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**Sociolinguistic Approaches to Teaching English with An
Indianized Perspective**

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Abstract

English language teaching in India operates within a complex multilingual and multicultural environment in which learners bring diverse linguistic backgrounds, cultural experiences, and communicative practices to the classroom. A sociolinguistic approach to English language teaching recognizes that language learning is influenced not only by grammar and vocabulary but also by social identity, regional languages, cultural contexts, and patterns of language use. This paper explores sociolinguistic approaches to teaching English from an Indianized perspective, with particular emphasis on the role of Indian languages, localized varieties of English, code-switching, code-mixing, and culturally relevant pedagogical practices. The study highlights the significance of Indian English as a legitimate variety that reflects the linguistic and cultural realities of Indian speakers rather than treating native-speaker norms as the only standard for effective communication. It further examines how teachers can incorporate regional contexts, indigenous knowledge, local literature, and everyday communicative situations into English language classrooms. Such approaches can help learners develop confidence, communicative competence, and a stronger sense of linguistic identity while maintaining proficiency in global English. The paper also considers challenges related to standardization, linguistic prejudice, assessment practices, and perceptions of non-native varieties. It argues that a context-sensitive and inclusive pedagogy can make English language teaching more meaningful and accessible in India. The paper concludes that integrating sociolinguistic awareness with innovative teaching strategies can promote both linguistic competence and cultural inclusivity.

Keywords: Sociolinguistics, English Language Teaching, Indian English, Multilingualism, Code-Switching, Code-Mixing, Linguistic Identity, Language Pedagogy, Indian Context, Cultural Inclusivity.