language teaching currently being implemented in India
2. To analyze the theoretical principles and classroom practices associated with these approaches
3. To examine the current state of English language teaching in India, with a focus on the adoption of modern approaches such as CLT, TBLT, and TALL.
4. To examine available research on the effectiveness of these approaches in the Indian educational context
5. To highlight challenges and opportunities related to the implementation of contemporary ESL pedagogies in India

6. To provide recommendations for policy, practice, and research aimed at enhancing English language education in India

### **Research Questions**

1. What are the key features and guiding principles of contemporary approaches to English language teaching in India?
2. To what extent have modern approaches to ELT, such as CLT, TBLT, and TALL, been adopted in the Indian context?
3. How are these approaches being implemented in Indian ESL classrooms, and what factors shape their translation into practice?
4. What does the available evidence suggest about the effectiveness of these approaches in promoting English language proficiency among Indian students?
5. What are the major challenges or barriers to the successful implementation of contemporary ESL pedagogies in the Indian education system?
6. What steps can be taken by policymakers, school leaders, educators, and researchers to optimize English language teaching and learning in India?

### **Research Gap**

An extensive volume of literature explores various historical, sociopolitical, and linguistic issues of English language education in India (e.g., Agnihotri, 2017; Meganathan, 2011; Rana 2018). Nevertheless, the gap remains in the lack of studies which describe the current professional and academic institutions landscape on a wide scale. Most of the current studies are in the form of personal approaches like the communication-based methodology (Yadav, 2014) or technology-enabled delivery (Mitra et al., 2005) that enumerates their significance, but failing to connect them to the overall ecosystem of English education in India. The other worse side of situation is that majority of research out there is more of theory or description works with a very little number of results works having a rigid experiment done on different ESL pedagogies of Indian classroom (Yadav, 2011). This paper addresses the gaps by providing a critical analysis section which describes new approaches, their practical applications, and effectiveness, and directions for further research and development. Although, there is a major scientific backpack on the use of innovative methods of ELT in general, a narrowness of articles about implementation and effectiveness of this research in the Indian context is observed. Many of these studies have emphasised on just the theoretical aspects of these approaches and more so the application of the concepts in developed democracies (Littlewood, 2007; Ellis, 2009). This research paper attempts to fill the mentioned gap by studying the adoption, effective implementation, and challenges of modern approaches in Indian Language Teaching and learning therefore

contributing to understanding of the local factors that determine success in language learning outcomes.

### **Literature Review:**

English becomes the means of communication throughout the world. This phenomenon influences English teaching in India as it does in other parts of the world. The teaching of English in India has seen a tremendous change over the past few years because it has been inspired both by the world developments in the field of language teaching and by the country's own linguistic and cultural context (Agnihotri, 2017). Henry has since become renowned in the dance community and counts some of the world's top choreographers among his followers. By the 1990s, the way language teaching was structured started to shift towards the more communicative and learner centric models, due to the research and thoughts of researcher such as Krashen (1982) and Nunan (1991).

Communicative Language Teaching (CLT) has emerged as an important teaching methodological tool in Indian ESL classes emphasizing the essential role of non-fictional language use, students' interaction and their acquisition of communicative skills (Yadav, 2014). NCT the assigned education state and even national curriculums accepted it in principle, and it was included in English language textbooks (SCERT, 2011; NCERT, 2006). Even though, CLT's efficacy are limited in Indian schools because of challenges like the big class sizes, examination pressure and poor training and resources of teachers remain the prevailing factors (Kundu, 2019; Yadav , 2014).Against this backdrop, one major development has had a strong influence on the way language is taught in India. This is the development of task-based language teaching (TBLT) (IJAYARAJ, 2010; RAIM, 2015). Along this period, Jha (2011) has made a comprehensive account of ELT approaches and proposed a conceptual framework of an empirical approach called Integrated Iconic Approach (IIA) in which the proposed framework has been conceptualized under the umbrella concept of principled eclecticism proposed by Larsen (2000) which encourages learners to be autonomous in their learning by collective use of ELT methods. In IIA, integrated refers to integrating the effective essence of all ELT methods, whereas, iconic refers to learning supported by visuals as our brain is more receptive to visuals than text (Jha, 2011).

Applying the findings from Ellis (2003) and Willis (1996), among other researchers, the task-based learning and teaching (TBLT) method amplifies learners' awareness by deploying goal-oriented and collaborative tasks that let them apply their acquired language. Research has shown that task-based teaching of English in India can stimulate motivation in learners, develop interpersonal skills and higher-level thinking skills (Jeyaraj, 2010; Kalia, 2017). At the same time, teacher-led training has to carry its weight not only in meticulous task design, but also in effective classroom management skills

and transition away from teacher-centered communicative approaches (Rai, 2015). Of late, technology aided language learning has also earned popularity in India, where the advances in digital systems, online sources and mobile applications have been observed for English language education (Mitra, et al., 2005; Saini & Chaudhary, 2019).

Studies have found that technology can play a critical role in the encouraging of active student participation, degree of feedback offered to the learner, and overcoming the constraints of the traditional classroom (Saini & Chaudhary, 2019). Arguably, though, the digital divide in India and relatively primitive infrastructure in many schools, remain a big obstacle for wide-scale inclusion of technological tools into the everyday language teaching (Midha, 2018).

Other exhibits have highlighted the fact that EFL teaching in India should be responsive to the culture clime and context-related (Agnihotri, 2017; Vaish, 2008). Indulging in such remarkable instructions implies to: being sensitive to Indian classrooms for their linguistic setting, believing in students' contribution on grounds of their language and culture, and including the local knowledge and the cultural practices in ESL teaching (Agnihotri, 2017). Translanguaging, namely, drawing on the whole range of languages that our learners speak, is an innovative method for boosting all students' linguistic development and allowing them to affirm their identities. (Vaish 2019).

### **Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) is traced to the point that teachers as the leaders in this approach make learners practice authentic language use in meaningful interactions with the aim of building learners' communicative competence (Richards & Rodgers, 2014). CLT has gained rise as a teaching method in India as it involves helping learners not only enhance their fluency and confidence but also gives them an impetus to use English in real-life situations (Rao, 2019). On the other hand, including CLT in educational system of India cannot be so easy to implement due to the following reasons. Viz. a viz., large class size, examination-oriented trend of education, and teachers' insufficient knowledge of English etc (Vaish, 2008; Rao, 2019).

### **Task-Based Language Teaching (TBLT)**

The TBLT (Task-Based Language Teaching) method puts the task as the centre-piece of instructional activities, which creates speaking communication relation with the elements of the activity used in real life situations (Ellis, 2009). TBLT has been argued as a successful approach that might be adapted by teaching in the Indian context, as it guarantees the positive engagement of learners (Prabhu, 1987). The positive impact of TBLT, but it cannot be implemented in India smoothly just because of inadequate

teaching materials supply, teacher illiteracy, and course load. The researchers such as Carless (2009) and Prabhu (1987) have mentioned these problems.

### **Technology-Assisted Language Learning (TALL)**

Technology-Assisted Language Learning (TALL) is comprised of applying digital aids and devices that are indirectly implemented in language acquisition as well as teachers are accompanied by the TALL as opportunities for outsider experiences, learning individually, and being a leader are given to them (Chapelle, 2010). India is a place where the rise of TALL is powered by the sharp increase in supply of low-cost handsets and internet connection lately (Mehra & Bharadwaj, 2019). Sadly, the most critical impediment to implementing a variety of forms of technology-assisted language learning in India are related to the digital divide, insufficient teacher training, and restricted access to quality learning content (Mehra and Bharadwaj, 2019).

## **RESULTS AND DISCUSSION**

English language teaching in India is seen in the literature review, this is a complex scenario that varies on the teaching method, contexts, and challenges. The implementation of the communication-based, task-based, and technology-injected pedagogies show the universal trend in the pedagogy of language teaching which moves towards teaching from a learner's perspective and an interactive manner (Richards, 2006). These methods can encourage students' motivation, engagement, and productive skills, as demonstrated in different works conducted in India as well as by other investigators (Ellis, 2003; Jeyaraj, 2010; Yadav, 2014). This notwithstanding however, the operationalization in Indian classrooms of these pedagogies hinges on numerous factors involving teachers' belief system and conduct, resource accessibility, institutional support, and social cultural orders (Kundu, 2019; Rai, 2015). Traditional teaching methods dominated by teacher-centred and exam-based learning and still existing is a big hurdle on the smooth adoption of learner-centred and communicative learning methodologies (Agnihotri, 2017). Additionally, factors like large classes, limited teaching resources, and teachers' training can interfere success of modern teaching experiments in the classrooms (Yadav, 2014).

The texts point out a precise thing, that English teaching approaches should be localized regarding the multifaceted dimensions of poverty and the value system of Indian society (Agnihotri, 2017; Vaish, 2008). The integration of multilingualism and translanguaging in the ESL lessons corresponds to the multi-lingual Indian reality and therefore provides students with the possibility to draw on their social-cultural backgrounds, languages, and resources (Vaish, 2019). Also, the English curriculum which combines Indian local knowledge, literary heritage and culture will provide

students with meaningful and effective knowledge in the context of Indian traditions.

On one hand, technology integration in ELT brings the possibility of improving learning engagement and performance while on the other hand, there are certain access and equity issues in the Indian scenario which need to be investigated and rectified (Mitra et al., 2005; Saini & Chaudhary, 2019). It is the case that the digital imbalance that exists between urban communities and the rural community together with the increasing economic inequality can make the situation worse when it comes to English language education (Midha, 2018). Instruments to gel the integration of technology to ESL teaching should be coupled with control means to make technology affordable, accessible and appropriate training of teachers and support. The literature reviewing shows that the new of ELT techniques including CLT, TBLT and TALL among others, have the skills to boost English language learning in India. On the other hand, the ability or hindrance of it to be effective is depending on finding solutions to the problems and adjusting the approach according to the unique demands of Indian education.

Overcoming the traditional attitude to examination-driven education system and to the prioritizing of memorization and grammatical correctness is one of the key problems in introducing CLT and TBLT into the Indian language teaching and learning (Vaish, 2008). Educators thus must walk a very tight rope by giving their students not only academic preparations for examinations but above all equip them with communicative competence. This can be accomplished by setting up some communicative activities and tasks within the existing curricula framework as well as by advocating for a restructuring of assessment practices and a switch towards more performance-based and authentic evaluation (Rao, 2019).

Beside this dilemma is the fact that majority of English language lecturer inquiry fails to effectively understand modern teaching approaches because of their inadequate English language ability (Vaish, 2008). To address this issue effectively, there is a need for a thorough teacher training that should primarily focus on the professional development of the teachers by enhancing their linguistic competence, teacher-pedagogy skills, and application of the modern practices of ELT. Such programs instead should not restrict themselves to one-time workshops or seminars but provide opportunities for ongoing support and additional resources for professional development. This will make it easier for teachers to learn and adapt to specific teaching approaches that suit their environments (Rao,2019).

The influx of technology into the language teaching of English also offers ample opportunities and a fair share of difficulties for the Indian scenario. Where though the sheer availability of such tools and materials and the chances in the learning communities could seem to be high yet the digital

divide together with no or not sufficient access to the quality digital material still remains the main obstacle for (Mehra & Bharadwaj, 2019). However, to help realize the potential of TAL, policies should be designed to create a level playing field for all students as far as technology is concerned, context-specific digital content should be developed and provision of training for teachers on how to digitally integrate their teaching practices for an effective teaching implementation.

## **CONCLUSION**

For the English language education to be elevated to the next level in India, policymakers and educators should give priority to investment in teachers' professional development and see that teachers are well equipped and have the proven knowledge and skills to applying current-generation pedagogies. Examples are competency in learner-centred instruction, task-based teaching, technology integration, and culturally responsive learning content. Further, assessment practices should be harmonized with communicative and task-based methods, this would allow a shift from the past focus on grammar accuracy and rote memorization. This paper seeks to disclose the present trends of English language teaching in India through introducing communicative, task-based, technology aided and culture-sensitive methods. Even though these methodologies bring fundamental concepts and strategies for strengthening ESL instruction, their practices in Indian classrooms are determined by a tough matrix of contextual variables including teacher capacity, resource constraints, institutional norms, sociocultural realisations, etc.

Institutionally, school leaders and administrators should encourage teachers' pedagogical exploration and experimentation by stocking them with resources, autonomy, and opportunities of peer collaboration to foster teachers' success in adapting and readjusting the pedagogical process. The curriculum development processes should be carried out through the involvement of the teachers, as well, the local knowledge, cultural resources, and multilingual-oriented practices should be well incorporated. Further along, more research is demanded to have a deeper comprehension of the efficacy, challenges, and contextual components that determine contemporary ELT methods realization in India. Such an investigation would involve longitudinal studies tackling different strategies to ascertain the impact on learner outcomes, and finally, qualitative studies of teacher and learner experiences and views in this area. Along with that, studies should consider new approaches based on technology, learners' autonomy, and multilingualism in Language Tutoring classrooms in India.

Through the analysis of the current English language teaching strategies in India and particularizing the aspects of growth and development, hopefully the given paper will worthily contribute to the ongoing dialogue on



successful and equal English as a Second Language education in the country. Ultimately, it is to help Indian learners, especially in English language skills and intercultural capabilities which are essential tools to work as productive and influential individuals in a globalized world and at the same time it is to strengthen their linguistic and cultural identity.

Lastly, this paper has investigated the present status of English language teaching in India has also stressed the application of recent approaches like CLT, TBLT, and TALL in teaching English in India. Although these solutions seem to lead the road to the communicative competence of the students, implementation of them is complicated by different issues like examination-driven educational system, teachers with insufficient proficiency, as well as digital gap. To beat these challenges and elevate the quality of teaching and learning English in India, a multi-tier strategy is indispensable. This involves developing state of the art techniques that vary depending on the Indian educational settings and adapting the existing dispositions to suit the local particulars.

In addition, there should be intensive teacher training programmes, moving the assessment approaches, and assuring equity in access to technology and quality digital content. There is a need for much more study about developing contextual strategies for effective ELT in India, especially on account of the multitude of languages in addition to the cultural and socio-economic contexts existing within the country. Through the resolution of the hurdles and utilization of the resources of modern techniques, India may take the step in this direction of transforming the learners' English competence and providing them with skills, which would make them more competitive in the age of globalization.

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