

**ACQUISITION OF ENGLISH AS SECOND LANGUAGE IN INDIA (L2)
(CLASS ROOM SITUATION)****R. GNANA LATHA**

Lecturer in English,
Kranthi Degree College,
Hyderabad, Telangana State.
latharentala@gmail.com

Abstract:

It is obvious that English language is the second language or can be identified as L2 of nearly everyone in India. The majority of Indian citizens speak a different – most of them regional language or may be identified as L1 at home. However, in the urban areas people employ one or two other Indian (regional) languages for interaction. English language is therefore not a general language of interaction in India. There is a requirement not only to expand diverse L2 learning elements, but also the instructor should be aware of the enormous diversities of learner requirements. However, in addition to teach the language, the instructor also should put effort to utilize the socio-cultural environment of the student as a warehouse of materials and employ it optimally for language learning.

Keywords: *Language Learning, English as Second Language, Practice of English in schools, Proficiency of English.*

Introduction

It is obvious that the historical factors, starting from Macaulay's Minute in 1835, propelled English language into the learning organization. As the administration and legislation throughout the colonial era was initiated in English language, the British were in need of employees equipped in the use of English language for administrative objectives. It may be said that the above mentioned aspect was linked with Macaulay's stance to Indian regional languages. Hence, English language happened to be utilized as the mode of teaching in Universities and later slowly came down to the secondary school level. The fascination of several indigenous leaders for English language because of the opportunities that would materialize from learning the language also enabled the inclusion of English language in the school level.

Eventually, after India becoming free from the clutches of the British rule, there was an emergence of nationalism and the majority states favored for the L1 as the mode of education. It has been observed that there were severe pedagogical causes to commend this. It was sensed that instructing through the regional languages in the initial phases would strengthen the cognitive expansion of children. An additional justification was that once efficiency in the mother tongue was attained, learning one or more other languages would be effortless.

This may be said contributed to the act of splitting into two branches of institutions in India. The learning system was through the regional languages in government run schools and learning through English language was offered in private educational Institutions. As learners switched into higher education, the majority subjects, specifically, the sciences and commerce courses were taught in English. This caused a disparity in adapting skills and the learners who studied through the mother tongue were at a constraint as it occurred to

contending for employment after education. The above aspect may be said has become disproportional and is persistent to the present day.

It may be said that L2 is better learnt if it is the mode of instruction. The first major feature is the time of exposure to the language. Access is a prerequisite for language learning. In first language, learning experience is continuous all through the waking hours. It has been regarded that prior to an infant acquiring the first language he/she listens to language for approximately 9100 hours. It may be not possible to afford such a great deal of exposure in any school environment.

However, it has been observed that in English medium schools, the access is optimized to the number of hours that students devote in school across all the subject hours. They are inclined to listen to L2 and study their subject textbooks in English language. This assists in the involuntary development of language as the emphasis is on comprehending the principles and the material of the subject areas. The learning of L2 occurs in the course of simulation of what they listen in the class and the language of various subject textbooks.

The second feature is the emphasis on the students to become aware of and articulate themselves in L2 to communicate whatever they have learnt and is related to their subjects. They further experience meaningful language, the language that will be necessary for the learner in future. All learning associated proceedings have to be executed in L2: examinations have to be dealt in L2; queries have to be replied in English in the class room and all subjects worked in L2. This results to proficiency in English language.

The third and essential aspect is that English language is employed amid the teacher and learners and amongst students for interaction other than subject matter. Directions for performing classroom functions, like 'open your texts', 'next, we will observe at...' and instructor queries, viz., 'have you understood?' 'Is that comprehensible?' and informal discussion regarding life outside the school premises assist the development of language to the learner.

Although the neighborhood and social language for the majority Indian learners is a language other than L2, sufficient introduction to L2 in the school premises all through school timings assists students handle in L2. The learners in L1 medium schools are deprived of this experience. Though English is trained as a subject in the syllabus, the above prospects are unavailable to them and therefore the ability levels do not arrive at the requisite stages apart from in the situation of a small number who may have exposure to language assistance outside the class environment or have particular capacity for studying languages.

A learner, whose native language is other than English, his/her accessibility to L2 is constrained to the English textbook. This formulates the learning of the language far more complicated. Predominant of English learning conditions in India are of this type. In these conditions the instructor requires to be specifically susceptible to the motivation and desire of the students for learning the language so that he/she may become accustomed the materials and systematize the learning situation to execute the students' aspirations.

To mention an illustration, for a student enrolled in L2 program at the university level, the enthusiasm for learning L2 will be much greater if the course focuses on the instructing of communicative abilities, reading, comprehension strategies, note making, writing term papers, and so on, since these are the abilities that a university graduate has need of. In India,

where the students vary significantly with orientation to their requirements for learning L2 as well as their capability in the language, and compiled (that is broad based inclusive) syllabus cannot be pertinent.

Language may be observed with two important skills. They are Responsive Skills and Constructive Skills. The responsive abilities being, listening and Reading and the Constructive abilities being speaking and Writing. Nevertheless, the four abilities are incorporated in real language usage. The Responsive Skills precede Constructive abilities i.e., comprehending what is conversed or written happens previous to the expression through communication and writing.

In addition, understanding is the initial progress. Although, instructing language as subject would result with content-based queries, instructing language as ability would engage testing on different issues of understating. It moreover ascribes importance to teaching in proficiency.

Conclusion: It is clear that in an immense and multilingual society like India, the requirements of the students for acquiring English language will not be consistent. The teachers should be in a position to identify the necessities of the students, who are learning English language specifically and make an effort to offer for each such group the model of courses which will be pertinent to the requirements of the students. Evaluation of the L2 requirements of the students when transformed into the aims and objectives of the language course would make the language learning condition receptive and approachable to the dissimilarities in the L1 communities of the students. This would make possible language learning by assuring continuous learner interest and an advanced level of motivation.

REFERENCES

1. *Language and Learning. Social Science Research, 1975.*
2. *Harmer, Jeremy. The Practice of English Language Teaching. London: Longman ELT (4th edn.), 2007.*
3. *Paulston, Christina B, and Mary N. Bruder. Teaching English as a Second Language: Techniques and Procedures. Cambridge, Mass: Winthrop Publishers, 1976.*
4. *Tickoo, M.L. Teaching and Learning English. Hyderabad: Orient Longman, 2003.*