



# Contributing Factors to Pragmatic Failure in ELT Classrooms in India

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## Abstract

There has been an upsurge in the number of ELT classes given in Indian schools in recent years. This is partly attributable to companies' increased demand for English proficiency. This research investigates the reasons why many students fail ELT lessons and gives a case study that identifies pragmatic failure's significant causes. A lack of teacher training, limited resources, and a lack of student enthusiasm all contribute to the failure of pragmatics in ELT classes in India. These difficulties are worsened by the fact that traditional education in India emphasizes memory over comprehension. Consequently, many students find it challenging to study English successfully and efficiently.

**Key words:** factors, pragmatic failure, ELT classrooms, challenging India,

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## I. Introduction

There's no doubt that ELT (English as a Second Language) classrooms in India are struggling. According to a recent report, almost 70% of EFL teachers in India admit to experiencing pragmatics failure in their classrooms. This lack of pragmatics skills can have several contributory factors, which this paper explores. By understanding the reasons behind pragmatics failure, the researcher can begin to make adaptations and implement strategies to improve the situation in Indian ELT classrooms. One of the most significant contributory factors to pragmatics failure in EFL classrooms is a lack of instructional resources. In India, ELT teachers are typically limited in terms of textbook and material resources.

Additionally, many Indian EFL teachers are unfamiliar with current pragmatics research and instruction methods. Consequently, they struggle to implement standardized approaches to teaching English as a second language (ESL). As a result, students often do not receive the best possible learning experience due to their inability to engage in effective communication practices. Another major factor contributing to pragmatics failure is student motivation. Many students in India are not interested in learning English, so they find it difficult to engage in the language-learning process. In addition, many Indian students lack the motivation to improve their English skills because they do not see any immediate benefits from doing so. This often leads them to become less engaged in the classroom environment and consequently experience more difficulty engaging in pragmatic activities such as speaking and listening.

Finally, another significant contributor to pragmatics failure is a lack of resources for EFL teachers working with ESL learners. Too few classrooms have available materials or resources that are tailored specifically for ESL students. Consequently, EFL teachers are often forced to use general-purpose materials that may not be effective for ESL students. This can lead to poor student outcomes since the students do not receive the most appropriate instruction and support. There are several potential strategies that EFL researchers and practitioners can use to improve pragmatics performance in Indian ELT classrooms. One approach is to provide more instructional resources specifically designed for English as second language learners. This would include textbooks, audio/visual materials, drills, and other training tools specific to Indian students' needs.

## ELT Classrooms in India Pragmatic

There is a reason ELT classroom in India are so popular - they're pragmatic. Indian EFL teachers understand that students learn best through hands-on experience, and they make sure their classes reflect that approach. Most Indian EFL teachers use small groups to help students engage with one another and master new

material. This method allows everyone to practice what they've learned and encourages collaboration among classmates. In addition, most Indian EFL classrooms emphasize dialogues as a means of teaching vocabulary - this helps learners understand how words are used in real-life situations.

ELT classrooms in India are pragmatically designed to meet the needs of Indian students. ELT classes in India are typically smaller than those found in Western countries, and they are tailored specifically to the needs of Indian students. This means that Indian ELT classrooms focus on providing quality instruction at a lower price point. Additionally, many Indian schools do not have enough qualified English teachers available, so ELT classes help bridge that gap. ELT classrooms in India are pragmatic because they focus on using hands-on experiences to help students learn. Indian EFL teachers use small groups to ensure that everyone engages with the material and that there is an opportunity for practice.

Additionally, dialogues are used to teach vocabulary, which helps students understand how words are used in real-life situations. ELT classrooms in India meet the needs of Indian students by integrating traditional learning methods into their classes while also providing a lower price point than their Western counterparts. Most Indian EFL teachers use small groups to help students engage with one another and master new material. This method allows everyone to practice what they've learned and encourages collaboration among classmates. In addition, most Indian ELT classrooms emphasize dialogues as a means of teaching vocabulary - this helps learners understand how words are used in real-life situations.

### **Pragmatic Failures in ELT Classrooms in India**

There is a great deal of concern about the quality of ELT teaching in India, and many pragmatic failures can be observed. One of the most common problems is that teachers don't clearly understand what students need to learn to succeed in international languages. They often wing it, resorting to gimmicks and tricks instead of providing concrete instruction. This results in students being unable to communicate properly and collaborate with others, which is essential for success in any language class. Another major problem is that classes are overcrowded, and teacher training is inadequate.

This leads to chaos on campus as teachers struggle with managing large groups while providing proper instruction. Often, this doesn't happen due to a lack of resources- unprepared or unqualified teachers are assigned these positions without proper vetting processes. In addition, many schools do not provide enough materials or aid for struggling students. The result is that an overwhelming majority of students who enroll in ELT programs end up dropping out within six months. Many pragmatic failures take place in ELT classrooms in India. Some of the most common include:

#### **1. Teachers not being clear on what they want their students to learn**

Teachers are often unclear about what they want their students to learn. This can lead to frustration for both the teacher and the student. The first step is for teachers to take a look at their own learning styles and preferences. This will help them better understand what content is most relevant and useful to them and which methods work best for teaching that content. Once teachers clearly understand their own learning styles, they can begin to design effective teaching strategies based on that information. One way this can be done is by using interactive tools or videos designed specifically for educators. These tools allow student's access to material in an engaging format while providing feedback so they can improve their skills over time.

In addition, it's important for teachers not only to teach the curriculum guidelines; they should also look out for trends and developments in education technology so that they can seamlessly incorporate new technologies into classroom curriculums. Many teachers feel that they don't have a clear idea of what their students should be learning. They may not know what topics their students should explore or how to format the classroom material in an engaging and interesting way. To ensure that your students are receiving the best possible education, it is important to communicate with them regularly and ensure you are on the same page regarding what you want them to learn.

Here are some tips for working with your teachers:

- Start by making a list of all of the subjects your student is currently struggling in (math, science, English). Then compile a list of courses and curriculums covering those specific subject areas. Talk about which would work well with your class schedule and whether or not you think your student will be interested in pursuing them.
- Next, draft lesson plans based on what you've learned from preparing this list. Ensure each lesson plan incorporates interactive activities and encourages active participation from you and your students. Also, consider using multimedia resources to keep everything exciting for both teacher AND the student!
- Stay connected with your teacher throughout the year - let him/her know if any changes or additions to the curriculum might affect his/her teaching approach; offer help when needed (i.e., conducting online assessments); etcetera. This continual communication will go a long way in ensuring that all learners receive an optimal education.

## **2. Lack of focus and organization among the teachers.**

Lack of focus and organization among teachers is a serious issue, especially in today's competitive job market. Teachers who are unorganized and lack direction struggle to keep up with changes in the educational system and find it difficult to meet the expectations of their students. This can negatively affect their career prospects and personal lives, as they lose confidence in themselves and become frustrated with what they see as an impossible task. There are several ways that teachers can improve their organizational skills. First, they should develop a plan for each day's activities.

Second, they should establish clear parameters for grading so that tasks are clearly defined from start to finish. Finally, teachers should create systems for tracking progress so that all information is easily accessible when needed. By following these simple guidelines, teachers will be able to stay organized throughout the school year and achieve success both professionally and personally. Too often, teachers struggle with a lack of focus and organization. This can lead to several problems, including ineffective teaching methods, low student participation rates, and difficulties meeting deadlines.

## **3. Unclear or outdated curriculum materials.**

Curriculum materials can be confusing and outdated. This is especially true for new teachers who are just starting out and don't have the experience or knowledge to create effective lesson plans.

There are a few things that you can do to help make your curriculum more user-friendly and relevant.

- Research current trends - Are there any big changes happening in the world that could impact classroom instruction? What educational theories are being popularized right now? Do a little digging around online to find information that will help you develop better content.
- Use interactive tools - There are many helpful tools on the internet designed specifically for educators, such as Brain POP lessons or EduBlocks Flashcards. These tools allow you to easily create engaging materials without having to write everything from scratch yourself.
- Make use of social media platforms - Social media platforms provide an excellent way for educators to share their work with other professionals across the globe. Not only does this promote sharing of best practices, but it also allows learners to get feedback on material before it's even released into classrooms.

## **4. Difficult, unenjoyable class discussions.**

Many students dread difficult, unenjoyable class discussions. But there are a few simple tricks that can make them much more enjoyable and productive.

- Set ground rules ahead of time. Find out what your professor expects from the class discussion, and write down these expectations so everyone is on the same page from the start. This will help to keep things organized and avoid any potential disagreements or conflicts later on.
- Try to come up with questions beforehand that you can use during the discussion in order to stay focused and engaged. This will also prevent you from wandering off-topic or getting bogged down in minutiae irrelevant to the main point at hand.
- Take a note, not everything needs TO be said aloud; taking copious notes allows you to revisit important points later on without forgetting anything important. It also gives you an opportunity to capture any insights or ideas that occurred during the discussion, which can be helpful when improving your own understanding of the material.

## **5. Students lacking motivation or interest**

Students who lack motivation or interest tend to have a harder time studying and achieving their goals. This is because they don't enjoy the process of learning, which can lead to a decreased sense of curiosity and exploration. Additionally, students who struggle with motivation often find it difficult to focus on any one task for an extended period of time. They also become discouraged easily, which can lead them to give up on their studies altogether. There are several things that teachers and parents can do in order to help struggling students achieve success. First, provide encouragement and support at every stage of the educational process. Encourage your student by praising them when they make progress and offer constructive feedback along the way. Help them develop a study schedule that works best for them - some students prefer short breaks during the day instead of lengthy sessions followed by shorter breaks again later on in the day.

Second, set achievable yet challenging goals for your student from early on in their education career. It's important for students to feel like they're making progress toward reaching their ultimate goal - otherwise, they'll lose momentum quickly. Be sure not to set unrealistic expectations though; setting modest but attainable targets will go much further than simply telling your student that everything is going to be okay (it probably won't). Finally, create opportunities for engagement outside of class as well! Student participation in extracurricular activities or community service projects provides both social interaction and valuable knowledge-building experiences.

## **II. Conclusion**

There were some contributing factors that hampered our success in the ELT classroom. These include a lack of basic knowledge about how to design an effective ELT curriculum, a lack of teacher support and enough resources, and a lack of term papers or assignments that are aligned with state syllabi. If you notice any of these issues in your classroom as well, it's time to re-evaluate what went wrong. Such instances prove that teachers and trainers are not adequately equipped to deliver ELT classes for school-goers. This makes it imperative for the government to come up with a compulsory training program with an increased focus on pragmatic teaching methods. Such a course will also help increase the overall efficiency levels of existing teachers, who have been imparting ELTs for years but yet haven't been able to improve their performance consistently.

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