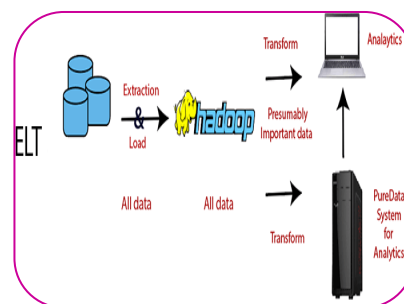




ELT SCENARIO IN TELANGANA WITH REFERENCE TO POLYTECHNIC: SOME OBSERVANCES

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ABSTRACT

English is the primary language of instruction in universities and other higher education institutions in Telangana State. At the primary, secondary, and upper secondary levels, Telangana schools require students to take English as a subject of study. In order to develop and provide a sufficient number of kids with the level of English proficiency needed for interaction with the outside world, it is the responsibility of the educational system. This paper attempts to look at the scenario of English Language Teaching (ELT) in Telangana.

KEYWORDS: ELT, Telangana, English Classroom.

INTRODUCTION

Communication skills are very important not only for human survival but also for a better progress in life. A clear communication means – proper idea takes proper medium, certifies proper channel and reaches the person properly. English has attained its prominence in the Indian educational arena. It has been given a particular and special importance in all areas of our Indian life. The role and significance of English in our country has so developed that even sometimes English takes over Indian languages. India actually has the most mutually incomprehensible, esteemed, and developed languages of any country, which tends to encourage people to use English in interregional communication contexts. The need for effective communication tends to be increasing due to globalization, science and technology. Polytechnic students are not able to communicate effectively, academically and professionally. Therefore, the present paper attempts to look at the scenario of English Language Teaching (ELT) in Telangana.

ELT SCENARIO IN TELANGANA

Telangana's English language teaching situation is in a complicated state. The needs and type of the state's schools influence the quality of education. The gap between children who learn English well and those who don't has been widened by the disparity in educational quality experienced by English-speaking students. At the primary, secondary, and upper secondary levels, Telangana schools require students to take English as a subject of study. In order to develop and provide a sufficient number of kids with the level of English proficiency

needed for interaction with the outside world, it is the responsibility of the educational system. Still, Telangana and our country place a high value on the English language. Furthermore, if English is learned well, there is hope for better futures. Naturally, the parents of elementary school children are keen to enroll their kids in schools that offer excellent English classroom instruction.

In many states, including the state of Telangana, English is the primary language of instruction in universities and other higher education institutions. Each group is further divided into a variety of levels by differences in classroom instruction, children's exposure to the language outside of the classroom, and family engagement. According to Prabhu, "teaching typologies... could thus be viewed as a tool for determining the level of relevance of a pedagogical approach." (3) rather than being viewed as strict categories. Thus, the teaching atmosphere impacts a school's image. Today, most schools, especially those in rural Telangana, fall into the fourth category, where we have students who have had little to no exposure to the language, teachers whose language proficiency is in question, and parents who are unable to assist their children in learning it.

Before 1960, Telangana's English education system lacked consistency in terms of how the language was taught. English became an obligatory subject beginning in the 5th class, whilst children are about 10 or 11 years old, following the implementation of the national primary curriculum in 1968. At this age, children are most receptive to learning a second or foreign language. It has been noted by a few scholars in this regard that practices in schools around the world vary, starting at the age of five and ending at the age of fourteen in the introduction of a second language. In several countries, the early adoption of second languages is influenced by national and societal goals. In countries where the local language lacks written literature, a second language is taught early enough in primary school to allow the second language to be utilized as a medium of instruction. However, a majority of European countries have only recently started instructing youngsters older than ten in second languages.

The statement mentioned above makes it clear that there is no uniform policy regarding the inclusion of English in the school curriculum in India as well. Out of 35 states and Union Territories, 26 are introducing it in class I or class III, and seven are introducing it at fourth class or fifth class. (Meganathan, 4) The age factor has historically been used to distinguish between rural and urban English teaching environments. As a result, English was introduced into some Indian states at the age of eleven, and in others it was introduced at the age of fourteen. At the age of 8 to 9, or in class III, English is introduced in a number of Indian states.

The National Curriculum Framework - 2005's "National Curriculum Position Paper" on the Teaching of English states that the need for English arises from a variety of sources and that English in India today is a symbol of people's aspirations for quality in education and fuller participation in national and international life. Academic discussion about the benefits of a very early introduction to English is now largely irrelevant because it is a political response to people's aspirations. (NCERT, 2006, p.1) The statement mentioned above makes it clear that people's aspirations for learning the English language are growing daily in India. All students will benefit from having a working knowledge of English, and those who want to attend university will need to be reasonably proficient in the language. Because of this, the majority of states seem interested in including this language in the curriculum at an early age.

In order to reflect the increased prominence that the English language now enjoys, the then-Andhra Pradesh state government approved the instruction of English language beginning in the elementary level across the regional language media public schools beginning in the month of June, 2000. The school-going generation of the twenty-first century now has

access to a new world. The National Council of Educational Research and Training (NCERT) and later on the Telangana State Bureau started to regularly review and revise the school curricula. It took the initiative to investigate the English curriculum while keeping in mind the demands of children as well as the significance of English language in the nation's socio-economic and daily life.

According to Ram Kumar Sharma, the goals of any English teaching course are the development of the four fundamental skills of listening, speaking, reading, and writing to the best of the students' abilities. The student should engage in the following activities at the start of his studies to acquire:

- (a) Intelligible pronunciation.
- (b) Motivated and guided talking.
- (c) Working vocabulary.
- (d) Practice English reading.
- (e) Practice of transcribing and writing.

Sharma also contends that during the first four years of teaching English, we should aim to help students improve in the following areas:

1. To comprehend very basic English spoken normally, using the vocabulary and sentence patterns specified in the syllabus.
2. To use the vocabulary and grammatical structures outlined in the syllabus while maintaining very basic English pronunciation and intonation, as far as the environment permits:
 - i. Read aloud with ease while adhering to the vocabulary and structural requirements of the syllabus.
 - ii. Read the same material quickly while reading silently, and demonstrate comprehension by responding to questions in either English or the native language.
 - iii. To construct short sentences and paragraphs that fall within the scope of the syllabus without having to provide the actual concepts.

Polytechnic is a Technical Diploma Course in a nutshell. The programme includes Vocational Education in Science, Technology, Engineering, or any other technical subject. There are numerous polytechnic colleges run by both the state government and private organizations. Many specializations are available in the polytechnic course. Depending on the branch, the course lasts three years. Mechanical, civil, automobile, electrical, computer science and aircraft maintenance engineering, printing technology, fashion design, fine arts, mass communication, hotel management, computer applications, interior design, and so on are the major branches. Technical education meets the diverse needs of a growing society. Industries, mechanized systems, and scientific research centers all over the world demonstrate unequivocally that machines and technological devices must be used for the overall development and regeneration of human society. As a result, there is a high demand for technical education in the modern era.

As Telangana State Polytechnic students who have been accustomed to passive learning since their schooling levels, their adoption of student-focused instruction (as an alternative to teacher-focused techniques) indicates the students had gone through a phase of shift in learning, compared to merely typical inactive learning to engaged learning. The idea of learning shared by the participants includes active knowledge construction, which encourages them to integrate interactive learning strategies with more traditional methods of instruction like memorizing. However, polytechnic students have a different perspective on memory than rote

learning. Their learning involved memorization for two reasons: first, to understand the course material, and second, to quickly react to exam questions. This is an illustration of how Telangana State Polytechnic students' memorization techniques are a component of their growing knowledge of or approach to comprehending the subject matter. This suggests a societal impact.

The outcomes were consistent with educational practices that encouraged memorization of material by learners as a means of comprehension. In contrast to the widespread misconception held by Western teachers and educational approaches that memorization is equivalent to rote learning or a surface approach to learning, this study demonstrated that gaining knowledge was often the objective of the Telangana State Polytechnic students and that memorizing facts was a valid strategy. By describing the practices of polytechnic students, my research contributes knowledge to the debate over memorization. According to my research, traditional views have a significant impact on how polytechnic students think. They compared their viewpoint on education and their responsibilities as students to the goal of traditional education, which is to increase people's potential and capabilities in terms of information along with abilities.

CONCLUSION

It may be concluded that due to their traditional views on the roles of learners, they accepted the roles of both active and passive information creators. The student-centred approach viewpoint contends that learning entails both educating the mind by supplying it with knowledge and putting that knowledge into practice, which has an impact on behaviour. This supports the notion that learning should be related to the capacity of learners and ability—both in relation to knowledge and skill. To promote the enhancement of a second language, the learners should possess the intellectual and the emotional yearning to master it. Indeed, many second language learners lack the factors that are essential to speaking a new language: (1) Self-confidence, (2) Spontaneity, (3) Daring, (4) Motivation, (5) Empathy, (6) Sociability.

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