

# English Language Teaching: Practice and Critique

EDITED BOOK VOLUME -1



***Chief Editor***

**Dr. Joji John Panicker**

***Editors***

**Dr. Kavitha. K**

**Dr. Sunil h Der**

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**"ENGLISH LANGUAGE TEACHING: PRACTICE & CRITIQUE"**  
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## Preface

In an increasingly interconnected world, the role of English as a global lingua franca continues to expand, making English Language Teaching (ELT) a dynamic and ever-evolving field. This edited collection, "ENGLISH LANGUAGE TEACHING: PRACTICE & CRITIQUE," emerges from a recognition of the complex interplay between pedagogical innovation and critical reflection that defines contemporary ELT.

The landscape of language education is constantly reshaped by new research, technological advancements, and shifting socio-cultural contexts. While practitioners strive to implement effective teaching methodologies, it is equally crucial to critically examine the underlying theories, assumptions, and implications of these practices. This book aims to bridge the perceived gap between the 'how-to' of teaching and the 'why' and 'what if' of critical inquiry.

This volume brings together a diverse array of voices from experienced educators, researchers, and scholars, each contributing their unique perspectives on various facets of ELT. The chapters delve into both established and emerging practices, offering insights into classroom methodologies, curriculum design, assessment strategies, and teacher development. Simultaneously, they engage in rigorous critique, questioning dominant paradigms, exploring issues of power and ideology in language education, and advocating for more inclusive, equitable, and contextually relevant approaches.

"ENGLISH LANGUAGE TEACHING: PRACTICE & CRITIQUE" is intended for a broad audience: seasoned ELT professionals seeking to deepen their understanding, emerging teachers looking for practical guidance combined with theoretical grounding, and researchers interested in the current debates and future directions of the field. We believe that the rich tapestry of ideas presented here will stimulate thoughtful discussion, encourage innovative practice, and foster a more nuanced understanding of the challenges and opportunities in English language education today.

We extend our sincere gratitude to all the contributing authors whose dedication and expertise have made this book possible. Their commitment to both the craft of teaching and the rigor of scholarship is evident in every chapter. We are also indebted to the reviewers for their invaluable feedback and to the publishing team for their unwavering support throughout this project.

It is our hope that this book serves as a valuable resource, inspiring readers to not only refine their teaching practices but also to engage in continuous critical reflection, ultimately contributing to a more effective, ethical, and empowering English language education for learners worldwide.

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Chapter : 1

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LEARNER AUTONOMY IN ELT: A CRITICAL EXAMINATION OF POWER  
AND PARTICIPATION

*Anjali P*

*Assistant Professor in Communication Skills, New Horizon Institute of Technology and Management, Thane*

*Email : anjalipreman@yahoo.in*

**ABSTRACT**

This paper critically examines the learner autonomy in English Language Teaching through the lens of power relations and participation structures. Although learner autonomy is considered to be the ideal mode of learning, its implementation often leads to reinforcement of existing power hierarchies. This paper argues through analysis of theoretical frameworks, classroom practices and learners experiences that for genuine learner autonomy a reconfiguration of existing teacher-student relationship is needed. The understanding of autonomy should be placed in a more socio political context in which language education takes place. Critical pedagogy, socio-cultural approach and post colonial theories can be used for this.

**Keywords:** *learner autonomy, critical pedagogy, power relations, participatory learning, ELT*

**INTRODUCTION**

The term learner autonomy was first used by Holec (13) to describe the learner’s ability to “take charge of one’s own learning”. Since then this concept evolved in English Language Teaching (ELT) with researchers and practitioners exploring various dimensions of this term including psychological, technical and political aspects. For the past four decades, the concept of learner autonomy has become increasingly prominent in ELT. Learner autonomy enables students to take charge of their educational journey by setting personal goals, selecting suitable learning strategies, and independently assessing their progress, thereby shifting away from traditional teacher-cantered approaches. Nevertheless, Little (23) notes autonomy is not simply the matter of giving students choices or removing teacher

guidance; rather it involves complex negotiations of power, identity and participation within educational spaces.

Many studies and research have acknowledged learner autonomy as irrefutable good but there is a lack of studies which delve into how autonomous practices may reproduce or challenge existing power hierarchies in English language learning. The politics of autonomy in English Language Teaching deserves specific attention and exploration as English still continues to be the Global language enabling access to educational and economic opportunities. This paper tries to address a critical gap in current understanding of learner autonomy by examining how power dynamics shape opportunities for autonomous learning.

This research paper explores how autonomy discourses operate within the institutional constraints drawing on Foucault’s (9) conception of power as productive rather than merely repressive. It tries to understand: To what extent does learner autonomy in ELT authentically redistribute power and improve meaningful participation? What socio-political factors enable or constrain autonomous learning? How can teachers/ educators redefine autonomy in such a way that it addresses issues of exclusion and inequality in language education?

## **Theoretical Framework**

As per Dickinson (8) and Wenden (36), individual psychological dimension focusing on meta cognitive strategies and self regulation has been the early perception of learner autonomy in language education. According to this perspective, autonomy was considered to be a set of learnable skills that could be developed through appropriate training and support. Pennycook (30) notes that the pitfall of this approach has been its neglect of social and political context in which learning takes place and it has been critiqued for it.

The concept has been expanded by the more recent socio-cultural perspectives which include social dimensions of autonomy. Based on Vygotskian Principles it has been emphasised by researchers like Little (21) and Lantolf (19) that autonomy

develops through social interaction and is interdependent rather than being independent. A multi dimensional model of autonomy was elaborated by Oxford (27) which consisted of psychological, technical, socio cultural and political perspectives.

This paper is rooted in the critical pedagogy presented by Friere (10) where he dismisses the ‘banking model of education’ in which the teacher recites ideas and facts and the students passively listen and memorize them. In this model the students are not allowed to question the teacher as it is believed that the teacher knows everything and the students are inferior. Friere advocates the use of problem posing model where a discussion between the students and teacher is encouraged. It empowers students to critically analyse their reality and transform it. Based on this perspective, true autonomy consists of critical consciousness and the ability to challenge dominant discourses including those surrounding the English language itself. This critical approach was extended to ELT by Pennycook (30) maintaining that autonomy should not be reduced to “learning strategies and individualized learning schemes” but must address questions of power and ideology.

Power relations in Language Education is a concept which needs to be explored. For understanding the power dynamics in ELT, it is important to understand what Phillipson (32) termed as ‘linguistic imperialism’-the dominance of English language promoted through structural, cultural and ideological inequalities between English and other languages. In this framework, pedagogical approaches like promoting autonomy which might seem neutral, might unintentionally promote linguistic hegemony. If we look at Foucault’s (9) idea of power/knowledge and governmentality, it can be inferred that autonomy discourses may function as mechanisms of control rather than of liberation. Autonomy initiatives may paradoxically serve to produce self-regulating subjects who internalize institutional norms while experiencing the illusion of freedom.

## **Methodology**

This paper analyses theoretical literature and studies on learner autonomy in ELT and employs a critical interpretive approach to it. The methodology includes

- 1) A systematic review of select research published on learner autonomy in ELT contexts with specific focus on studies addressing participating structures, power relations and critical approaches to autonomy.
- 2) Critical discourse analysis of curriculum guidelines, policy documents and institutional statements promoting learner autonomy in various educational contexts.
- 3) Synthesis of ethnographic and action research studies documenting learner experiences with autonomous learning practices in diverse socio political environments.

The analysis draws attention to identifying contradictions and tensions between advocated theories of autonomy and actual practices exploring how power operates through discourses of autonomy and highlighting examples of resistance and transformation.

### **Critical Analysis of Autonomy Practices in ELT**

In order to understand the play of power in autonomy a critical analysis of autonomy practices in ELT needs to be done. One of the ways in which autonomy is established is through Self Access centres and Resource based learning. Self access centres (SAC) provide students with resources and guidance for self learning thus facilitating autonomy. It provides students with the freedom to decide the pace, content and methodology using which they would learn. In principle, it appears that the learners have complete autonomy of their learning but in reality what they have is choice within highly constrained parameters. Harwod (12) defines this as thin autonomy.

As per research by Adamson (1) in East Asian context it was found that SACs usually reinforce instrumental views of language learning focussed on examination preparation with learning material and assessment practices dictated by institutional priorities rather than learner needs. Hence, it can be argued that although institutions might present an illusion of freedom, they maintain control through various mechanisms. Technology also plays an important role in SACs as there is an emphasis on technological resources. Thus favouring students with digital literacy and access

to technology and amplifying educational inequalities. The access to learning resources also varies significantly due to geographical and socio economic divides.

According to Oxford (28), an important aspect of providing autonomy in English language teaching (ELT) is providing explicit training in learning strategies and self management skills. Although strategy instruction can be a valuable tool for the students, upon critical examination it is found that there are many problematic assumptions underlying such programmes.

First, according to Palfreyman & Smith (29), strategy instruction often assumes that teaching methods developed within Western educational frameworks are universally applicable . This presumption can inadvertently overlook diverse cultural traditions and alternative approaches to knowledge acquisition and learning. Benson and Voller (3) add that secondly, the focus on individual psychological factors may distract attention from structural constraints that limit certain learners' ability to exercise autonomy, regardless of their strategic knowledge.

When strategy training is implemented as a standardized process, it can inadvertently undermine learner autonomy. Schmenk (33) explains that when uniform pathways to individualised learning is prescribed, it may transform autonomy into a form of compliance where learners are assessed based on their adherence to predetermined “ autonomous behaviours” rather than their capacity for self determination. This approach leads to superficial form of autonomy where learners do not engage in genuine self determined learning but follow prescribed methods. When a learner's intrinsic motivation is not supported and opportunities for choice and self regulation is not given, learners engage in behaviours to meet external expectations rather than personal goals. Hence, strategy training should be carefully designed prioritizing flexibility, cultural responsiveness and support for intrinsic motivation.

Another way of promoting autonomous learning is through reflective tools. According to Little (22) portfolios, journals, learning logs and self assessment have been accepted in educational settings to promote autonomous learning. They enhance meta cognitive awareness and foster a sense of control over the learning process.

Foucauldian analysis by Ball (2) suggests that these reflective practices can function as mechanisms for surveillance and compel students to make their learning process subject to institutional monitoring. The requirement to articulate learning in specific formats will marginalize students who conceptualise their learning differently.

Emphasis on reflection often leads to what Macfarlane and Gourlay (25) describe as ‘emotional performativity’ where students feel pressured to display appropriate emotions about their learning journey at the expense of genuine critical engagement. This transforms reflection into a performative art rather than an authentic self examination.

### **Power Dynamics in Participatory Approaches to Autonomy**

Participatory approaches to learner autonomy such as negotiated syllabi and needs analyses are often promoted to enhance learner involvement in curriculum design. Research indicates that although these methods are aimed at redistributing power within the classroom, such negotiations often happen within institutional constraints thus limiting genuine power sharing. Huang (16) has observed in East Asian educational contexts that when institutional policies conflict with learner preferences, institutional priorities prevail. As pointed out by Canagarajah (5), not all learners participate equally in syllabi negotiations. Those learners with greater linguistic capital, confidence and familiarity with dominant educational discourses are better equipped to influence outcome potentially reinforcing existing inequalities within the classroom. Consequently, although participatory approaches are well intentioned, they might inadvertently privilege certain learners and perpetuate inequality in learning experiences.

Another domain where autonomy and power intersect are classroom decision making structure. Dam’s (7) work illustrated the possibilities of democratising language classrooms through shared responsibility for learning activities, material selection and evaluation process. However research reveals significant issues in transferring power from teacher to learner. It was observed that attempts to share decision making power were frequently undermined by institutional requirements, assessment pressure, and internalised ideas about teacher and student role. Lamb (18)

notes that many students resisted the transfer of power from teachers to them as they had been socialized into passive learning positions. Additionally, Holliday (15) argues that apparent democratization in the classroom may conceal ongoing teacher control exercised through subtle means such as signalling for approval or disapproval and framing acceptable choices. These covert forms of influence can perpetuate traditional power dynamics even within seemingly learner centred environments. Subsequently, achieving genuine redistribution of power necessitates a critical examination of both formal decision making structures and the less visible cultural expectations surrounding authority in educational contexts.

Peer learning and collaborative autonomy is another approach to learner autonomy. Little (24) observes that collaborative approaches to autonomy gives importance to interdependence over individual independence and encourages learners to support each other’s development through peer teaching, collaborative projects and group problem solving. Although aimed to create more equitable participation structures, these also bring to light complex power dynamics within peer interactions. Research by Norton and Toohey (26) indicates that peer groups often reinforce existing social hierarchies. Who participates actively, whose contributions are valued and who assumes leadership role in a group is based on factors such as language proficiency, gender, ethnicity and social class. Ushioda’s (34) research on motivation and autonomy implies that peer pressure can at times work against individual autonomy as group norms may constrain certain learner’s ability to pursue distinctive learning paths. This creates a tension between the desire for social belonging and individual autonomy.

Some of the factors that hinder learner autonomy include teacher related challenges where teachers might be hesitant to implement learner autonomy due to their own pedagogical beliefs. Sometimes they lack the requisite skills and knowledge to facilitate learners in gaining autonomy. Time is also an important factor in this as restraint of time prevents teachers from implementing learner autonomy.

Learner’s beliefs and attitudes towards autonomy might be influenced by cultural norms and values. Since autonomy is a complex and multifaceted concept, it

is challenging to measure and assess. It is impossible to completely capture the nuances of autonomy development since many studies rely on limited or single assessment methods like questionnaires or tests. Also the extreme importance given to measure perceived autonomy compared to developing methods and interventions for developing learner autonomy acts as a hindrance for learner’s autonomy. Learner’s unwillingness to engage in self directed learning as they believe in teacher-centred approach can also be an issue. Limited language proficiency of the learner could also act as a barrier for the learner to gain autonomy.

### **Toward Critical Autonomy: Reimagining Power and Participation**

Looking at the problems faced by autonomous learners, there is a need for reimagining power and participation. There is a need to situate autonomy in socio political context. It is necessary to acknowledge that language learning is embedded within a broader social, economic and political structure for moving beyond depoliticized understanding of autonomy in language education. Drawing on critical applied linguistics by Pennycook (31) and post colonial theory by Kumaravadivelu (17) this paper argues for a contextualized comprehension of autonomy that acknowledges how learner’s opportunities for self determination is influenced by their positions within intersecting power systems. It is important to understand autonomy in relation to linguistic imperialism and global inequality in contexts where English acts as a gatekeeper to educational and economic opportunities. As Lin and Luke (20) argue, language pedagogies, including those promoting autonomy, are never neutral but are always implicated in the reproduction or transformation of social relations.

Reimagining autonomy beyond individualistic paradigms opens avenues for more transformative practices. Holliday (14) mentions that there is a need for conceptualizing autonomy as a collective capacity for self determination rather than merely individual choice by engaging with indigenous educational philosophies and critical collectivist tradition.

This perspective aligns with Freire’s (10) emphasis on dialogical action and conscientization as inherently collective processes. He posited that developing critical consciousness involves collaborative reflection and action, enabling learners to recognize and challenge oppressive educational structures. A critical approach to autonomy emphasizes collective agency to transform educational environments and create alternative learning pathways rather than focusing solely on individual learner’s ability to manage their own learning.

There are several pedagogic approaches offering promising directions for fostering critical autonomy in ELT

1. Critical literacy practices- As suggested by Wallace (35) this includes encouraging learners to examine language in relation to power, identity and ideology. It involves analysing how English functions globally and questioning the values embedded in language learning materials. Such practices aim to develop learners’ critical awareness of the socio political dimensions of language use.
2. Participatory action research- It is involving learners as co-investigators of their own learning contexts and needs as suggested by Burns (4). This approach positions learners as producers rather than mere consumers, empowering them to take an active role in shaping their educational experiences.
3. Translanguaging pedagogies- García and Li Wei (11) suggest validating learners full linguistic repertoires instead of enforcing English only environments. These pedagogies challenge linguistic hierarchies and recognise the value of learners’ existing communicative resources promoting a more inclusive and equitable language learning environment.
4. Place based language learning- Connecting English acquisition to local issues and community needs is recommended by Canagarajah (6). This approach grounds autonomy in specific contexts enabling learners to apply language skills in meaningful real world situations that reflect their lived experiences.

For genuine autonomy, the practitioners need to create conditions of possibilities for genuine agency. Autonomy is not solely a matter of individual capability but is deeply

influenced by relationships, structures and opportunities within the educational environment.

## **Conclusion**

We can find a complex relationship between empowerment rhetoric and persistent power asymmetries upon critical examination of learner autonomy in ELT. Although autonomy remains a valuable educational goal, its implementation is often flawed and falls short of its transformative potential when viewed independently from considerations of power, privilege and participation.

There is a need for reconceptualizing autonomy not just as a neutral pedagogic technique but also as a political practice with implications for educational equity and social justice. Critical autonomy acknowledges the structural constraints learners face while working collectively to expand spaces for genuine agency and self-determination.

For ELT practitioners, this suggests shifting focus from training supposedly autonomous individuals toward creating conditions where diverse learners can meaningfully shape their learning experiences. This includes interrogating whose knowledge counts, whose voices are heard, and how institutional structures enable or constrain participation.

Future research might productively explore how learners themselves understand and negotiate autonomy across diverse contexts, particularly those historically marginalized in autonomy discourses. Additionally collaborative action research involving teachers and learners could generate context-specific approaches to autonomy that address local power dynamics and educational needs.

This paper aims to reclaim the transformative potential of autonomy by bringing in critical perspectives while acknowledging the complex interplay of power and participation in language education. Only by honestly confronting the tensions that exist the field can move toward practices that genuinely empower learners rather than simply managing them differently.

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Chapter: 2

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**CONTEXTUAL CHALLENGES IN ENGLISH LANGUAGE  
TEACHING: A STUDY OF PRACTICE AND POLICY IN RURAL  
AND URBAN SETTINGS**

*T. Dhivyalakshmi*

*Assistant Professor of English, SRM Trichy Arts and Science College. Tamil Nadu*

*Email : [dhivyaselva25@gmail.com](mailto:dhivyaselva25@gmail.com)*

**ABSTRACT:**

This comprehensive study delves deeply into the multifaceted challenges faced in English Language Teaching (ELT) across the diverse landscapes of both the rural and urban regions of India. It illuminates the significant disconnect between recognized policy frameworks and the actual teaching practices implemented within classrooms. Through a mixed-methods research design, the study was conducted across ten schools that vary widely in their demographic and geographic profiles, thereby revealing systemic inequalities that affect crucial areas such as infrastructure, teacher training, language exposure, and student attitudes toward acquiring English.

The research findings indicate that rural schools frequently grapple with a lack of adequate facilities and educational resources, presenting a stark disparity when compared to their urban counterparts, who often enjoy more substantial support and investment. Teacher training programs further highlight a considerable divide: many rural educators find themselves isolated from ongoing professional development and training opportunities, which are more readily available to urban teachers. The absence of continuous training severely limits the pedagogical skills that rural teachers can bring to their classrooms, affecting the quality of instruction.

Moreover, the level of exposure that students have to English varies widely between the two settings. Urban students generally benefit from a more enriched linguistic environment characterized by greater access to English media, conversations, and

formal instruction. In contrast, rural students often have minimal interaction with language outside classroom settings, which can hinder their ability to engage with English effectively.

The findings of this study highlight the urgent need for reform in ELT policies that cater specifically to the unique contexts of these diverse communities. It advocates the development of tailored strategies that not only recognize but also address the particular challenges associated with teaching English in both urban and rural settings. By implementing such measures, the ultimate goal is to bridge the ongoing educational divide that continues to exist between urban and rural areas. This approach aims to enhance the overall effectiveness and equity of English language instruction across the country, ensuring that all students, regardless of their geographical location, have equal opportunities to learn and excel in English.

## **2.1 English Language Teaching in India: An Overview**

The English language in India presents a captivating duality steeped in both historical significance and present-day necessity. Historically, English has emerged as a byproduct of colonial rule, representing a tool of oppression used to assert dominance over native languages and cultures. This lingering legacy has transformed English into a powerful symbol of social status and prestige, particularly among the educated elites. Today, however, English serves a dual role: it is not only a vestige of colonialism but also a critical vehicle for socioeconomic progress. In an increasingly interconnected global economy, English proficiency is often viewed as a passport for better employment opportunities, advanced education, and social advancement.

Despite its widespread importance across various sectors, including administration, academia, and the corporate world, Agnihotri (1) identified a significant gap in the current framework for English Language Teaching (ELT) in India. This framework often neglects a country’s rich tapestry of linguistic diversity, which encompasses hundreds of languages and dialects. The prevalent pedagogical approaches frequently prioritize monolingualism and rely heavily on rote memorization, resulting in a learning experience that stifles creativity and limits opportunities for contextualized, dynamic learning. Kumaravadivelu (2) critiques this

rigid, one-size-fits-all model of ELT, advocating for "post method pedagogy." This innovative approach emphasizes the importance of teacher autonomy, encouraging educators to develop strategies that are responsive to the diverse linguistic, cultural, and socioeconomic contexts in which English is taught.

## **2.2 Rural vs. Urban Educational Settings**

The educational landscape in India contrasts starkly between rural and urban contexts, revealing pronounced disparities that profoundly affect learners' experiences and outcomes. Sarangapani (3) paints a vivid picture of the dire circumstances confronting rural schools, where inadequate infrastructure, such as poorly maintained school buildings, insufficient teaching materials, and limited access to technology, plague the educational process. These institutions are often staffed by underqualified teachers, many of whom lack adequate training in modern teaching methodologies, leading to disappointingly low student attendance rates. Challenging conditions in rural schools inhibit student engagement and hinder effective learning processes, creating an environment in which academic success becomes an uphill battle.

In contrast, urban schools, while not without their challenges, generally benefit from greater funding, enhanced resources, and more qualified educators. Urban schools often boast facilities such as well-stocked libraries, language laboratories, and extracurricular programs that enrich their educational experience. Consequently, students in urban settings have access to a wealth of supplementary materials that allow for more comprehensive learning opportunities, including interactive language sessions and exposure to digital resources.

Rural students frequently find themselves constrained by socioeconomic circumstances that curtail their exposure to English, effectively creating barriers to linguistic fluency. They may have limited access to media, technology, or social interactions that facilitate language acquisition, resulting in an educational experience that feels isolated. By contrast, their urban counterparts are often immersed in environments where English is a pervasive part of everyday life, experienced through

social media, movies, and casual conversations, thereby fostering a sense of familiarity and comfort with the language that remains elusive for many rural learners.

### **2.3 ELT Policy and Implementation**

In terms of policy, Indian educational directives, particularly those outlined in the National Curriculum Framework (NCF, 2005), champion a constructivist approach to learning and advocate for a multilingual model of education that respects and incorporates diverse linguistic backgrounds. However, the execution of these progressive ideals often reveals significant disparities that undermine their intended impacts. Jhingran (5) argued that the top-down nature of policy implementation frequently overlooks the complex realities that teachers face in their daily operations, especially in rural environments. This disconnect manifests itself through uniform textbook designs and centralized assessment methods, which fail to cater to the varying linguistic contexts and educational needs of students from different regions.

Moreover, the assumptions inherent in ELT policies, such as the availability of adequate resources, infrastructure, and knowledgeable teachers, often do not align with the challenging realities of many rural classrooms. This mismatch between policy intentions and ground realities contributes to the ongoing struggles to effectively teach English to a diverse student population, leading to pervasive frustration among educators and students alike.

### **2.4 Affective and Socio-cultural Dimensions**

Language learning is intrinsically linked to affective factors that significantly influence learners' experiences and outcomes. Bourdieu's (6) concept of linguistic capital underscores how English proficiency can serve as a gatekeeping mechanism that influences access to various socioeconomic opportunities. Unfortunately, rural learners often internalize their challenges with the language, viewing them as personal shortcomings, and remain unaware of the systemic and structural barriers that contribute to their difficulties. According to Sinha (7), urban learners experience a contrasting reality: their extensive exposure to English through social interactions

and digital platforms fosters a perception of the language as a tool for empowerment and self-expression.

In stark contrast, rural students frequently grapple with complex feelings of anxiety and alienation regarding their English proficiency. These emotional dimensions, including anxiety, insecurity, and the feeling of being excluded from broader social opportunities, play pivotal roles in shaping their engagement levels, participation during classroom discussions, and overall motivation to learn. Such emotional barriers ultimately influence these students’ educational experiences, illustrating the necessity for supportive, inclusive, and contextually aware teaching strategies that can help bridge the widening gap between rural and urban English language learners in India.

### **3.1 Research Design:**

This research utilized a mixed-methods design to comprehensively explore and compare English Language Teaching (ELT) practices in both rural and urban settings. The mixed-methods approach is particularly effective as it combines qualitative data collected through in-depth interviews and classroom observations with quantitative data gathered from structured surveys. This triangulation of data sources not only enriches the findings, but also allows for a more nuanced understanding of the differences and similarities in teaching practices across different environments.

### **3.2 Sampling and Participants:**

The study carefully selected a total of ten secondary schools, with an equal distribution of five rural and five urban institutions, located across two diverse districts in Tamil Nadu. The selection process was guided by demographic and geographic considerations, to ensure a representative sample. The participants included 20 English teachers, 10 from rural schools and 10 from urban schools, as well as 200 students, with 100 students representing each educational setting. The sampling technique employed was purposive in nature and aimed at capturing a spectrum of school types, including both government and private institutions, along with various socioeconomic backgrounds of participants, thereby enhancing the richness of the data collected.

### **3.3 Tools of Data Collection**

A variety of data collection tools were employed to gather comprehensive insights.

**Classroom Observations:** Structured observational checklists were meticulously designed to evaluate various aspects of pedagogical practices, including instructional methods, student-teacher interactions, and the frequency and context of language use within the classroom.

- **Teacher Interviews:** Semi-structured interviews were conducted to delve into the professional profiles of teachers and explore their qualifications, the instructional strategies they employ, the challenges they face in teaching English, and their perceptions of existing ELT policies. This format allows for flexibility and depth of responses, providing richer data.

**Student Questionnaires:** Surveys administered to students were carefully crafted to assess their attitudes toward learning English, their exposure to the language in different contexts, their self-perceptions of proficiency, and their emotional responses to English language instruction.

### **3.4 Data Analysis**

The analysis of qualitative data derived from interviews and classroom observations involved thematic coding, which allowed for the identification of common themes and patterns in the responses. This process was systematic, ensuring that significant insights were effectively captured. Descriptive statistics were used to analyze the quantitative data collected through student surveys, revealing key trends and differences in responses between rural and urban students. NVivo software was used to aid in the management and categorization of qualitative data, facilitating a thorough analysis of the findings.

### **3.5 Ethical Considerations**

Ethical considerations were paramount throughout the research process. Informed consent was obtained from all participants to ensure that they were fully aware of the research purpose and their rights. Anonymity and confidentiality were

strictly maintained to protect the identities of all individuals involved. Participation in the study was entirely voluntary, with participants being given the option to withdraw at any stage of the research without any repercussions. This ethical framework was designed to maintain the integrity of the research and foster trust among participants.

#### **4.1 Methodology Recap**

This research employed a mixed-methods approach to rigorously examine the dynamics of English Language Teaching (ELT) across a sample of ten secondary schools. The sample included five schools located in rural settings and five in urban areas to provide a balanced perspective on the unique challenges and practices present in different environments. This study incorporated a range of comprehensive data collection tools. Structured classroom observations offer direct insights into teaching practices, enabling closer examination of classroom dynamics and instructional techniques. Semi-structured interviews with teachers provided an in-depth understanding of their experiences, pedagogical beliefs, and contextual challenges, allowing rich qualitative data. Furthermore, student questionnaires were administered to capture learner perspectives and gather quantitative data that highlighted students’ attitudes toward English language learning. Careful selection of schools from two distinct districts ensured that the study encompassed a diverse demographic landscape, facilitating a comprehensive representation of the various factors influencing ELT in these contrasting settings.

#### **4.2 Teacher Preparedness and Pedagogy**

The disparities in teacher preparedness between urban and rural schools have significant implications for ELT effectiveness. In urban institutions, the majority of English teachers held a Bachelor of Education (B.Ed.) degrees, which specifically included components geared towards English Language Teaching. These educators not only benefited from ongoing professional development workshops, but were also well-versed in employing learner-centered pedagogies designed to engage students actively. Techniques such as group discussions, interactive role-play, and collaborative projects create dynamic learning environments that foster student

participation. Conversely, many teachers in rural schools lack formal training in ELT and often rely predominantly on traditional grammar-translation methods. Their teaching practices were heavily centered on examination preparation, and instructor-led methodologies prevailed, demonstrating a stark deviation from the more interactive approaches seen in urban contexts. This disparity aligns with the assertions of Sarangapani, who posits that educators in rural areas frequently encounter substantial constraints that hinder their capacity to innovate and adapt effective teaching strategies.

### **4.3 Infrastructure and Materials**

The infrastructure within which English Language Teaching occurs has emerged as a pivotal factor influencing educational outcomes in both rural and urban contexts. Urban schools are typically equipped with modern facilities, such as English language laboratories, digital projectors, and reliable Internet access. This technological integration enables teachers to supplement traditional textbook content by engaging audio-visual materials and interactive resources, thus enhancing the overall learning experience. In stark contrast, many rural institutions grappled with severe infrastructural inadequacies, often lacking basic necessities, such as functional blackboards, continuous electricity, and proper classroom furniture. These material deficiencies not only obstruct teaching effectiveness, but also significantly detract from student engagement and learning potential. Ramaswamy contends that such infrastructural disparities reflect not merely logistical challenges but also signify a broader ideological neglect embedded within rural education policies.

### **4.4 Language Exposure and Immersion**

The effect of immersion in an English language environment was markedly beneficial for urban students. They enjoyed regular interactions with the English language through various media, including television shows, online platforms, and conversations with English-speaking peers, which promoted informal and natural learning experiences. This rich exposure facilitated the practical application of language skills and enhanced students' comfort and fluency. In contrast, students in rural settings face severe limitations in English exposure, primarily restricted to

classroom interactions that are often delivered through translation. This approach diminishes opportunities for practical language application, resulting in negative impacts on students’ pronunciation, vocabulary development, and overall language fluency. Jhingran observes that in such environments, English often becomes a subject to be memorized in isolation rather than a dynamic, living language to be actively engaged with. This scarcity of immersive experiences substantially hinders the development of students’ communicative competence, leaving them ill equipped to navigate real-world English interactions.

#### **4.5 Policy-Practice Gap**

Despite the presence of progressive educational frameworks aimed at improving English language instruction, the actual execution of ELT policies is characterized by persistent inconsistencies and gaps. Teachers, regardless of their operational context (rural or urban), frequently report feeling immense pressure to cover extensive syllabi and prepare students for standardized examinations. This focus on examinations often leads to the sacrifice of interactive and engaging learning experiences as instructional time becomes dominated by rote memorization and test preparation. The disconnection between the aspirational ideals outlined in curricular documents and the practical demands of an examination-oriented educational system creates a pedagogical impasse. Kumaravadivelu’s concept of post-method pedagogy becomes particularly relevant in this context, advocating for the provision of educators with the autonomy to tailor instructional strategies that align with local needs rather than adhering rigidly to centralized mandates.

#### **4.6 Affective Response to English**

Learners’ emotional responses towards the English language significantly shape their language acquisition journeys and overall attitudes toward learning. In urban schools, students typically demonstrate high levels of enthusiasm and self-confidence, buoyed by support from their parents and motivated by an aspirational peer group. This positive environment fosters a healthy attitude towards language learning. Conversely, many students in rural schools report feelings of fear, embarrassment, and a pervasive sense of inadequacy regarding their English skills.

These negative emotions arise from a lack of supportive resources, limited exposure to language, and pressure to perform well in traditional assessment contexts. Such sentiments can hinder students’ willingness to engage deeply with English, creating emotional barriers that detract from their overall learning experience and impede progress in language acquisition.

## **Findings and Suggestions**

### **5.1 Key Findings**

**Pedagogical Gaps:** A pronounced disparity exists in the pedagogical approaches of urban and rural teachers. Urban educators have demonstrated heightened awareness of contemporary teaching methods that incorporate interactive and experiential learning strategies within their classrooms. By contrast, rural teachers often rely on traditional and outdated instructional practices that do not engage students effectively or accommodate diverse learning needs. This gap in pedagogical innovation leads to discrepancies in student engagement and learning outcomes between the urban and rural settings.

**Infrastructure inequalities:** Rural schools are frequently hampered by significant infrastructural neglect, which severely affects the quality of English Language Teaching (ELT). These institutions often lack basic facilities such as functioning classrooms, adequate learning materials, and access to technology. Deficiencies in infrastructure not only hinder instructional quality but also create an environment where students are less likely to thrive academically.

**Policy Discrepancy:** There is a considerable gap between national ELT policies and their practical application in schools, especially in rural areas. While policies may advocate for progressive teaching methods and improved English exposure, their actual implementation is often inconsistent. Rural educators frequently find themselves without the necessary resources or guidance to execute these policies effectively, leading to a disconnection between policy intentions and classroom realities.

**Exposure Deficit:** The linguistic environment in urban areas greatly benefits students who enjoy consistent and varied exposure to English through media, peer

interactions, and extracurricular activities. Conversely, rural students face a significant exposure deficit: they often have limited opportunities to engage with English outside their classroom settings. This lack of immersive experience contributes to lower language proficiency and a decreased interest in learning English.

**Emotional Disparities:** Affective attitudes toward English vary widely among students in different contexts. Many rural learners express feelings of demotivation and apprehension towards English, often stemming from the fear of making mistakes or a sense of alienation in predominantly English-speaking environments. These emotional barriers can significantly hinder students’ willingness to engage in the language and diminish their overall learning experience.

## 5.2 Recommendations

**Contextualized Curriculum:** It is essential to develop ELT curricula tailored to reflect the unique realities and linguistic diversity of each region. By incorporating local cultural contexts and examples, students find the subject matter more relevant and engaging, thus fostering a deeper connection to the language.

**Teacher Development:** To bridge the pedagogical gap, the introduction of ongoing, localized ELT training programs for rural educators is crucial. These programs should be designed to address the specific challenges faced by rural teachers by equipping them with modern teaching techniques, resources, and the confidence needed to enhance their instructional methods.

**Infrastructure Investment:** Allocating targeted resources to improve the physical infrastructure of rural schools is vital. Investments should focus on upgrading classroom facilities, expanding access to digital technology, and providing essential teaching material. Enhancing the learning environment contributes to better educational outcomes and motivates both teachers and students.

**Language Support Structures:** Implementing language support structures that leverage students' mother tongues and regional languages can significantly enhance their English learning. Utilizing students' first languages as scaffolds can help them

navigate the complexities of English, facilitating a smoother learning process and promoting bilingualism.

**Affective Pedagogy:** Creating supportive and inclusive classroom environments is imperative to encourage students to take risks in language learning. Educators should foster an atmosphere in which mistakes are viewed as natural aspects of learning, thereby alleviating the fears associated with language use. Encouragement and positive reinforcement will help students build confidence in their English.

**Community Involvement:** Engaging parents and local communities in the language-learning process is essential for reinforcing skills beyond the classroom. By establishing partnerships and creating opportunities for community-led language activities, students can receive additional support on their English learning journey, which will further enhance their proficiency and motivation.

## **Conclusion**

This study highlights the significant impact of contextual disparities on English Language Teaching (ELT) in India. The stark divide between rural and urban environments is evident in various facets, including teacher preparedness, infrastructure availability, language exposure, and student attitudes towards learning English. In urban areas, teachers often receive more comprehensive training and have access to better resources, whereas rural educators may lack adequate professional development opportunities and educational materials, leading to inconsistencies in teaching quality.

Infrastructure also plays a crucial role, as urban schools usually have better facilities, technology, and learning environments that foster a conducive atmosphere for language learning. In contrast, rural institutions often grapple with severe limitations such as insufficient classrooms and outdated resources. Additionally, students in urban settings are typically surrounded by greater exposure to English through the media, interactions, and social environments, whereas their rural counterparts may experience minimal contact with the language outside the classroom.

Despite the existence of educational frameworks, such as the National Curriculum Framework (NCF), which aims to provide a forward-thinking approach to ELT, the effectiveness of these policies is often hindered by challenges in on-the-ground implementation. These challenges may include a lack of awareness among educators about policy directives or insufficient support for translating these directives into effective teaching practices.

A holistic reevaluation of both policy and practice is essential to effectively bridge the rural-urban divide in English Language Teaching. This involves not only enhancing teacher training programs and improving infrastructure in rural areas but also fostering a greater emphasis on the practical application of language skills. Addressing these disparities can pave the way for a more equitable educational landscape that empowers all students to succeed in a globalized world.

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**Chapter : 3**

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**EMPOWERING ENGLISH LANGUAGE TEACHING THROUGH  
CONNECTIVISM: LEARNING IN THE DIGITAL ERA**

*Deepa. P*

*Principal, Sree Narayana College of Teacher Education, Chelannur, Kannankara. PO.*

*Kozhikode, Kerala*

*Email : [drdeepa72@gmail.com](mailto:drdeepa72@gmail.com)*

**ABSTRACT**

In an era characterized by rapid technological advancement and inter connectedness, traditional approaches to education are being reimagined. Connectivism is a theory of learning that combines information and communication technology to form a net worked learning environment. Connectivism's influence on curriculum design is profound, encouraging educators to revise learning experiences, because the increasing use of technology as an educational tool has changed the learning landscape. It also shapes instructional strategies that align with the digital age because connectivism relies heavily on technology, so the first step to create a connective class room is to introduce more opportunities for digital learning. The combination of digital literacy and critical thinking skills are essential for students to develop the skills necessary to work and communicate effectively in a diverse and interconnected world. Continually evaluating how each new generation learns with regard to instruction and curriculum serves to hold education to high standards. The combination of digital literacy and critical thinking skills are essential for students to develop the skills necessary to work and communicate effectively in a diverse and interconnected world. This paper offers guidelines on Connectivism as a learning theory for the digital age.

## INTRODUCTION

The digital era has transformed the landscape of English Language Teaching, offering unprecedented opportunities for learners to connect, collaborate and acquire language skills. Connectivism learning theory, which emphasizes the role of networks and connections in learning, provides a framework for harnessing the potential of digital technologies in ELT. By leveraging connectivism, educators can empower learners to take ownership of their learning, foster autonomy and develop the skills needed to thrive in a rapidly changing world.

In the digital age, where information flows effortlessly and connection span the globe, traditional theories of learning are facing a paradigm shift. Connectivism is a theory that embraces the dynamic nature of learning in a networked world, connectivism presents a model of learning that acknowledges the tectonic shifts in society where learning is no longer and internal, individualistic activity. Connectivism sees knowledge as a network and learning as a process of pattern recognition. It emphasis the importance of connections and networks in learning and how learners can use these connections to access and share information. It accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning. Many reports regarding connectivism have been published Shrivastava (1). It is also a learner-centered teaching perspective that provides opportunities for students to make choices about their learning. It also promotes discussion among students, allowing for different viewpoints to aid in problem-solving and making sense of information. It encourages group interaction and conversation, allowing us to express various opinions and positions when making choices, solving problems and understanding data. It also encourages education through online communities, blogs and other public places.

English Language Teaching is undergoing a profound transformation. Among the emerging pedagogical approaches, Connectivism – a learning theory for the digital era proposed by George Siemens and Stephen Downes- offers a dynamic frame work for empowering both educators and learners denouncing boundaries of behaviorism,

cognitivism and constructivism. Stated simply, Connectivism is social learning that is networked. Stephen Downes described it as “the thesis that knowledge is distributed across a network of connections and therefore that learning consists of the ability to construct and traverse those networks.” By leveraging digital tools, online platforms and collaborative networks ELT practitioners can create rich, interactive environments that support autonomous -

learning, critical thinking and real-world communication skills. As education continues to adapt to technological advancements, Connectivism stands as a powerful catalyst for innovation in ELT, fostering a more inclusive, flexible and learner-centered experience.

It’s the digital age. In a world with Google Assistant and other digital information assistants, people have come to rely on technology to seek answers and find information. It’s no different for today’s students. Twenty years ago, students might go to an encyclopedia for answers; now they can simply ask their smartphones or type the question into Google. It’s clear that technology is changing how students learn in and out of the classroom. Rather than learning from teachers and textbooks, smartphones and laptops serve as hubs of information for today’s students. In fact, according to a 2015 study, 87% of college students reported that they used a laptop every week for school work, while 64% reported using their smartphone for schoolwork.

The increasing use of technology as an educational tool has changed the learning landscape. With it came gaps in traditional ideas of teaching and the need for new methods to keep up. The theory of connectivism seeks to be the modern-day solution to those gaps.

### **Understanding Connectivism Theory**

The connectivism theory was created in 2005 by two theorists, George Siemens and Stephen Downes, who believe that technology has changed the way we send and receive information, thus changing learning as well. As its core, connectivism views learning as a process that occurs through the cultivation of connections. These connections extend beyond the individual learner and encompass people, information

and technology. The theory asserts that in today's information-rich environment, the ability to access and assess knowledge is paramount, surpassing the importance of internalizing information. Anderson & Dron (2) proposes Connectivism challenges the notion of being the soul possessor of knowledge and that knowing where and how to find information is a crucial skill. It also suggests that students should gather ideas, theories and general knowledge from different sources but combine them correctly. The connectivism learning theory encourages group interaction and conversation allowing us to express various opinions and positions when making choices, solving problems and understanding data. Connectivism, a learning theory emphasizing interconnectedness and the digital age, can empower individuals in the realm of health by fostering knowledge sharing and lifelong learning. It allows individuals to build personal learning networks, connect with diverse sources of information.

George Siemens and Stephen Downes developed Connectivism theory for the digital age, denouncing boundaries of behaviorism, cognitivism and constructivism. Their proposed learning theory has issued a debate over whether it is a learning theory or instructional theory or merely a pedagogical view. The theory presented is important and valid, it has forced educators to look at what is being done in digital education and rethink, debate and philosophize over how each part fits. A theory generally applies to the synthesis of a large body of information. The criterion of a theory is not whether it is true or untrue, but rather whether it is useful or not useful for explaining or predicting behavior. A theory is useful even though the ultimate causes of the phenomenon it encompasses are unknown. A theory can be refined or with new information, it can take on a new direction.

Stated simply, Connectivism is social learning that is networked. Stephen Downes described it as, “the thesis that knowledge is distributed across a network of connections and therefore that learning consists of the ability to construct and traverse those networks.” Connectivism is characterized as a reflection of our society that is changing rapidly, complex, connected socially, global and mediated by increasing advancements in technology. It is the orchestration of a complex disarray

of ideas, networked to form specific information sets. Ways of knowing are derived from a diversity of opinions. The individual does not have control, rather it is a collaboration of current ideas as seen from a present reality. The core skill is the ability to see connections between information sources and to maintain that connection to facilitate continual learning. Decisions are supported by rapidly altering fundamentals as new information is quickly integrated to create a new climate of thinking. This constant update and shift of knowledge also can be contained outside the learner, such as in a database or other specialized information source. For the learner to be connected to this outside knowledge is more important than his or her existing state of knowing. The first point of connectivism is the individual. Personal knowledge consists of a system of networks, which supplies an organization, which in turn gives back to the system. The individual continues the cycle of knowledge growth by his or her access back into the system. The advantage is that the learner can remain current on any topic through the connection they have created. Within any defined social network, there is a focus for groups of people with a common goal.

Siemens stated that, exponentially developing knowledge and complexification of society requires nonlinear models of learning(process) and knowing(state). We cannot sustain ourselves as learning/knowing beings in the current climate with our current approaches. With increasing technological connection through the internet, digital cities that collaborate on a wide array of topics have become a collective network the links communities both locally and globally. This paradigm shift and proliferation of social networks have caused educators to embrace this new option for knowledge for use in the classroom. From his view point, Siemens (3) pointed out that knowledge has changed from categories and hierarchies to networks and various ecologies. Knowledge is based on the two ideas that it explains some part of our existence, and that the knowledge is useful for some kind of action.

Connectivism could be a learning theory for the following reasons:

First, connectivism is characterized as, “the amplification of learning knowledge and understanding through the extension of a personal network.” It is only through these

personal networks that the learner can acquire the view point and diversity of opinion to learn to make critical decisions. Since it is impossible to experience everything, the learner can share and learn through collaboration. Second, the sheer amount of data available makes it impossible for a learner to know all that is needed to critically examine specific situations. Such a capacity to acquire knowledge can facilitate research and assist in interpreting patterns. Third, explaining learning by means of traditional learning theories is severely limited by the rapid change brought about by technology. Connectivism is defined as actionable knowledge, where an understanding of where to find knowledge may be more important than answering how or what that knowledge encompasses.

Opposing viewpoints pose reason why connectivism might not be considered a learning theory. First, while connectivism is an intriguing development for discussion, it is not a totally new educational approach to learning. Rather, when compared to established learning theories, there is an overlap of ideas. B.F. Skinner considered having a specific boundary as crucial for unique learning theory. Mark McMahon (4) stated that learning can be defined within the boundaries of the three broad theoretical approaches, cognitivism, behaviorism or constructivism.

Second, connectivism “misrepresents the current state of established alternative learning theories such as constructivism, behaviorism and cognitivism, so this basis for a new theory is also dubious”. Plon Verhagan (5) asserted that learning theories should address the issue of how to enable the learner at the instructional level. By contrast connectivism is directed to the examination of what is learned and why at the curriculum level. If connectivism is considered a learning theory, instead of a theory of just being connected there should be provision for the transference and promotion of the learner’s understanding.

Third, while connectivism might apply to selected areas of knowledge, it would not be universal for all subjects. Knowledge cannot only be derived on a system that the available between specific instructor connection and teaching or mentoring must take place for a learner to internalize concepts and apply them to their real-world circumstance. While having a current data source handy is helpful and at times

necessary. Certain hubs of knowledge must be actualized by the learner. For example, a hospital patient would not be happy to see his or her doctor consulting his iPod for a diagnosis. Even though having the latest research available is a requisite for the best medical treatment, it is no substitute for experience and personal knowledge from the doctor.

Rather than a new learning theory, connectivism offers an educator a model or mental representation that depicts something that cannot be observed or experienced directly. Connectivism is undoubtedly an important school of thought directly applicable to the use of technology in the class room today. There is no doubt that online learning is a direct technological response to different learning cultures, methods and inspirations. Connectivism can be used as an important instructional guide or theory to develop previous learning theories for their application to a globalized and networked world, but not as a stand-alone learning theory. Connectivism offers that diversity through a variety of networks, helping the new generations collaborate to find solutions to an ever-increasing number of questions. These connectivism socializations help the learner structure (cognitivism) and create meaning from what is observed (constructivism) there by establishing recognizable patterns to use in future situations (connectivism).

Siemens eight principles of Connectivism learning theory are:

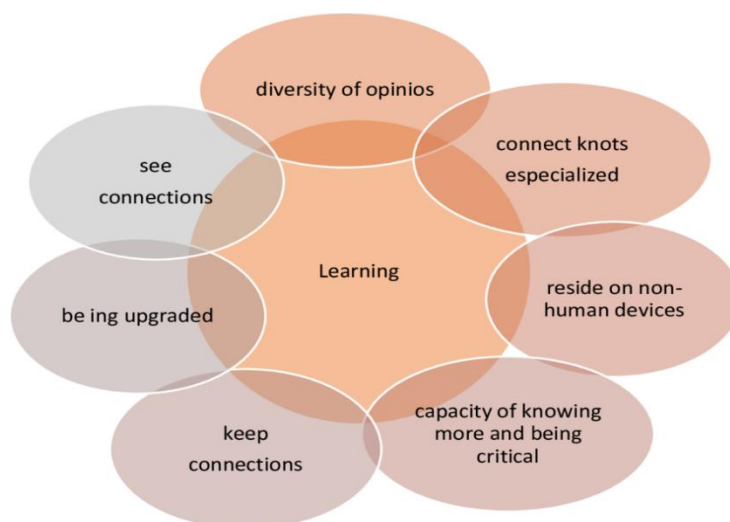
- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances
- Capacity to know more is more critical than what is currently known.
- Nurturing and maintaining connections are needed to facilitate continual learning.
- Ability to see connections between fields, ideas and concepts is a core skill.
- Accurate, up-to-date knowledge is the intent of all connectivism learning activities.
- Decision making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a write answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

Through connectivism English language teaching can be empowered providing

1. Online collaborative writing platforms
  - Students co-write stories or essays in real -time.
  - Teachers provide instant feedback via comments.
  - Peers edit and learn from each other’s writing
2. Language learning through social media
  - Students post daily vocabulary or short stories using hashtags
  - They connect with native speakers or other learners globally.
3. Use of MOOCs and open educational resources.
  - Students enroll in free English language courses on platforms like Coursera or Edx.
4. Gamified language apps.
  - Learners use interactive AI -driven aaps to build vocabulary and grammar skills.
5. Virtual exchange programs (Tele collaboration)
  - Connecting class rooms from different countries via Zoom or Skype for cultural and language exchange.

Thus, knowledge is constructed through networked collaboration and peer interaction. Learning occurs across diverse nodes of knowledge and learners can choose personalized learning paths. Knowledge is quickly becoming measured by how fast one can learn, unlearn and relearn information in today’s world. Embracing the change to a just-in-time learning environment represents immense engagement potential for educators and their students.

## Connectivism: Learning theory



Our ability to learn what we need for tomorrow is more important than what we know today. A real challenge for any learning theory is to actuate known knowledge at the point of application. Connectivism presents a model of learning that acknowledges the tectonic shifts in society where learning is no longer an internal, individualistic activity. Connectivism provides insights into learning skills and tasks needed for learners to flourish in a digital era.

### Implications

Implications of Connectivism theory in ELT:

- Complete knowledge cannot exist in the mind of one person, requires a different approach to create an overview of the situation. Diverse teams of varying viewpoints are a critical structure for completely exploring ideas. Innovation is also an additional challenge.
- Emphasis on digital literacy -Teachers should integrate tools like blogs, wikis, podcasts and language apps.
- Students are encouraged to build personal learning networks with peers, native speakers and content creators
- Teachers act more as facilitators or guides than traditional instructors.
- Learners are encouraged to stay connected to English-speaking communities and resources.

- Encourage interaction and collaboration through digital platforms like Google Docs, Zoom or social media groups.
- Learners are exposed to and create various types of content: videos, interactive texts etc. This helps develop multiple skills -listening, speaking, reading, writing simultaneously.
- Teachers should foster adaptability and critical thinking.

## Conclusion

In the digital era, connectivism offers a transformative framework for English language teaching by embracing the dynamic, inter connected nature of knowledge and communication. It empowers learners to actively engage with authentic content, collaborate across global networks and develop the digital literacies essential for modern communication. By shifting the role of educators to facilitators of networked learning and promoting, creativity and continuous exploration, connectivism aligns with the realities of today’s learners. It not only modernizes English language teaching but also equips students with the skills and confidence to thrive in a fast-changing, multilingual and digitally – driven worlds.

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**Chapter : 4**

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**ENGLISH LANGUAGE TEACHING IN HIGHER EDUCATION AMONG  
TRIBAL LEARNERS IN CHHOTA UDEPUR, GUJARAT: A CRITICAL  
PERSPECTIVE**

*Monal K. Desai*

*Assistant Professor, S.N.Arts and Science College and S.G.Patel Commerce College  
Chhotudepur, Shri Govind Guru University, Godhra*

*Email : [monal18885@gmail.com](mailto:monal18885@gmail.com)*

**ABSTRACT**

The present chapter critically examines the challenges faced by tribal learners due to the complexity of multilingual and socio-culturally diverse classrooms in Chhotaudepur, Gujarat, India. It discusses the absence of pedagogical approaches and methodologies specially designed for the needs of tribal learners in English Language Teaching. It also explains that the pressing issue is the dissimilarity between the National Education Policy (NEP) 2020 ideals and ground realities. The core barriers are minimal exposure to English outside the classroom, delayed language introduction, lack of trained teachers, uncontextualized teaching material and textbooks, and deep-rooted psychological barriers stemming from linguistic hierarchies. The chapter emphasised creating tailored, context-specific, socio-culturally relative and inclusive curricula. It also suggests implementing storytelling and multilingual teaching strategies to lessen the psychological challenges of the tribal learners. It also advocates creating centralised digital sources catering to tribal learners' needs. It recommends increasing the number of trained teachers who can handle the multilingual, culture-specific classrooms. It also suggests curriculum reforms and pedagogic changes guided by an inclusive mindset.

**1. Introduction**

India contains a vast heritage with various diversity, among which the multilingual aspect makes the teaching-learning process more complex. Particularly

for marginalized communities in tribal belts like Chhotaudepur, Gujarat, India English language teaching is more complex due to certain challenges. The lay public speaks various indigenous languages such as Rathwi, Bhilli or Tadvi. As a result, introduction to English is very late, not until the learners’ tertiary education (4). This makes the teaching-learning process of English become very distant and feels alienating and discouraging to the learners (6).

## **2. Linguistic and Educational Context in Chhota Udepur**

The urban part of Gujarat has dramatically changed and adopted the English teaching-learning process. However, Chhotaudepur lags in adopting English education. For other students of Gujarat, they start their education in their mother tongue (Gujarati), whereas for Adivasi students it is not their mother tongue. So when it comes to learning English this will be further distanced from their linguistic and socio-cultural background. Adivasi learners of the English language learn as elitist and more alien and inaccessible. Even English is introduced at a very late stage of learning and addition lacks sufficient pedagogical support (9). At the national level, NEP 2020 promotes the use of multilingual education (5). But a place like Chhotaudepur faces a dearth of adequately trained teachers and specifically tailored material (10,11,12).

## **3. Challenges in ELT at the Tertiary Level**

As compared to monolingual learners, multilingual learners face very different kinds of challenges. In this context, tribal learners are swamped with multilayered overlapping challenges in the acquisition of English. For tribal learners, the opportunity to get exposure outside the classroom is almost negligible. At home or in the community, people prefer communicating in indigenous languages (1). The other pressing issue is the lack of early exposure. Tribal learners come across the English language at a very late stage of their education, which makes the teaching-learning process very distant. The other obstacle would be inadequate Teacher Preparation. Multilingual classrooms are always challenging for practitioners and not all educators are trained in this domain. In this area, Chhotaudepur faces a scarcity of trained teachers who can teach English as a third language (6). This is compounded by

uncontextualized Curricula. The teaching material plays a vital role in learning a language. Consequently, contextually, socio-culturally and linguistically when textbooks or teaching material do not align with learners' background, they can not relate to it and as a result increase disengagement (13,14). It again piles up with other challenges due to psychological Barriers. Due to the use of Indigenous languages, tribals are underconfidence in Gujarati speakers. In this context, English has been seen as an Elite language, which creates a fearful environment in the classroom. It even results in low self-esteem of the learners (2).

These challenging issues need to be addressed specifically in the context of tribal learners. Framing the general curriculum does not meet their needs. It demands special care and new material development, keeping these learners in mind. The challenges they face can not be generalised to mainstream learners.

#### **4. Multilingualism and Pedagogical Innovation**

In the case of multilingual or bilingual classrooms, the studies suggest incorporating both languages, instead of just implementing direct methods. They prescribed bilingual teaching to enhance and gear up English language acquisition (15). Chhotaudepur has a culturally rich heritage of storytelling. Tribals have a tradition of sharing stories through pictorial illustrations or orally. This aspect should be included in the teaching-learning process. Storytelling techniques might be a game changer in removing the alienity of language learning. Incorporating Pithora devs, Bhagats or Jagatas and many other socio-cultural aspects in the teaching-learning process will speed up and lighten the process (4). The study conducted in South Gujarat demonstrated that incorporating drama enhances the confidence of tribal learners and leads to enhanced fluency and ease in language acquisition. This favours to implementation of performance-based pedagogy for tribal learners (2). Further research might be replicated at Chhotaudepur to check the feasibility and potential of the use of storytelling and drama in language classrooms. This might increase engagement and foster language learning.

## **5. Technological Access and Digital Divide**

Technology could be instrumental in enhancing the English language, in a day of globalization. In India platforms like SWAYAM and DIKSHA have been providing material for language learning. The material developer assumes that learners would have baseline English proficiency which mostly is absent in tribal learners (1).

In addition, the lack of necessary digital literacy adds to the pile of hurdles. Similarly, the unavailability of sufficient infrastructure also acts as a barrier.

## **6. Institutional and Policy-Level Interventions**

NEP 2020 promotes multilingual education and other policies also suggest developing an all-inclusive curriculum. This voices the need to include tribal culture in the material and curriculum development. The Bhasha Research and Publication Centre, Tejghadh have initiated in the same direction and created multilingual textbooks and specifically tailored modules that could be adopted in mainstream education. This would make learners more engaging by getting exposure to more linguistically and culturally aligned material (3). To overcome these challenges, some policy-level changes are required, such as offering bridge courses specially catered for tribal learners and in-service training for educators to sensitise regarding multilingual and cultural aspects of tribal learners (7).

## **7. Student Perspectives and Aspirations**

Even though students and English language learning relationship is like a merry-go-round, they know the importance of learning it. They now look at it as social upliftment and economic upgradation through language proficiency. One of the students explained, “We know the importance of the English language but when we read the textbook lessons it feels like it is not meant for us” (Field interview,2025). This denotes that learners are not just passive recipients and they expect their cultural identity to be matched and included in material.

## **8. Conclusion**

The chapter summarises that a region like Chhotaudepur urges to adopt new culture and indigenous languages sensitive teachers, textbooks, teaching materials

and methodology. This will meet tribal learners' needs and will help them to match with mainstream learners without having an inferiority complex, just because they do not have adequate knowledge of the language. This would create ample doors of opportunities for the upliftment of tribal learners.

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Chapter : 5

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**DIGITAL DIVIDE AND LINGUISTIC EQUITY: TECHNOLOGY-MEDIATED  
ENGLISH LEARNING IN POST-PANDEMIC EDUCATIONAL CONTEXTS**

*Joji John Panicker*

*Associate Professor, Department of English, CMS College Kottayam (Autonomous),  
Kottayam, Kerala*

*Email : jojiapanicker@gmail.com*

**ABSTRACT**

The COVID-19 pandemic has essentially changed educational settings internationally, increasing the implementation of digital technologies while divulging deep-seated discriminations in access to education. This article significantly scrutinises the juncture of digital divides and linguistic justice in technology-driven English learning surroundings in post-pandemic circumstances. Drawing upon an inclusive investigation of international and Indian educational programmes, this exploration examines how technological incorporation in English language instruction has equally aggravated present inequalities and generated novel prospects for comprehensive pedagogy. The investigation unveils that although digital platforms present unparalleled contact with English learning resources and materials, linguistic minorities face multifaceted obstacles owing to inadequate mother-tongue support, financial restrictions, and insufficient digital literacy. The findings exhibit that bridging the digital divide necessitates technological access and culturally receptive, multilingual strategies that distinguish various linguistic backdrops and learning backgrounds.

**Keywords:** Digital divide, linguistic equity, English language learning, post-pandemic education, multilingual pedagogy

**INTRODUCTION**

The international educational terrain experienced an exceptional and unmatched revolution during the COVID-19 pandemic as establishments globally transitioned quickly to digital learning modalities. This transformation exposed deep-

seated inequalities in access to quality education and technology, changing how educational establishments present education and how students connect with academic resources. Han and Li view that the pandemic "accelerated the adoption of digital education worldwide" (41) (1) while concurrently stressing the challenges of guaranteeing impartial admission to good and quality educational content and resources as well as prospects. These challenges are predominantly heightened and complex for English language students, as linguistic minorities must steer technological hurdles and language-particular pedagogical intricacies that double their educational difficulty and restrict their contribution to digital learning surroundings.

Warschauer's notion of the digital divide as "social stratification due to unequal ability to access, adapt and create knowledge via ICT"(562) (2) presumes added aspects and layers of intricacy within English language instruction backgrounds. Students must concurrently obtain digital literacy proficiency and English language capability while frequently lacking sufficient assistance in their mother tongues, developing a twofold trouble that influences their educational growth and results. This many-sided challenge is principally prominent in linguistically different cultures where educational contents and resources mainly subsist in prevailing languages, systematically eliminating marginalised linguistic populations and enabling present educational disparities and discriminations through technological intervention.

India offers a persuasive and descriptive case study for investigating these interconnecting challenges owing to its astonishing linguistic multiplicity and fast technological growth route. Pratapagiri recognises "22 recognised official languages and more than 780 different languages" (84) (3) spoken nationwide. This generates complex obstacles for English language students who must steer a multifaceted linguistic background while accessing digital educational content and resources. The National Education Policy 2020 openly addresses these problems. It distinguishes the significance of viaducting digital and linguistic segregations, with Ali highlighting that "the digital divide can be removed in India through the equitable use of online and digital education and technology" (164) (4). Nonetheless, execution or realisation

continues to be challenging and multifaceted owing to infrastructural restrictions, socioeconomic inequalities, geographic distinctions in technological access, and the complex interaction between linguistic multiplicity and technological accessibility.

The association of linguistic multiplicity and technological access generates exceptional pedagogical challenges that conventional strategies for English language education fail to address sufficiently. When transported to digital surroundings without thinking about students' multilingual capabilities and cultural backdrops, conservative pedagogical methodologies demonstrate insufficient and possibly exclusionary, failing to influence the loaded linguistic contents and resources that multilingual students carry to their educational experiences. Effectual digital English instruction needs inclusive pedagogical frames that acknowledge linguistic multiplicity as an advantage rather than a shortfall, creating methodically upon students' present multilingual range whilst offering apposite technological assistance and culturally receptive education.

These challenges require pioneering strategies incorporating technological answers with linguistic inclusivity, guaranteeing that digital metamorphosis in instruction augments rather than hampers access for various student populations. Addressing these composite connections entails synchronised efforts from educators, policymakers, technologists, and societies to create sustainable resolutions that endorse digital justice and linguistic fairness in educational backgrounds.

### **Theoretical Framework: Conceptualizing Digital Divides in Multilingual Contexts**

Within English language education surroundings, understanding digital divides necessitates identifying and acknowledging manifold, interconnected aspects of disparity that broaden far further than uncomplicated contact with technology and include multifaceted social, economic, cultural, and pedagogical aspects. While imperative, the conventional focus on hardware equipment and internet connectivity was unsuccessful in addressing the profound structural disparities in how people connect with and take advantage of digital educational content and resources. Arif views the "real issue is not so much about access to digital technology but about the

usage and benefits derived from it" (15) (5), emphasising the vital significance of digital literacy, cultural significance, and linguistic correctness in technology-driven education settings.

Keniston and Kumar recognise "broadly four kinds of digital divides observed throughout the world," with the second kind concerning "linguistic and cultural divide" (80) (6). This meticulous division is significant for English language education backgrounds, given the overpowering supremacy of English in digital sites and online instructional platforms. Their inclusive research designates that "60% to 80% of all websites are in English" while "in India, like the rest of South Asia, only 2% to 10% of the population speak fluent English" (81) (7). This harsh linguistic hegemony develops methodical obstructions for non-English speakers' efforts to access instructional resources, contribute to online education communities, and connect with digital educational resources in evocative ways.

The insinuations of this linguistic power and authority widen beyond simple resource accessibility to influence essential features of digital contribution and educational rendezvous. For persons who are deficient in English expertise, Keniston and Kumar state that "barriers to the information age are insurmountable since all widely operating systems require some knowledge of English" (81) (8). This primary obligation generates a circular challenge where English expertise is necessary for the right to use digital tools that may otherwise assist English education efficiently, exclusive of those who mainly require technological assistance for language achievement. This inconsistency predominantly affects rural people, ethnic minorities, and financially underprivileged communities who face numerous layers of segregation.

Current investigation discloses that digital divide expressions differ considerably across diverse geographic, socioeconomic, and cultural backgrounds, necessitating nuanced perceptions of local circumstances and restrictions. Pratapagiri states, "The nature of the Digital divide is very complex, manifested in different dimensions in India" (82) (9). Despite India's noteworthy appearance as an international technology leader and foremost software development centre, important

sections of the populace stay behind or are methodically excluded from consequential digital contribution. Research indicates that "a billion people have no internet access, the biggest offline population of any country" (One Library per Village 81) (10).

These patterns mirror broader universal disparities in technological access and digital partaking, where technological progression in urban hearts coexists with unrelenting digital segregation in rural and marginalised sections of society. The intricacy of these divides necessitates all-inclusive strategies that deal with not merely technological infrastructure but also digital literacy development, culturally suitable resource design, and pedagogical frames that consider students' existing linguistic resources while assisting English language achievement in digital surroundings.

### **Post-Pandemic Transformations in English Language Education**

The COVID-19 pandemic prompted hurried acceptance and implementation of digital technologies in education, essentially changing strategies for English language education worldwide. Educational establishments globally experienced unparalleled disturbance, forcing an instant switch to distant learning modalities without sufficient training. Han and Li believe that " schools worldwide rapidly shifted to remote learning, making digital access an essential requirement for participation in education" (41) (11). This abrupt change uncovered present disparities while at the same time building novel varieties of elimination that excessively affected susceptible populations.

Learners from financially underprivileged backdrops, rural societies, and linguistic minorities faced harsh contests during the change to distant education. Jena observes that "infectious Diseases COVID-19 have posed many challenges for India and all the world's education sectors" (45) (12).

Educational institutes establish themselves as required to use digital platforms despite insufficient grounding. Many put emergency distance instruction into practice without considering the learners' different technological access or linguistic environments. Jena highlights that while educational institutions were "forced to use

digital platforms to provide equitable and quality education" (47) (13), the truth continued that "access to quality education is impossible for all students in India because digital platforms are not available for each student" (47) (14).

The challenges established predominantly heightened in regions with inadequate infrastructure. Han and Li believe that " in Sub-Saharan Africa and South Asia, a significant number of students lacked access to basic digital tools such as computers or smartphones, and reliable electricity was often unavailable" (42) (15).

Empirical data from India demonstrates the scale of these inequalities. The National Sample Survey Office unveils that "the 'Digital Divide' among different castes and income groups of students is present, and internet access is higher in urban (21 per cent) than in rural (4 per cent) India" (The National Sample Survey Office) (16). These statistics emphasise the multifaceted junction of geographic, economic, and social aspects influencing access to digital instruction.

The pandemic concurrently emphasised essential inconsistencies within India's technological growth. Pratapagiri examines a remarkable difference where "while one part of India is fast developing by adopting new IT in professional and informal day-to-day activities," major sections continue to be excluded, chiefly in "the other part of India where electricity is still not properly accessible, and people are living in remote villages and forest terrains where network is not available" (81-82) (17).

### **Linguistic Barriers in Digital English Learning Environments**

Language barriers symbolise the most important obstructions to impartial contribution in digital English education surroundings. The irresistible prevalence of English in digital spaces generates methodical keeping out of speakers of other languages, principally in educational backgrounds where students must at the same time steer technological intricacies and language acquisition problems.

International patterns of digital resources and content circulation disclose severe linguistic disparities that have deep inferences for educational justness. Han and Li view that "in many parts of the world, digital content and online resources are

predominantly available in a limited number of languages, such as English, Spanish, or Chinese" (43) (18). This attentiveness to educational content and resources in prevailing languages generates noteworthy obstacles for students whose mother tongues need ample digital expression.

The challenges are primarily marked in multilingual communities with noteworthy linguistic variety. Han and Li view that "in countries like India, where there are hundreds of regional languages, students from non-English-speaking backgrounds often face difficulties in accessing quality digital content, as most online educational resources are available only in English or Hindi" (43) (19). Survey data designates that "over 70% of students in rural India struggled with digital education due to language barriers" (Han and Li 43) (20).

The obligation for English experts to access digital technologies and resources generates methodical elimination beyond educational circumstances. Pratapagiri clarifies that "India is a land of cultural and ethnic diversity. Multiple languages have existed since ancient times, but access to ICT requires some knowledge of English as most ICT packages are in English" (95) (21). This primary condition efficiently eradicates important sections of the populace, as "access to IT through unrecognised local languages is impossible" (Pratapagiri 95) (22).

Digital literacy differences increase these linguistic issues, developing manifold overlapping layers of segregation. Research points out noteworthy disparities in digital capability across diverse populations and geographic provinces. Mothkoo and Mumtaz note that "digital literacy is significantly higher in urban areas, at 61%, compared to just 25% in rural areas, highlighting a stark urban-rural divide"(121) (23).

Gender aspects additionally obscure partaking patterns in digital learning surroundings. Pratapagiri says that "most of the Indian women, particularly from rural areas, remain digitally illiterate. Lack of IT knowledge hampers their education and employment opportunities" (95) (24). Age-related aspects also influence implementation, as "old age people and senior citizens do not easily adapt to changes in ICT" (Pratapagiri 84) (25).

## Government Initiatives and Policy Responses

Distinguishing the critical necessity to tackle digital divides in instruction, governments internationally have realised inclusive proposals aim at technological access and digital literacy progress. These policy reactions symbolise noteworthy ventures in educational infrastructure.

India's Digital India Programme characterises one of the major determined works to address digital disparity. The programme aspires to "ensure that Government services are made available to its citizens electronically by improving online infrastructure and by increasing internet connectivity and by making the country digitally empowered in the technology field" (Digital India Programme 12) (26).

The DIKSHA platform demonstrates endeavours to generate comprehensive digital learning surroundings. Banu and Kumari explain it as "a digital platform for teachers, students, and parents" presenting "a comprehensive repository of learning resources aligned with the curriculum for various grades and subjects" (25) (27). The platform reveals a dedication to linguistic multiplicity, as "educators can access training modules in multiple regional languages, teaching aids, and classroom content, while students can find interactive lessons, high-quality e-content, practice exercises, and assessments" (Banu and Kumari 25) (28).

The SWAYAM PRABHA programme offers "DTH services to students who do not have access to the Internet" (Ali 166) (29). This project recognises that "there is a digital disparity in access to the Internet in India, and many students need access to high-speed and affordable Internet" (Ali 166) (30). The Pradhan Mantri Gramin Digital Saksharta Abhiyan "aims to train one person (14 - 60 years of age) per rural household in basic digital literacy skills, covering over six crore households from rural areas" (Banu and Kumari 24) (31). The Internet Saathi Program "aims to improve digital literacy among women in rural areas" through a partnership between "Google India and Tata Trusts" (Banu and Kumari 25) (32).

The National Education Policy 2020 showcases policy assurance to multilingual digital instruction. Ali points out that the policy guarantees that "created resources

will be available in multiple languages to provide digital education equity to the students in their mother tongue" (166) (33).

### **Technology-Mediated Pedagogical Approaches**

Competent incorporation of technology in English language instruction demands refined pedagogical strategies that tackle technological intricacies and linguistic multiplicity. Conventional instruction methodologies demonstrate insufficient when only transported to digital surroundings without deliberation of multilingual student requirements.

Blended learning models propose capable frames for merging digital and traditional education methodologies. Ali describes that "blended education combines different approaches that combine online learning and (face-to-face) teaching, thus helping students access online resources anytime" while providing "students face-to-face classroom benefits" (167) (34).

Research reveals the efficiency of blended strategies for various students. Giarla states that "in blended teaching, learning is offered individually, and students learn at their own pace and style, thus reducing stress levels, increasing student satisfaction, and retaining information" (5) (35).

Adaptive education technologies offer prospects for personalised education. Han and Li view that "platforms like Khan Academy and Edmentum use data-driven insights to track student progress and provide personalised recommendations for practice and review" (44) (36). These structures permit learners to "learn at their own pace and receive additional support in areas where they are struggling, helping to close the achievement gap" (Han and Li 44) (37).

Teacher training emerges as vital for comfortable technology incorporation. Han and Li highlight that "teachers are essential stakeholders in promoting equity in digital education" (44) (38). Ali points out that "there is a difference between classroom teaching and online teaching; the teachers who teach effectively with chalkboards may need the ability to lead with a mouse and keyboard" (165) (39).

## **Socioeconomic Dimensions and Community Solutions**

Financial restrictions symbolise essential difficulties to fair involvement in digital instruction. Han and Li recognise that "economic constraints are perhaps the most significant, as the cost of digital devices, reliable internet connections, and other related expenses can be prohibitive for low-income families" (42) (40). Families frequently face options between indispensable requirements and investments for educational technology, "resulting in limited access to digital learning tools" (Han and Li 42) (41).

Data costs encompass a significant obstacle for low-income families. Nikore and Uppadhyay state that "the average price for data in India is \$0.68/GB, which shows that each GB of data costs 3% for low-income households versus 0.2% for middle-income households." (42) These expenses result in the methodical segregation of financially underprivileged students.

Infrastructure boundaries accelerate financial difficulties, predominantly in rural regions. Han and Li state, "In rural areas, the lack of reliable internet connectivity and electricity makes it difficult for students to participate in online learning" (42) (43). Global statistics exemplify segregation degree, with Stoiciu reporting that "almost 40% of the world's population lives in low-income countries" with "about 1 billion have no access to ICT" (28) (44).

Gender-based limitations interconnect with financial restraints. Han and Li view that "in many traditional societies, girls are often expected to take on household chores, limiting the time they have available for education" (43) (45). In India, "women are 15 per cent less likely to own a mobile phone, and 33 per cent less likely to use mobile internet services than men" (C3India and Digital Empowerment Foundation 15) (46).

Educational achievement considerably controls digital contribution patterns. Pratapagiri states that "education significantly impacts a person's ability to use ICT" (83) (47). This generates a self-reinforcing series where educational shortcomings direct to digital omission.

Community-based strategies have appeared as vital complements to government initiatives. Han and Li propose that "local communities can establish digital learning hubs or community centres equipped with internet access and digital devices" (44) (48). Private sector corporations also add through apparatus supply. Historical projects like the Gyandoot project offer models as it was "designed to extend the benefits of ICT to people in rural areas" (Pratapagiri 85) (49).

## **Conclusion**

The crossroads of digital divides and linguistic justice in technology-driven English education is one of modern-day education's significant intricate challenges. Although digital technologies present unparalleled prospects for increasing access to English language instruction contents and resources, their execution frequently repeats prevailing disparities if not cautiously planned to meet multilingual students' definite requirements.

The National Center for Education Statistics cautions that "students who do not have access to technology would be unable to get digital literacy, which would further disadvantage them" (12) (50). Warschauer et al. spot "a variety of complex factors that shape technology use in ways that exacerbate existing education inequalities" (562) (51). These patterns underline the significance of moving beyond technical answers toward inclusive strategies addressing fundamental disparities.

Realising linguistic justice in digital English education settings demands acknowledging that only technological access may prove inadequate. Han and Li explain that "by implementing targeted strategies that address economic, infrastructural, socio-cultural, and educational barriers, we can create a more inclusive and equitable digital education system" (45) (52). Such approaches must encompass linguistic multiplicity as an important advantage, building upon students' present multilingual capabilities.

Teacher training is fundamental to attaining linguistic justice. As Ali describes, "Teachers who teach effectively with chalkboards may need the ability to lead with a mouse and keyboard" (165) (53), representing that technological proficiency alone demonstrates deficiency. Successful digital English instruction requires pedagogical

approaches that leverage multilingual learners' linguistic resources while providing appropriate technological support.

Sustainable answers necessitate shared strategies connecting several stakeholders. Han and Li highlight that "the journey towards digital equity requires collaboration between governments, private sector partners, educators, communities, and other stakeholders" (45) (54). As communities struggle with rising linguistic multiplicity and technological intricacy, creating impartial digital English language instruction strategies is necessary for societal righteousness and international citizenship.

Han and Li say that "ensuring that all learners have the opportunity to succeed in the digital age is not only a matter of educational equity but also a necessary step towards building a more just and prosperous society" (45) (55). This vision necessitates unrelenting dedication to attending to digital divides while respecting and acknowledging linguistic variety. Success requires unrelenting effort, sufficient resources, and dedication to justice codes in all educational planning and realisation dimensions.

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Chapter : 6

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**LINGUISTIC INCLUSIVITY IN EDUCATION: BRIDGING  
LANGUAGE GAPS FOR EQUITABLE LEARNING**

*Janani B*

*Assistant Professor, PK Das Liberal College of Arts and Science, Lakkidi Mangalam, Palakkad, Kerala*

*Email : [janani3921@ncas.co.in](mailto:janani3921@ncas.co.in)*

**ABSTRACT**

Linguistic inclusivity in education ensures that students from diverse language backgrounds receive equal opportunities to learn, participate, and succeed academically. This paper explores the role of inclusive language policies, multilingual pedagogies, and culturally responsive teaching practices in promoting equitable education. It discusses theoretical frameworks such as translanguaging and bilingual education and examines how technology and policy reforms contribute to linguistic inclusion. Through qualitative analysis of global case studies and classroom practices, the paper reveals both the transformative potential and practical challenges of implementing inclusive language strategies. The findings underscore the importance of linguistic diversity in fostering social justice, cognitive development, and identity affirmation in educational settings.

*Keywords: linguistic inclusivity, multilingual education, translanguaging, language policy, equitable learning, social justice*

**INTRODUCTION**

Language is central to education as it shapes thought, communication, and identity. Yet, many educational systems prioritize monolingual instruction, often marginalizing students who speak minority or indigenous languages. This monolingual bias hinders equitable access and creates systemic disadvantages for multilingual learners. Linguistic inclusivity involves recognizing, valuing, and

integrating students’ home languages into the educational process to ensure fair learning experiences.

Historically, language policies in education have enforced dominant languages, thereby marginalizing others and reinforcing social hierarchies [1]. A shift toward inclusive education requires reimagining the role of language – not merely as a medium of instruction but as a marker of culture, identity, and rights [2].

### **Literature Review**

The concept of translanguaging, introduced by García and Wei, emphasizes the fluid use of students' full linguistic repertoire in learning environments [3]. It challenges traditional notions of "separate languages" and promotes dynamic, flexible communication strategies that reflect real-life language use.

Sociolinguists argue that language is inseparable from identity; thus, denying students the right to use their native language undermines their self-worth and engagement [4]. Cummins’ theory of Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) further suggests that academic success depends on language proficiency beyond everyday communication [5].

UNESCO’s Global Education Monitoring Report underscores the need for multilingual education, especially in contexts where linguistic exclusion intersects with other forms of marginalization [6]. Studies also show that inclusive language policies improve cognitive outcomes, social integration, and academic achievement [7].

### **Methodology**

This study uses a qualitative research design focused on four data sources:

1. **Interviews** with educators in multilingual classrooms to understand the effectiveness of multilingual teaching.
2. **Policy analysis** of national language frameworks in Canada, India, and South Africa.

3. **Classroom observations** documenting translanguaging strategies and student responses.
4. **Surveys** with multilingual students exploring their linguistic identities and challenges.

Ethical clearance was secured through participant consent, anonymity, and voluntary participation. Comparative analysis allows insights into contextualized policy effectiveness.

## **Analysis and Discussion**

### **Multilingual Education and Cognitive Benefits**

Research shows that students exposed to multilingual environments perform better in problem-solving and show enhanced cognitive flexibility [8]. This is because using multiple languages promotes metalinguistic awareness and cultural empathy.

### **Translanguaging Strategies in Practice**

Effective strategies include:

- **Bilingual lesson planning:** Designing lessons where instruction alternates or integrates multiple languages.
- **Code-switching:** Allowing students to shift between languages for better understanding.
- **Peer support systems:** Pairing students to leverage complementary language strengths [3].

Translanguaging not only supports comprehension but affirms students’ linguistic identities.

### **Role of Technology in Promoting Inclusivity**

Technological tools are key facilitators. AI-based translation apps like **Google Translate** or **Duolingo** support real-time translation and language learning [9].

Additionally, **speech-to-text software** helps learners with limited literacy skills, and online classrooms allow cross-cultural and multilingual collaborations.

### Challenges to Implementation

Despite clear advantages, challenges persist:

- **Resistance from policymakers and educators** who favor traditional monolingual norms.
- **Limited teacher training** in multilingual pedagogies [7].
- **Lack of funding** for appropriate materials and technologies.

Some education systems fail to recognize the pedagogical value of linguistic diversity, leading to a gap between policy and practice [6].

### Case Studies: Global Practices

1. **Canada:** Implements bilingual policies supporting both English and French. These efforts are legally supported and culturally reinforced [10].
2. **India:** Promotes the **three-language formula**, integrating regional, national, and international languages. Implementation varies across states, with mixed success [11].
3. **South Africa:** Recognizes 11 official languages in education policy, yet struggles with implementation due to historical inequalities and resource shortages [12].

### Policy Recommendations

1. **Teacher Training:** Governments should provide continuous professional development on multilingual teaching techniques and cultural responsiveness.
2. **Curriculum Reform:** Curricula should include diverse linguistic and cultural perspectives.
3. **Technology Integration:** Schools should invest in AI-based and multilingual digital tools to bridge linguistic gaps.

4. **Community Engagement:** Schools must involve parents and community leaders to support home language maintenance.
5. **Inclusive Assessments:** Testing methods should be adapted to support diverse language users.
6. **Legal Support:** Policies should be backed by enforceable legislation protecting linguistic rights in education [6].

## Conclusion

Linguistic inclusivity is crucial for equitable education, especially in a globalized, multicultural world. Inclusive policies and pedagogies not only promote academic success but also affirm students' identities and cultural heritage. While challenges remain, evidence supports a move toward integrating students' linguistic resources through translanguaging, technology, and community collaboration. Future research should explore long-term impacts on achievement and integration, ensuring education systems are both just and globally relevant.

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Chapter : 7

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**FROM CHALK TO CLICKS: EVALUATING THE PEDAGOGICAL  
SHIFT IN ELT THROUGH DIGITAL TOOLS**

*Kayathri K*

*Assistant Professor, Department of English, SRM Trichy Arts and Science College, Trichy,  
Tamil Nadu*

*Email : [gayugayu149@gmail.com](mailto:gayugayu149@gmail.com) & [Kayathri.k@asc.srmtrichy.edu.in](mailto:Kayathri.k@asc.srmtrichy.edu.in)*

**ABSTRACT:**

In the aftermath of the COVID-19 pandemic, this research critically examines the pedagogical transformation in English Language Teaching (ELT) brought about by the rapid shift to digital platforms. It investigates how emergency remote teaching evolved into continued digital practices, reshaping the global ELT landscape. Positioned at the intersection of globalization and digitalization, the study analyzes how digital pedagogies are adapted across culturally and socio-economically diverse backgrounds. Drawing from a sociocultural perspective, it interrogates the accessibility, equity, and cultural relevance of digital tools for learners in marginalized communities. This research highlights the emergence of a hybrid ELT model that blends traditional pedagogies with digital fluency, offering a nuanced account of resilience, adaptation, and innovation in the post-pandemic educational era.

**Key words:**

Digital tools, ELT, pedagogy, artificial intelligence, learner autonomy, blended learning.

**Introduction:**

Warschauer (6) explores the effectiveness of digital technologies in ELT, while simultaneously emphasizing the importance of strategies for their integration and the contextual relevance of these technologies in diverse educational settings. This research investigates the impact of technology-integrated pedagogical strategies on enhancing student engagement, fostering autonomy, and improving linguistic

proficiency in learners of English as an additional language. By examining various tech-enhanced instructional approaches, the research aims to identify effective methods that promote active participation and self-directed learning while advancing learners' language competencies. As digital tools continue to be integrated into education, particularly during the COVID-19 pandemic, it is essential to assess their pedagogical effectiveness, equitable access (Chavan & Patil 1), and sustainability in diverse educational settings. Using a mixed-methods approach combining qualitative case studies and quantitative surveys, this research evaluates the effectiveness of popular digital platforms and applications in real-world classroom settings. It also identifies best practices for integrating these technologies to support differentiated learning, collaborative interaction, and authentic language use. Furthermore, the study addresses barriers such as digital divide issues, teacher preparedness, and infrastructural constraints that impact the successful deployment of technology-enhanced language instruction.

The evolution of English Language Teaching (ELT) has mirrored broader educational trends and technological advancements. Historically, the Grammar-Translation Method dominated language instruction during the 19th and early 20th centuries, emphasizing reading and writing skills through a focus on grammatical structures and text translation. While this method was academically rigorous, it often marginalized the communicative aspects essential for effective language acquisition.

To address the shortcomings of traditional language teaching methods, a new approach called the Direct Method was introduced. This method focused on using only the target language in the classroom, which aimed to make learning more immersive and help students speak more fluently. It represented a shift towards a more engaging way of learning. Later, in the mid-20th century, another method known as the Audio-Lingual Method came into play. Richards and Rodgers explain that this method took inspiration from behaviorist psychology, emphasizing the importance of practicing language through repetition and structured exercises (13). It made use of tools like language labs and audio recordings to help reinforce language

patterns and structures. In this way, technology played an important role in supporting and improving language learning experiences.

The late 20th century heralded the rise of Communicative Language Teaching (CLT), which Richards and Rodgers (13) also note placed a stronger emphasis on interaction, authentic communication, and the empowerment of learners. This pedagogical shift championed learner independence and aimed to create real-world communicative scenarios in which students could practice their language skills. Building on these principles, Task-Based Language Teaching (TBLT) emerged, prioritizing practical activities as the heart of the learning process. TBLT aligns more closely with constructivist educational theories that advocate for active, experiential learning, further underscoring the vital role of context and relevance in language acquisition. Through this detailed examination of past and present methodologies, Beatty (14) highlights the transformative potential of digital tools in revitalizing ELT practices, warranting continued exploration and critical analysis in the face of evolving educational landscapes. The landscape of English Language Teaching (ELT) has experienced significant transformation due to advancements in technology. In earlier decades, educational tools such as CD-ROMs and dedicated language labs provided interactive learning experiences; however, these resources were often constrained by limited accessibility and a narrow range of content. The real paradigm shift started with the advent of the internet and the exponential rise in the use of mobile devices. Learners are now empowered to access an extensive array of English language resources at any time and from virtually anywhere, breaking down geographical barriers to education.

Learning Management Systems (LMS), such as Moodle and Google Classroom, have played a pivotal role in this transformation. Lee and Park (5) explain that these platforms have created organized, adaptable learning environments where educators can curate customized courses tailored to meet diverse learner needs. By integrating multimedia resources—like videos, interactive exercises, and discussion forums—LMS not only enhance engagement but also foster collaboration among students. Cope and Kalantzis (2) emphasize that this collaborative element is crucial in language

learning, as it provides opportunities for learners to practice their skills in a supportive community setting.

In the contemporary ELT landscape, instruction has become more dynamic and interactive. Garrison and Vaughan (12) highlight that students now have the ability to connect with peers and instructors from around the globe, participate in virtual classrooms, and utilize a vast range of online resources. This global connectivity enriches their learning experience, exposing them to authentic language use in varied contexts. As technology continues to evolve, it presents exciting new opportunities for innovative teaching methods, emphasizing the importance for teachers to remain adaptable and open to new approaches

The 2000s marked a turning point with the surge in mobile device usage and improved internet connectivity. This era heralded a shift towards more self-directed learning options, allowing learners to take control of their educational journeys. Platforms that facilitate global connections became increasingly popular, granting users' access to real-world language materials that deepen their understanding and skills. Notable resources that emerged during this period include online grammar guides and extensive dictionaries, which serve as invaluable references. Language exchange forums enable learners to practice their skills with native speakers, while comprehensive courses offered through platforms like Blackboard and Moodle provide structured learning paths. Additionally, educational podcasts and YouTube channels have gained prominence, offering a wealth of authentic content and a diverse range of teaching styles that cater to varied learning preferences.

The use of digital tools has greatly changed how English is taught, making learning more interesting for students. Warschauer (6) explains that Learning Management Systems (LMS) are online places where students can find study materials, turn in their homework, and receive feedback from their teachers. These systems make it easier for teachers and students to communicate quickly, helping to create a friendly learning environment. With features like discussion boards and the option for classmates to give feedback on each other's work, LMS make learning more fun and help build a sense of community among students. This connection is really

important when learning a new language because it encourages students to talk with each other and get help right away. In the future, using technology in English teaching will likely bring even more exciting and helpful ways for students to learn

Mobile applications such as Duolingo, Babbel, and HelloTalk are revolutionizing the way individuals approach language learning. These innovative platforms turn what could be a daunting task into a fun and engaging experience, offering flexible solutions that cater to a variety of learning styles and preferences. By concentrating on essential components of language acquisition – such as vocabulary building, grammar comprehension, and practical language use – these apps employ a variety of interactive techniques designed to keep users motivated and entertained. Duolingo uses fun game-like features to keep users interested in learning. One of these features is daily streaks, where users can see how many days in a row they have practiced. This helps them stay committed. The app also gives rewards for reaching important goals and has leaderboards that let users compete with each other in a friendly way. This game-style approach makes learning more enjoyable and helps users practice regularly, which is important for remembering the language.

Babbel, on the other hand, prioritizes real-life conversational skills. Richards and Rodgers (13) point out that its lessons are crafted to mimic authentic dialogue that learners are likely to encounter in everyday situations. Each course is designed by linguists and focuses on practical vocabulary and grammatical structures, ensuring that learners can immediately apply what they've learned in real-world contexts, thus enhancing their confidence and fluency

HelloTalk is an app that helps people learn new languages by connecting them with native speakers from around the world. This way, learners can practice their speaking and listening skills through real conversations, which makes it easier to understand the language and culture. Besides HelloTalk, there are also other platforms like Zoom, Microsoft Teams, and Google Meet that are important for live language lessons. These tools allow teachers and students to talk in real time, which is very helpful for improving speaking skills. They can have group discussions, role-

playing games, and work on projects together. All of this helps students feel more comfortable practicing their language in a friendly and supportive way.

With the introduction of features like breakout rooms in online classrooms, language teachers can now create smaller groups for focused discussions and practice. Kukulska-Hulme (4) explains that this approach allows teachers to give more personalized attention, catering to the unique needs and learning styles of each student. As a result, students can connect better with one another, leading to more meaningful conversations and collaborative learning experiences. In addition to breakout rooms, teachers can use screen-sharing to present their lessons in an engaging way. This tool helps them show important resources and visual aids that make learning easier to understand. By utilizing these digital tools, lessons can become more lively and accessible, enhancing overall learning.

These technological advancements not only help recreate the dynamics of traditional classrooms but also make them even better by fostering a lively and interactive learning environment. Cope and Kalantzis (2) note that when students use these platforms, they feel a sense of community and support, transforming the journey of learning a new language into an enjoyable adventure rather than just an academic task

The rise of AI-powered tools like Grammarly and ChatGPT is changing how students approach writing and learn the intricacies of language. These helpful technologies offer features like automatic grammar checks and suggestions for better writing. They provide real-time feedback, empowering students to improve their writing skills and understand the finer points of language more deeply. In today’s English Language Teaching (ELT), Godwin-Jones (3) highlights that online platforms like Kahoot and Quizlet have become vital tools. These platforms make learning fun and engaging through games and interactive quizzes. Teachers can create exciting content that motivates students and provides immediate feedback, encouraging more active participation in the classroom

However, the shift to online education has also brought challenges, especially regarding access to technology. Many students struggle with not having the necessary

devices or a stable internet connection, which can affect their learning experience. Additionally, some teachers faced difficulties in learning how to use these digital tools effectively in their lessons. Despite these challenges, this change has created new opportunities for both teachers and students. With a wide range of digital resources available, educators and learners can explore different English accents, dialects, and teaching methods from around the world. This exposure not only helps them better understand the language but also introduces them to various cultures and viewpoints, fostering cultural awareness. Embracing this wider perspective enriches their learning experience and helps them adapt, preparing them for success in an increasingly connected world.

The integration of digital tools in education has ushered in a transformative era, resulting in profound changes in both teaching roles and instructional strategies. In contemporary classrooms that are increasingly enhanced by technology, the role of the teacher has undergone a significant shift. Rather than simply delivering lectures and rote information, educators are now stepping into the role of facilitators of learning. This evolution encourages teachers to create rich, dynamic environments that foster student independence and critical thinking skills.

In this modern approach, educators are not just providers of knowledge; they actively lead discussions, pose challenging and thought-provoking questions, and guide learners in developing the competencies necessary to navigate and solve complex problems. This approach to teaching not only boosts student involvement but also gives individuals the chance to take charge of their own learning experiences. Students get to dig deeper into topics, work together with their classmates, and apply what they've learned to real-life situations, which helps them stay motivated and interested in what they're studying. Additionally, the rise of online learning platforms has created many new opportunities for tailored and personalized learning that meets the different needs of students. These new technologies make learning more personal and flexible, allowing students to progress at their own pace and in the ways that suit them best. With the help of advanced tools, teachers can understand what each student needs, monitor their progress, and provide support that is just right for them.

This targeted focus on personalizing the learning experience not only helps ensure that every student can achieve their full potential but also contributes to deeper understanding and improved retention of knowledge. Siemens (7) explains that as students engage with content that resonates with them and aligns with their interests, they are more likely to develop a passion for lifelong learning, paving the way for future academic and personal success. Ultimately, the integration of digital tools in education is reshaping the landscape, creating a more inclusive, flexible, and effective learning environment that benefits both students and educators alike

The flipped classroom model has gained popularity as an innovative instructional strategy that redefines the traditional learning environment. According to Lee and Park (5), in this setup, students engage with pre-recorded lessons or supplementary readings outside of class, preparing them for more interactive and collaborative activities during class time. This approach allows teachers to make the most of classroom hours, facilitating enriching discussions, hands-on application of concepts, and problem-solving sessions. By shifting the emphasis from passive information delivery to active participation, the flipped classroom fosters a deeper understanding of the material and enhances critical thinking skills

In the realm of English language teaching, educators are facing numerous challenges as they shift to online and digital methods of instruction – a transition that has been sped up significantly by recent global events, notably the COVID-19 pandemic. A primary concern is the widespread feeling of self-doubt among teachers about their ability to effectively use digital tools. This uncertainty often arises from inadequate training, which frequently fails to cover both the foundational skills needed to navigate technology and the practical applications that facilitate the integration of these tools into daily teaching. Consequently, many teachers struggle to incorporate digital resources into their lesson plans, which can limit their effectiveness in creating engaging and interactive learning experiences for their students.

Many regions deal with pressing technological barriers crucial for successful online teaching. Both teachers and students often contend with problems like unreliable internet connections, outdated computers, and insufficient access to

relevant software. These technological hurdles can substantially hinder student engagement and accessibility, making it tough for educators and learners to fully participate in digital learning environments. For example, a sluggish internet connection can disrupt live classes and restrict students from accessing online materials, leading to frustration and poorer learning outcomes.

The shift to digital learning platforms necessitates a reevaluation of teaching approaches. While some educators may eagerly adopt innovative strategies that emphasize student collaboration and active participation, others hesitate to move away from traditional methods centered on direct instruction. This reluctance to adapt can limit the potential of digital learning environments, where interactivity and student-centered methods are not just advantageous but vital for achieving educational success. According to Vygotsky (8), learning is fundamentally a social process, where knowledge is constructed through interaction and collaboration within the learner’s Zone of Proximal Development. In contrast to a conventional lecture-based setting, a more interactive approach can spark engagement and deepen understanding among students by leveraging these social learning principles.

To address these significant challenges, there is a growing need for ongoing professional development that equips educators with the latest technological advancements and innovative instructional strategies. Effective training programs should focus on current trends in educational technology, providing practical applications that help teachers navigate the complexities of online teaching with ease. For instance, workshops could introduce educators to user-friendly tools for creating interactive content, managing virtual classrooms, and assessing student comprehension in a digital format.

Hands-on workshops are invaluable for educators, offering them practical experience in the design and implementation of blended learning models. According to (Graham 9), these models effectively integrate both in-person and online activities, allowing for a more flexible and enriching educational experience. During these workshops, participants can engage in interactive activities that exemplify best practices in leveraging a multitude of digital resources. For instance, educators can

learn how to create compelling multimedia presentations, design interactive assessments that actively involve students, and facilitate collaborative discussion forums that encourage peer-to-peer learning. These sessions not only provide theoretical knowledge but also showcase effective strategies that help cultivate a dynamic and engaging learning environment (Graham 9).

The advent of smart tutoring systems and personalized assessments is revolutionizing the educational landscape by transforming our conventional thoughts about teaching and learning. These advanced systems utilize sophisticated algorithms to analyze individual student needs, thereby offering customized lessons and activities tailored to their unique learning styles and paces. As a result, this personalized approach not only maintains student engagement but also significantly enhances the overall learning experience. Furthermore, these systems enable teachers to identify specific areas where students may struggle, delivering immediate feedback that fosters a more supportive and responsive classroom environment. This real-time data allows educators to adjust their teaching methods and provides insights for targeted interventions.

This pedagogical approach fosters greater student engagement and empowers learners to take ownership of their educational journey. It enables in-depth exploration of subjects, promotes collaborative learning among peers, and facilitates the application of acquired knowledge to real-world contexts, thereby enhancing motivation and sustained interest in academic pursuits. Furthermore, the advent of online learning platforms has expanded opportunities for personalized learning that caters to diverse student needs. According to (Duolingo 11), such innovative resources support a more personalized and adaptable learning experience, enabling students to advance at their own pace and engage with content through methods that align with their individual learning styles. Additionally, advanced data analytics tools empower educators to assess student performance, identify specific learning requirements, and deliver targeted interventions effectively. In today’s tech-driven world, many people experience screen fatigue, making it essential to balance technology use, especially in education. Teachers can help by encouraging regular breaks from screens, organizing

outdoor lessons, and promoting face-to-face interactions. These strategies keep students engaged and support their well-being. Incorporating mindfulness practices and traditional materials can also boost focus and refresh the learning experience. Building strong support networks among teachers is vital. These networks allow educators to share resources, successful strategies, and support each other as they adapt to digital teaching. When teachers collaborate, they can overcome challenges confidently and enhance the learning experience for students.

Investing in teachers’ tools, resources, and ongoing training is crucial for creating a robust education system that meets the needs of today’s learners. This investment helps ensure that all students receive a quality education. However, today's learners face challenges like the digital divide, which affects access to technology, and cognitive overload from managing various online platforms. Additionally, distractions from social media and entertainment can detract from their studies. To address these issues, it’s important to create user-friendly online platforms and provide comprehensive training in digital skills (British Council 10). By equipping students with the necessary skills to navigate online resources, they will be better prepared for their educational journeys.

An inclusive approach to teaching English online is essential for meeting the diverse needs of students. Students with disabilities can benefit from assistive tools like screen readers and closed captions, enhancing their engagement and comprehension. Additionally, supporting translanguaging—using all of a learner's languages—can enrich the educational experience and foster inclusion for multilingual students. Understanding students' cultural backgrounds is also crucial when using digital content. Localizing materials means aligning them with community-specific norms and values, making learning more relevant and meaningful. This aligns with Vygotsky’s ( 8) emphasis on the social and cultural context of learning, which highlights the importance of adapting education to learners’ unique environments. By focusing on these aspects, educators can create a supportive digital learning environment that addresses the varied needs of all students.

The shift to using digital tools in English Language Teaching (ELT) brings both exciting opportunities and some challenges. On one hand, these tools can make learning languages more engaging and effective; on the other hand, it's important to carefully think about how to use them properly. To make the most of digital learning, teachers need proper training, supportive practices, and long-term plans. Moving from traditional teaching methods, like using chalkboards, to digital platforms is not just about using new technology – it's also about changing the way we teach. Digital tools can provide more flexibility, better access to learning materials, and new ways to connect with language. However, this change should be made thoughtfully, ensuring that everyone has access and that teachers are well-prepared. By blending digital tools with face-to-face interaction, educators can create a teaching style that works well for all students. This approach aims to make language learning both effective and fair for everyone.

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Chapter : 8

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**DECOLONIZING ENGLISH LANGUAGE PEDAGOGY:  
REIMAGINING CULTURAL IDENTITY AND LINGUISTIC  
IMPERIALISM IN INDIAN CLASSROOMS**

*Lakshmimol C P*

*Research scholar, Department of English, CMS College Kottayam (Autonomous), Kottayam, Kerala*

*Email : [lakshmimolcp@gmail.com](mailto:lakshmimolcp@gmail.com)*

**ABSTRACT**

This article studies the unrelenting colonial structures entrenched within English language pedagogy in current Indian educational establishments and recommends transformative strategies toward decolonisation. Through critically examining curriculum patterns, evaluation practices, and classroom discourse, this analysis unveils how conventional English teaching methods enable linguistic imperialism whilst marginalising indigenous awareness structures and cultural distinctiveness. Drawing upon postcolonial theory and contemporary pedagogical investigation, the article discusses that decolonising English language instruction necessitates indispensable restructuring of power dynamics, integration of culturally receptive teaching approaches, and acknowledgement of linguistic multiplicity as an advantage rather than insufficiency. The study reveals that while English plays a crucial role in international communication, its pedagogical deliverance must respect students' linguistic legacy and confront Western-centric literary tenets. By probing statistical substantiation, historical standards, and inventive teaching strategies, this study adds to continuing academic discourse on instructive decolonisation while contributing practical frames for redesigning English language pedagogy in postcolonial circumstances.

**Keywords:** decolonisation, English language pedagogy, cultural identity, linguistic imperialism, postcolonial education

## INTRODUCTION

More than seven decades after independence, the heritage of British colonial instruction persists in pervading Indian classrooms, noticeable through pedagogical strategies that take advantage of Western epistemologies while methodically marginalising Indigenous awareness structures. This relentless colonial frame turns out to be predominantly marked in English language pedagogy, where conventional teaching approaches unintentionally enable linguistic imperialism and contest students' cultural distinctiveness. As discussed in Edward Said's pioneering work *Orientalism*, colonial discourse performs through "a Western style for dominating, restructuring, and having authority over the Orient" (Said 3) (1) that broadens beyond political power to include academic and intellectual supremacy.

The idea of decolonisation in instructive backgrounds widens beyond simple political autonomy to include "the process of dismantling the hidden aspects of those institutional and cultural forces that had maintained the colonialist power and that remains even after political independence is achieved" (Ashcroft et al. 56) (2). Ngũgĩ wa Thiong'o's significant work *Decolonising the Mind* offers critical theoretical foundation for comprehending how "language carries culture, and culture carries, particularly through orature and literature, the entire body of values by which we come to perceive ourselves and our place in the world" (Thiong'o 16) (3). As Gauri Viswanathan states in *Masks of Conquest*, "The introduction of English literary study into the Indian curriculum was not a straightforward response to Indian demand for English education but was rather the product of imperial priorities" (Viswanathan 28) (4). This article states that metamorphic English language pedagogy should recognise linguistic multiplicity as an advantage, integrate ethnically receptive teaching approaches, and essentially reimagine power systems entrenched within curriculum plans and classroom communications.

### Historical Foundations of Colonial English Pedagogy

In India, present-day challenges in front of English language pedagogy continue to invariably be connected to past colonial strategies that intentionally

advantaged Western awareness structures while methodically discouraging native instructive traditions. Thomas Babington Macaulay's notorious 1835 *Minute on Education* recognised foundational values that persist in manipulating pedagogical strategies, emphasising "that a single shelf of a good European library was worth the whole native literature of India and Arabia" (Macaulay, "Minute on Education") (5). This indifferent approach to indigenous or native knowledge structures recognised hierarchical frames that placed Western epistemologies as intrinsically higher.

The colonial enlightening mission was overtly calculated to generate cultural alteration rather than legitimate erudition. Charles Grant, acknowledged as the "founder of contemporary education in India," said that English literature teaching would make possible "a cultural as well as religious invasion that would cement his nation's commercial and political dominion" (Kumar and Nidhi 478) (6). William Wilberforce strengthened this missionary course by affirming the British obligation to "the moral and religious development of the Indian subjects" (Kumar and Nidhi 478) (7) through edifying agendas intended to upshot conversion.

Gauri Viswanathan's influential investigation in *Masks of Conquest* discloses how "the study of English and the growth of the empire proceeded from a single ideological climate" that placed literary instruction as a direct cultural device. Her research reveals that "the Universities of Chennai, Calcutta, & Bombay were chosen in 1857 as test subjects for the British cultural hegemony, while Oxford and Cambridge did not allow English as a subject until 1894 and 1911, respectively" (Kumar and Nidhi 479) (8). As Viswanathan further remarks, "the humanistic functions of literature took on a hegemonic role" (Viswanathan 85) (9) inside colonial tutoring structures.

The methodical substitution of other languages with English as executive and governmental languages founded models where "English was both a subject of study and the teaching methodology in several schools" (Kumar and Nidhi 479) (10). Furthermore, the colonial educational structure calculatingly promoted approaches of cultural inferiority amongst the Indigenous populace, aspiring to provide "the Indian mind 'barren of any originality', to keep Indians perpetually 'in ignorance' by

'paralysing and stupefying [they're] minds'" (Sharma 206) (11). Macaulay uttered sanguinity that his enlightening arrangement would guarantee "there will not be a single ardent atheist among the decent classes in Bengal thirty years from now"(Kumar and Nidhi 478) (12) through methodical cultural alteration.

### **Contemporary Manifestations of Linguistic Imperialism**

Regardless of political sovereignty, Indian educational establishments persist in enabling colonial frames through pedagogical patterns. Current English language core curriculums reveal unrelenting colonial prejudices, with an assessment of university syllabi illuminating that "almost all the books are by either British or American authors or from Indian authors who parrot Western ideas and arguments" (Sharma 206-207) (13).

Statistical data unveils the profound detachment between pedagogical suppositions and demographic veracities concerning English language practice in India. According to 2011 Census statistics, "just 0.02 % of the total Indian population recognised English as their mother tongue", while "only 10.6% of the total population use it as a second and third language" (Sharma 208) (14). The Lok Foundation's 2019 countrywide representative study additionally established these practices, finding that "just 6% of respondents said they could speak English, less than what the 2011 Census showed" (Sharma 208-209) (15). These statistics confront the supposition that "English is the lingua franca of the people," revealing it to be "just a presumption, not backed up by the figures in the Census" (Sharma 208) (16).

The persistence of colonial pedagogical frameworks becomes evident through an examination of assessment practices and curricular priorities that continue to emphasise literary analysis over practical language competencies. Contemporary English departments perpetuate approaches where "a student who writes ten pages about Hamlet's madness cannot draft an application in English" (Sharma 212) (17). This misalignment reflects what Sharma describes as "the worthlessness of the approach/course" in developing practical language competencies (Sharma 209) (18).

As recognised by educational investigators, "the British colonial authority had established an educational system that prioritised fact memorisation and repetition above critical thinking and analysis" (Bilal and Chand 29) (19). This generates the "cultural disconnection and language divide" that "limits access to quality education for those without English proficiency" (Bilal and Chand 32) (20). The financial aspects become obvious through investigations showing that "85% of Indian employees believe learning English critical for career advancement". In comparison, "at least 70% of Indians need a good grasp of English for better job opportunities" (Bilal and Chand 32) (21). This financial force emphasises what the Lok Foundation survey discovered: "English speakers are richer, more educated and more likely to be upper caste" (Sharma 209) (22).

The constant dependence on "Western university presses like Oxford, Cambridge, Harvard, Durham, etc" ensures that "opinion-building power (soft power) rests with the West" while "money-minting-power by way of the export of the books and ideas also lies with them" (Sharma 208) (23). Teacher training courses continue these colonial systems through insufficient preparation, with research presenting that "only 10% of teachers in Indian schools have received any training in decolonised pedagogy" (Bilal and Chand 29) (24).

### **Cultural Identity and Indigenous Knowledge Marginalization**

Continuing colonial pedagogical frames in English language instruction generates deep challenges for learners' cultural individuality growth. It methodically marginalises native knowledge structures characterising thousands of years of scholarly practice. This hierarchical agreement builds cultural extrication, where "the emphasis on English as the medium of instruction has resulted in a language barrier that limits access to quality education for those without English proficiency" (Bilal and Chand 32) (25).

The marginalisation of indigenous data structures becomes principally obvious through the assessment of literary syllabi that advantage Western critical structures while disregarding refined native academic traditions. Current literature lessons

characteristically highlight Aristotelian dramatic theory while methodically eliminating Bharata's *Natya Shastra*. As Sharma states, "Aristotle is the only literary critic who refers to emotions; he mentions two emotions (pity and fear) concerning tragedy," Bharata's classical work "discusses eight rasa/emotions in detail" (Sharma 207) (26). This discriminatory emphasis displays that "a student who knows about twenty-three emotions/rasas is in a better position to understand and appreciate literature and life than one who knows only about two" (Sharma 207) (27).

In *The Wretched of the Earth*, Frantz Fanon examines how colonial instruction generates "violence in the very existence of the colonial regime" that "systematically negates the value system of the colonised culture" (Fanon 250) (28). As Fanon further states, "Every effort is made to bring the colonised person to admit the inferiority of his culture" (Fanon 236) (29). This psychological hostility is marked in present-day educational environments where learners stumble upon alien Western cultural allusions, whereas their cultural understanding obtains no educational appreciation.

Even though India's astonishing linguistic multiplicity, with classical languages such as "Kannada, Malayalam, Tamil, and Telugu" possessing "extensive literary histories," (Bilal and Chand 33) (30) educational establishments characteristically advantage English-medium education. Traditional Indian learning systems, such as the Gurukul method, underline "community and collaboration in education, fostering shared wisdom, collective responsibility, interdisciplinary learning, and moral development" (Bilal and Chand 28) (31).

India creates "a significant amount of literature in several local and regional languages to reflect the vast array of rich cultural traditions prevalent throughout the nation" (Kumar and Nidhi 484) (32) yearly. Yet, this indigenous literary creation hardly ever receives integration into English language pedagogical resources. UNESCO's acknowledgement stresses that "when we lose a language, a community loses its unique vision- its history and culture, we lose the local perspectives and stories" (Bilal and Chand 36) (33). As UNESCO Director Eric Falt states, this symbolises "an

irreplaceable loss"(Bilal and Chand 36) (34) that challenges cultural stability and community characteristics.

### **Power Structures in Curriculum Design and Assessment**

Current English language pedagogy methodically benefits Western epistemologies while marginalising native or indigenous understanding or knowledge structures. These power dynamics are mainly noticeable obviously through curriculum design procedures that place Western literary standards and canons as universal doctrines while handling indigenous cultural manifestations as complementary or substandard accompaniments to scholarly discourse.

Present-day Indian universities carry on to provide programmes like "Literary Criticism (From Plato to Leavis)" that "deals only with Ameri-Euro Critics and ignores Indian critics altogether"(Sharma 207) (35), regardless of refined native critical traditions. The outcome is that "Bharata is ignored in this course because he is a native; this ignorance of the teacher/students helps in maintaining colonial hegemony" (Sharma 207) (36).

Evaluation practices additionally buttress these power formations through assessment methods that benefit Western educational traditions. Pierre Bourdieu's investigation of cultural capital offers a vital theoretical framework for comprehending how these evaluation practices work as a means of societal reproduction that "contributes to reproducing the structure of power relations" (Bourdieu 486) (37) through instructive establishments. The assessment method continues a syndrome in which "education-sans-English-is-no-education"(Kumar and Nidhi 479) (38) continues to govern institutional thoughts.

The financial element turns out to be apparent when considering that "India's share of the world economy was 23 per cent, as large as all of Europe put together" when Britishers arrived, "but by the time the British departed India, it had dropped to just over 3 per cent" (Sharma 207) (39). As Sharma observes, even establishments such as English and Foreign Language Universities have "emerged as a new centre for

spreading and disseminating English literary culture, spreading the idea of the 'inherent superiority of the Western literature'" (Sharma 213) (40).

Michel Foucault's investigation of power/knowledge interactions offers academic insight into how these linguistic hierarchies function as "technologies of power"(Foucault 194) (41) that form subjectivity whilst sustaining institutional management. The present state of affairs where "those who study the English language are discriminated against" while "those who are competent to discharge his/her duties are declared technically unqualified"(Sharma 213) (42) must be attended to through policy restructuring.

### **Culturally Responsive Pedagogical Alternatives**

Creating culturally receptive pedagogical strategies characterises a critical constituent of decolonising English language instruction in Indian backgrounds while presenting functional substitutes to colonial enlightening frames. Rather than placing English language acquirement as a practice necessitating cultural neglect, culturally receptive strategies distinguish that effectual language education transpires when learners can attach novel linguistic capabilities with current cultural awareness and identity frames, mirroring Paulo Freire's critical pedagogy philosophy that highlights "problem-posing education" over "banking education" (Freire 72) (43).

Kumar and Nidhi observe that "by utilising native regional and also local cultural, occupational, & experiential resources for producing content for imparting the English language, English studies must be contextualised in order to decolonise" (Kumar and Nidhi 482) (44). This strategy distinguishes that "it is simple to understand, understand, and read content that is relevant to the students' local, native, cultural, experience, and personal interests" (Kumar and Nidhi 482) (45).

Effectual pedagogical strategies identify that "bilingual methods of teaching (materials, medium of instruction and evaluation) and research are very well recognised all over the world and have gainfully been used at primary and secondary levels" (Sharma 215) (46). As research displays, "there appears to be a symbiotic

relationship between economic prosperity and attitude towards languages," where "monolingualism leads to poverty" while multilingual competence enhances opportunities (Sharma 215) (47).

The integration of "English versions of rich folk literature that is popular in rural and tribal groups" can efficiently adapt "the learning of English to the local context" while honouring Indigenous cultural traditions (Kumar and Nidhi 482) (48). This strategy permits learners to connect with "traditional identities and experiential origins" rather than challenging "foreign references in a book"(Kumar and Nidhi 482) (49) that create an understanding complex.

Works by Indian writers writing in English offer "learner-friendly materials in English study" because "they reflect Indian ethos and experience" (Kumar and Nidhi 483) (50) while representing how English can present as a medium for communicating indigenous cultural viewpoints. As Kumar and Nidhi note, "Indian English writers should therefore be introduced rather than British ones so that people who study about their own cultures, experiences, issues, pleasures, and sorrows can feel more at home and ease in the classroom" (Kumar and Nidhi 483) (51).

Alternative evaluation methods that identify oral conventions shared learning results, and culturally particular structures of intellectual manifestation can offer more inclusive assessment systems, mirroring Gloria Ladson-Billings' culturally significant pedagogy that highlights "academic success, cultural competence, and critical consciousness" (Ladson-Billings 160) (52). The solution is developing a "flexible approach as opposed to the rigidity of the previous colonial systems" (Kumar and Nidhi 482) (53).

### **Implications for Institutional Transformation**

The execution of decolonised English language pedagogy entails broad institutional change that deals with structural disparities while generating

encouraging backgrounds for culturally receptive instructional practices, reflecting "engaged pedagogy"(hooks 14) (54) that distinguishes education as "the practice of freedom" (hooks 14) (55).

Policy improvement signifies a critical aspect mirroring what James Banks depicts as "multicultural education reform" that requires "changes in the total educational environment" (Banks 5) (56). The contemporary state of affairs where "many students who enrol in BA, MA, and M. Phil. English programmes 'successfully' earn their academic degrees and go on to become 'English teachers'"(Kumar and Nidhi 480) (57) devoid of sufficient groundwork must be altered through improved training necessities.

Cooperation with native communities signifies an indispensable aspect of "community-based knowledge validation"(Collins 276) (58) that confronts scholastic gatekeeping. This comprises what Kumar and Nidhi promote as "talking to students about their environment, jobs, cultural preferences, and 'individual and social limits and resources'" (Kumar and Nidhi 482) (59) to create suitable educational content.

International cooperation can aid "epistemologies of the South" (Santos 118) (60), which identify and acknowledge various knowledge patterns and systems as similarly suitable intellectual conventions. Research and assessment procedures and courses must support decolonised pedagogical aims by creating and perpetuating culturally apposite methods, reflecting the notion of "decolonising methodologies" that "privilege Indigenous knowledge and ways of being" (Smith 144) (61).

## **Conclusion**

In the Indian educational environment, the decolonisation of English language pedagogy signifies equally an imperative inevitability and a multifaceted challenge that needs essential transformation of educational systems, pedagogical strategies, and institutional traditions. This study has established how colonial traditions persist in manipulating modern educational systems and structures through curriculum plans, evaluation methods, and classroom discourse patterns that methodically

advantage Western epistemologies whilst marginalising indigenous awareness structures and cultural individualities.

The data and facts unveil the profound detachment between demographic veracities and pedagogical assumptions concerning India's English language practice. With less than one per cent of the people declaring English as their mother tongue, current English language pedagogy is required to recognise its responsibility in helping various linguistic populations rather than presume cultural incorporation or integration as an educational objective, mirroring the need to "decolonise the mind"(Thiong'o 87) (62) while upholding or preserving practical communication potential and competencies. As Thiong'o states, "the choice of language and the use to which language is put is central to a people's definition of themselves" (Thiong'o 4) (63).

Examining culturally receptive and responsive pedagogical substitutes reveals a perspective for generating more comprehensive and effectual English language instruction that recognises Indigenous knowledge structures while creating cross-cultural communication capabilities. Nevertheless, the flourishing execution and accomplishment necessitate complete institutional metamorphosis that deals with structural disparities while developing encouraging and accommodating surroundings for culturally receptive and approachable educational practices. As Sharma observes, "drastic changes are needed in attitude, syllabus, teaching materials and methods, medium of instruction, evaluation strategies and research to cater to these needs" (Sharma 217) (64).

The inferences broaden beyond English language instruction to include wider queries concerning the function and responsibility of education in postcolonial cultures and the prospective for pedagogical performances to either enable or confront historical discriminations. The growth of decolonised pedagogical strategies corresponds to a prospect for Indian educational institutes to add ground-breaking answers to global challenges in comprehensive education whereas venerating their own cultural conventions and knowledge structures, causative to "critical pedagogy"

that develops "critical consciousness" (Freire 94) (65) while supporting societal transformation.

Potential research should study and scrutinise the practical realisation of culturally receptive and responsive pedagogical strategies while creating assessment methods that distinguish different educational achievement and cultural proficiency types. Longitudinal studies track learner outcomes across diverse decolonised pedagogical models, which may offer precious empirical proof for developing institutional guidelines and policies. Comparative study of decolonised pedagogical projects across dissimilar postcolonial backgrounds comprising African, Caribbean, and South Asian instructive structures may illumine transferable approaches while valuing local cultural particular features. In addition, research should examine teacher training programs that efficiently incorporate Indigenous knowledge structures with current pedagogical education, probing how educators develop and improve potential and capabilities in culturally receptive methods.

Moreover, studies exploring community engagement systems integrating native knowledge and wisdom holders into syllabus development courses could improve pedagogical legitimacy while constructing sustainable corporations. Examination of technology-improved learning platforms that sustain multilingual teaching and indigenous knowledge delivery corresponds to a further critical research frontier. Evaluation research should bring attention to creating culturally suitable assessment frames that acknowledge oral traditions, collective learning, and Indigenous structures of knowledge expression while preserving scholarly rigour.

Decolonised English language pedagogy's continuing creation and development characterises a vital input to generating more evenhanded and culturally affirming enlightening prospects for various learner populaces in postcolonial backgrounds while progressing global discussions regarding inclusive instruction and social righteousness.

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Chapter : 9

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**NATIONAL EDUCATIONAL POLICIES IN HIGHER EDUCATION:  
IMPLICATIONS FOR ENGLISH LANGUAGE TEACHING IN  
INDIA**

*Manish Pandya*

*Principal, Tolani Commerce College, Adipur, Kachchh, Gujarat*

*Email: [mpandya244@gmail.com](mailto:mpandya244@gmail.com)*

**ABSTRACT**

The changing ground of higher education in India has been largely influenced by the development and implementation of national education policies. Not only do these policies decide the structural and pedagogical orientation of the education system but they also decide what and how to teach and learn particular subjects, among them English. The current chapter is a critical evaluation of India's national education policies – most importantly the latest National Education Policy (NEP) 2020. In so doing, the chapter places English education within larger political, cultural and economic trends, such as India's multilingual reality, postcolonial legacies and visions for global competitiveness.

The NEP 2020 envisions a paradigm shift in the Indian Education system through Historic, flexible and multidisciplinary education that will equip students to face the needs of the 21<sup>st</sup> century. It stresses the use of the mother tongue or regional languages as the medium of instruction upto grade 5 or higher, while also acknowledging the ongoing relevance of English for higher education and the world economy. This double emphasis on multilingualism and communicative competence poses opportunities as well as challenges to ELT in tertiary education. The chapter explores how ELT is now required to exist within an environment that prioritizes multilingualism, requires communicative competence, incorporates digital technology, and emphasize critical thinking and creativity.

One of the main areas of investigation is the change needed in the ELT curricula. Conventional English language syllabi, that have tended to focus on literary study and memorization by heart, must be reframed in accordance with the NEP's

vision. The incorporation of English for academic purposes (EAP), English for Specific Purposes (ESP) and the development of soft skills are required to address the practical language requirements of students in all disciplines. The chapter also highlights the growing importance of digital and blended learning platforms like SWAYAM, and DIKSHA in redefining ELT, yet at the same time also warning of the digital divide which can isolate students from rural and disadvantaged backgrounds.

Teacher training and professional development become key drivers in the effective implementation of ELT reforms. The NEP 2020 demands high-quality teacher education and ongoing professional development which has direct implications for English faculty in universities and colleges. The chapter emphasizes the requirement for specialized training in contemporary pedagogies, technology integration, inclusive education and out-come based teaching methodologies for English teachers.

The chapter also discusses systematic and pragmatic issues – such as infrastructural constraints, curriculum inertia, language politics and socio-economic inequalities – that could impede the fruitful application of ELT reforms. Withdrawing on forthcoming case studies and institutional innovations, it provides a package of recommendations to fill the policy practice gap. These include the creation of localized ELT frameworks, investment in teacher capacity building, production of bilingual materials, and institution level policy assistance for curriculum reform.

In conclusion, the chapter contends that if ELT is to really gain from NEP 2020, it has to be reoriented from being a relic of colonial education to becoming an essential ability for academic accomplishment, employability, and global citizenship. English has to be taught as a means of empowerment and belonging, with pedagogical practices aligned with wider objectives of national development and educational quality. Here I duly acknowledge all the references that I have referred to enrich my article.

**KEY WORDS:** NEP – 2020, Education, Policy, ELT, Institution

## **1. INTRODUCTION**

National education systems’ architecture and purposes are influenced by education policies. Such policies are, in multilingual and multicultural nations such as India,

profoundly social and political as well as reconciling access, equity and excellence. For higher education, national policies dictate curriculum structures, pedagogy, teacher development and learning outcomes of the students.

English Language Teaching has always been a multifaceted problem in Indian education because of the colonial past, regional language politics and economic globalization aspirations. English continues to be the language of scholarship, administration and global communication despite policy makers’ efforts to push regional languages and multilingual education. Consequently, the formulation and enforcement of national education policies have immediate implications for ELT in India’s universities and colleges.

This chapter delves into the path of educational policies in India with emphasis on higher education and ELT. It critically analyses the National Education Policy – 2020 and its influence on the teaching and learning of English, outlining both opportunities and challenges.

## **2. Evolution of Education Policies in India**

Post-independence, India’s education system was heavily influenced by the recommendations of various commissions, beginning with the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). These early frameworks emphasize moral and scientific education but offered limited focus on English.

The Khatri Commission (1964-66) was the first to deal with language education issues systematically. It advocated the three-language formula with the aim of balancing regional, national and international language requirements. Implementation, however differed from state to state, and English continued to be a symbol of elite privilege.

The national policy on education (1986, updated in 1992) supported the three-language policy and focused on enhancing quality and access. ELT, however, did not have serious structural backing, particularly in universities where English was simply taken for granted as a requirement and not as an ability to be imparted.

## **3. The National Education Policy 2020: Key Reforms and Vision**

National Education Policy 2020 is a significant transformation of the Indian education system. It visualizes a learner-focused, adaptive and multidisciplinary approach aimed at equipping learners for the 21<sup>st</sup> century knowledge economy. Some of its salient features are directly pertinent to ELT:

- **Promotion of Multilingualism:** Nep promotes the use of the mother tongue or regional language as a medium of instruction until at least Grade 5, while continuing to value English for international communication.
- **Curriculum and Pedagogical Reform:** The policy focuses on critical thinking, communication and creativity – key competencies where English is most prominent.
- **Integration of Technology:** Platforms such as SWAYAM, DIKSHA and National Digital Library are poised to facilitate learning across subjects, including language education.
- **Teacher Training and Professional Development:** The policy suggest institutional mechanisms for ongoing teacher development, with particular focus on pedagogy, evaluation and digital literacy.
- **Holistic and Multidisciplinary Education:** Higher education institutions are nudged to step out of the strict silos, enabling blended and interdisciplinary language learning. These reforms collectively redefine the context for ELT in higher education and introduce both structural opportunities and practical challenges.

#### **4. ELT in the NEP Era: Implications and Opportunities**

##### **4.1. Multilingualism and English**

NEP 2020 highlights India’s multilingual heritage and encourages early education in one’s mother tongue. Although this policy encourages inclusion, it presents a pedagogic paradox: the students are later supposed to change to English-medium teaching in higher education without proper transition support. Such sudden change aggravates learning inequities, especially for rural and non-economically backward category students.

ELT has to shift to a translanguaging model where English is taught with the local languages, not separately. Bilingual and multilingual classes should be perceived as strengths, not hindrances.

## 4.2 Curriculum Innovation and Communicative Competence

Traditional Indian University English syllabi tend to focus more on literary analysis and rote learning rather than communicative competence. NEP’s emphasis on communication skills ties in with an increasing demand for English for Academic Purposes (EAP) and English for Specific Purposes (ESP).

Programs have to be redesigned to encompass modules in presentation skills, academic writing, group discussions and professional correspondence. This functional approach equips students for actual situations and improves employability.

## 4.3 Digital Platforms and Blended Learning

Technology-enabled learning is one of the pillars of NEP. ELT can be greatly enhanced by Massive Open Online Courses (MOOCs), language learning applications, podcasts and video-based teaching. Free English courses are available on platforms such as SWAYAM, which can be incorporated into college courses.

Yet, digital divides remain. A good number of rural Indian students have no access to reliable internet or digital technology. Therefore, hybrid models of blended learning—blending online tools with face to face instruction—are more feasible in the Indian context.

## 4.4 Teacher Training and Capacity Building

NEP 2020 enforces ongoing professional development with the National Professional Standards for Teachers (NPST). ELT practitioners need to be trained in communicative techniques, integration of technology, learner focused pedagogy, and inclusive education practices.

Language centers need to be set up within colleges and provision made for routine workshops for English teachers, particularly in non-metropolitan institutions.

## 5. Challenges in Implementation

Though NEP outlines a vision-oriented platform, its operationalization has multiple challenges:

- **Uneven Infrastructure:** Most colleges do not have elementary ELT infrastructure, language labs, libraries, or trained staff. This unevenness is most pronounced in Tier 2 and Tier 3 institutions.

- **Language Politics and Resistance:** Encouragement of regional languages at the expenses of English has created controversies. While English is viewed as a key to global opportunity, it also viewed as a threat to linguistic diversity.
- **Curricular Inertia:** Institutions are reluctant to update old curricula. All too often, faculty do not have the freedom or resources to implement new methods.
- **Assessment Limitations:** Conventional testing still focuses on grammar and rote memory more than communicative competence or usage.

Closing these gaps will necessitate robust policy alignment, investment, faculty professional development and oversight.

### **6. Emerging Models and Case Studies**

A few institutes have begun to integrate ELT programs with NEP objectives:

- Symbiosis English Language Teaching Institute of Symbiosis (ELTIS) provides specialized courses in English Communication and business English incorporating ESP and soft skills.
- English Learning programs through mobiles have been initiated by Kerala colleges to cater to rural students
- Multilingual bridge courses have been launched by the North Eastern Hill University (NEHU) to facilitate students making the shift to English medium higher education.
- The models suggest that ELT reforms can be brought about through institutional innovations and policy initiatives.

### **Policy – Practice Gap: A Critical Reflection**

NEP 2020 is a forward-looking vision but issues still lingers. How are regional difference to be addressed? Will ELT reforms extend to institutions in smaller towns and cities? Can there be one policy to cater to the linguistic requirements of so many students?

Additionally, the lack of a clear ELT framework in the NEP could result in disjointed implementation. In the absence of specific funding and policy tools for English language learning, the reforms are likely to be symbolic instead of real.

### **8. Recommendations**

To further consolidate ELT in the NEP 2020 framework, the following is recommended:

- **Develop contextual ELT frameworks:** Regionally, institutionally and linguistically, contextualized, aligned with National Policy objectives.
- **Support Transition Programs:** Bridge Course facilitating students’ transition from regional Languages to English Medium Instructions.
- **Invest in Teacher Development:** Training programs funded by the government, digital literacy and mentoring ELT faculty.
- **Develop multilingual Learning Resources:** Bilingual textbooks audio-visual materials and open educational resources in several languages.
- **Institutionalize Monitoring Mechanism:** Monitor learning outcomes and teaching effectiveness using context-sensitive indicators.

## 9. Conclusion

National Education Policy 2020 provides an unparalleled chance to reengineer English Language Teaching in Indian Higher Education. It highlights communication skills, online learning and pedagogy with inclusion as salient areas that fir the aspirations of contemporary ELT. However, success in implementing the policy will rest upon proper implementation, localization of efforts, and continuous investment in teacher training and infrastructure.

English should be taught not as an elitist marker, but as a means of empowerment, connectivity, and critical understanding of the world. In this way, ELT can become a great ally in actualizing the vision of change in NEP – 2020.

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## ENGLISH LANGUAGE TEACHING AND CULTURAL IMPERIALISM: A CRITICAL REVIEW

Mr. Subham Banerjee<sup>1</sup>, Dr. Suchandra Samanta<sup>2</sup>

<sup>1</sup>Lecturer in English, Govt. Polytechnic, Jashpur, Chhattisgarh, India.

Email: [tubai292@gmail.com](mailto:tubai292@gmail.com), Mob: 8101190563

<sup>2</sup>(ICSSR Doctoral Fellow) Research Scholar, Department of Education

Guru Ghasidas Vishwavidyalaya (A Central University), Bilaspur, Chhattisgarh,

Email: [suchandrasamanta5@gmail.com](mailto:suchandrasamanta5@gmail.com)

### ABSTRACT

The global expansion of English Language Teaching (ELT) has often been celebrated for its role in promoting international communication, educational advancement, and access to economic opportunities. However, beneath this seemingly neutral and progressive façade lies a deeper, more contentious dynamic: the entrenchment of cultural imperialism. This paper critically examines the ideological dimensions of ELT, interrogating how its structures, practices, and materials frequently function as vehicles for disseminating Anglo-American cultural norms, values, and epistemologies. Drawing on theoretical perspectives such as linguistic imperialism, cultural hegemony, and postcolonial critique, the paper explores how ELT can marginalize indigenous languages, reinforce Western-centric worldviews, and perpetuate socio-economic inequalities. It reviews historical legacies, contemporary pedagogical practices, and resistance movements—including World Englishes and decolonial approaches—highlighting the tension between global English and local identities. Ultimately, the paper argues for a reimagining of ELT that centers cultural inclusivity, linguistic diversity, and critical pedagogy, paving the way for more equitable and context-sensitive language education worldwide.

**Key words:** *English Language Teaching (ELT), cultural hegemony, pedagogical practices, linguistic imperialism, critical pedagogy*

## INTRODUCTION

English has become the undisputed lingua franca of the 21st century, permeating virtually every sphere of human activity – from international business and diplomacy to science, education, and entertainment. The global ascendancy of English is often framed as a symbol of progress, modernity, and global citizenship. In educational contexts, English Language Teaching (ELT) is widely promoted as a means to empower individuals by granting access to global knowledge, higher education, and economic mobility. Governments across the Global South have embraced English-medium education policies, while international development agencies continue to fund ELT initiatives in postcolonial regions. At face value, the expansion of English appears to be a benign – or even beneficial – phenomenon. However, this narrative of English as a neutral and universally empowering tool masks a more complex and problematic reality. Increasingly, scholars have raised critical questions about the ideological underpinnings of ELT and its complicity in perpetuating global inequalities. Central to this critique is the concept of **cultural imperialism**, which refers to the dominance of one culture over others through subtle and systemic means, including language education. In this context, ELT becomes not just a pedagogical practice, but a powerful mechanism through which Anglo-American cultural norms, values, and worldviews are disseminated – often at the expense of local languages, traditions, and epistemologies. Historically, the spread of English is closely tied to colonialism. During the British Empire's expansion, English was imposed as the language of governance, education, and elite communication. In the postcolonial era, the legacy of English continues to shape language policies and social hierarchies in formerly colonized nations. While the rationale has shifted – from "civilizing the natives" to "empowering the global citizen" – the ideological implications remain significant. Many contemporary ELT practices and materials still reflect Western-centric perspectives, privileging native-speaker norms and often marginalizing alternative linguistic and cultural identities. This paper aims to critically examine the relationship between English Language Teaching and cultural imperialism. It seeks to

unpack the ideological assumptions embedded in ELT practices, policies, and discourses, and to explore how they intersect with issues of identity, power, and resistance. The paper draws on a range of theoretical frameworks—including linguistic imperialism, postcolonial theory, and critical applied linguistics—to analyze the cultural implications of English language education. It also highlights emerging counter-movements such as World Englishes and decolonial pedagogies, which seek to reframe ELT in more inclusive and equitable terms.

### **Theoretical Framework**

The framework integrates perspectives from cultural studies, postcolonial theory, critical applied linguistics, and sociolinguistics to contextualize how the spread of English intersects with power, ideology, and cultural dominance.

- **Cultural Imperialism**

Cultural imperialism refers to the systematic imposition or dominance of one culture over another, often facilitated through media, education, and language. The term gained prominence through the works of theorists such as Herbert Schiller **(1)** who highlighted how media and educational systems are used by powerful nations to extend their ideological influence over less powerful ones. Edward Said **(2)** further illuminated how cultural narratives serve as tools of imperial domination, subtly shaping perceptions of identity, civilization, and modernity.

In the context of ELT, cultural imperialism manifests in the transmission of Anglo-American cultural norms and lifestyles through curricula, textbooks, classroom practices, and teacher-student interactions. These cultural elements, often embedded in “global” English language materials, can overshadow or marginalize local cultural expressions and ways of knowing. The process is often unidirectional: learners are exposed to Western holidays, customs, and idioms without reciprocal representation of their own cultures.

- **Linguistic Imperialism**

Linguistic imperialism, a term coined and developed by Robert Phillipson (3) specifically addresses the domination of one language—typically English—over others. According to Phillipson, the global spread of English is not merely a natural linguistic phenomenon, but one tied to unequal structures of global power rooted in colonial history and sustained through neoliberal globalization. He argues that ELT perpetuates “linguicism”—discrimination based on language—by positioning English as superior and indispensable while devaluing indigenous and minority languages.

Phillipson identifies five fallacies that sustain linguistic imperialism: the fallacies of English being universally beneficial, native-speaker authority, the monolingual approach, the ideal of linguistic simplicity, and the cultural neutrality of English. Together, these assumptions construct an ideological environment in which English becomes a gatekeeper to social mobility, modernity, and global citizenship—at the expense of local languages and epistemologies.

- **Critical Applied Linguistics**

Critical Applied Linguistics (CAL), as advocated by scholars like Alastair Pennycook (4) extends the critique of ELT by situating language teaching within broader social, political, and ideological frameworks. CAL challenges the view of language education as apolitical and instead examines how language policies and practices reinforce existing hierarchies and inequalities. From this perspective, ELT is a site where discourses of globalization, neoliberalism, and cultural hegemony are negotiated and reproduced.

Pennycook’s work foregrounds the idea that ELT can be both complicit in cultural domination and a potential site of resistance. He calls for a “critical pedagogy of language” that enables learners and educators to reflect on how their linguistic practices relate to issues of identity, power, and cultural agency.

- **Postcolonial Theory**

Postcolonial theory provides another critical lens through which to analyze ELT’s role in perpetuating cultural imperialism. Scholars such as Ngũgĩ wa Thiong’o and Gayatri

Spivak argue that colonial education systems, including language instruction, were instrumental in producing colonial subjects who internalized Western values. The postcolonial critique emphasizes how language becomes a tool of epistemic violence – silencing indigenous voices and valorizing European ways of knowing.

Ngũgĩ wa Thiong’o’s call to “decolonize the mind” underscores the psychological and cultural consequences of linguistic imperialism. When English is treated as the language of education, success, and civilization, speakers of other languages are often rendered invisible or inferior. Spivak’s notion of the “subaltern” further raises questions about whether marginalized communities can truly speak – or be heard – within dominant linguistic frameworks.

- **World Englishes and Pluricentricity**

As a counter-theoretical stance, the World Englishes paradigm, championed by Braj B. Kachru (5), challenges the monolithic notion of English by recognizing its plural, localized forms. Kachru’s model of the Inner, Outer, and Expanding Circles conceptualizes English as a global language shaped by diverse socio-cultural contexts. The model legitimizes non-native varieties such as Indian English, Nigerian English, and Singaporean English as valid, rule-governed systems, not as “errors” or “deficiencies” relative to British or American norms.

The World Englishes framework provides a powerful theoretical tool for resisting linguistic imperialism by validating the creative appropriation of English by postcolonial societies. It also shifts the pedagogical focus from conformity to native-speaker norms toward fostering communicative competence in diverse, multilingual contexts.

### **Historical Context of ELT and Empire**

To fully grasp the contemporary implications of English Language Teaching (ELT) and its entanglement with cultural imperialism, it is essential to examine its historical roots. The global dominance of the English language did not arise naturally or neutrally; rather, it was systematically cultivated and enforced through processes of

colonization, political domination, and educational restructuring. ELT, in this sense, is not a product of mere linguistic diffusion, but a legacy of empire, deeply embedded in the ideological and administrative machinery of colonial rule.

- **English and Colonial Expansion**

The rise of English as a global language is inextricably linked to the expansion of the British Empire. At its height in the late 19th and early 20th centuries, the empire spanned vast territories across Asia, Africa, the Americas, and the Pacific. Language played a crucial role in the imperial project – not only as a tool of administration but as a means of cultural domination. English was systematically introduced into the colonies as the language of governance, law, commerce, and elite education. Colonial subjects were often forced to abandon or suppress their native languages in favor of English in order to access employment, education, or political influence.

Thomas Babington Macaulay’s infamous *Minute on Indian Education* (6) epitomizes the colonial mentality toward language and education. Macaulay advocated for the creation of an Indian elite who would be "English in taste, in opinions, in morals, and in intellect," thus serving as intermediaries between the British rulers and the colonized masses. The establishment of English-medium schools across British India and other colonies was not merely an educational policy, but a deliberate strategy to reshape the cultural and intellectual landscape of colonized societies.

- **Postcolonial Continuities**

With the formal end of colonialism in the mid-20th century, many newly independent nations retained English as an official language or medium of instruction. This retention was often justified on pragmatic grounds: English was seen as a neutral, unifying language in multilingual societies, and as a means of participating in global commerce and diplomacy. However, this postcolonial reliance on English has perpetuated the socio-cultural hierarchies established during the colonial period. The elite, often educated in English-medium institutions, continue to wield disproportionate influence in politics, business, and academia, while speakers of local languages are frequently marginalized.

In many countries, English remains a gatekeeping mechanism for social mobility and access to high-status careers. Educational systems inherited from the colonial era still prioritize English over indigenous languages, leading to a linguistic divide between the urban elite and the rural or working-class populations. This linguistic stratification reinforces existing socio-economic inequalities and contributes to the erosion of local linguistic and cultural heritage.

- **The Role of Western Institutions in Spreading ELT**

In the postcolonial and post-World War II era, Western nations, particularly the United Kingdom and the United States, actively promoted English abroad through the establishment of cultural and educational institutions. The British Council, founded in 1934, and the United States Information Agency (USIA), active during the Cold War, both supported the teaching of English as a strategic tool for extending cultural and ideological influence. These agencies sponsored language programs, distributed teaching materials, and facilitated the training of English teachers, often in ways that aligned with geopolitical interests.

Additionally, the rise of global standardized tests such as TOEFL, IELTS, and Cambridge English exams further entrenched Anglo-American linguistic norms as the global benchmark for proficiency. These assessments are often required for admission to prestigious universities, migration, or employment abroad, reinforcing the hegemonic status of standardized “native” English. Simultaneously, they contribute to the commodification of English education, turning language learning into a multi-billion-dollar global industry dominated by institutions from the Global North.

- **The Neoliberal Turn and Globalization**

In recent decades, globalization and neoliberal economic policies have intensified the demand for English, especially in developing nations. English is increasingly promoted as a key skill for economic development, innovation, and global competitiveness. International organizations such as the World Bank, UNESCO, and the International Monetary Fund have at times supported English-medium education as part of development strategies. However, critics argue that such approaches often

impose Western educational models without sufficient regard for local languages, cultures, or pedagogical contexts.

The neoliberal framing of English as a form of "human capital" further abstracts it from its cultural and political dimensions, positioning it as a purely technical skill to be acquired and traded in the global labor market. This depoliticization of English teaching masks the continuation of colonial patterns of influence and control, albeit through market mechanisms rather than direct rule.

### **ELT Practices and Cultural Representation**

English Language Teaching (ELT) is not simply about grammar, vocabulary, and phonetics; it is also a deeply cultural activity. Language, by its very nature, carries embedded worldviews, social norms, historical assumptions, and ideological values. The materials, methodologies, and institutional practices used in ELT classrooms around the world reflect and transmit particular cultural narratives – most often those aligned with Western, especially Anglo-American, norms. This section examines how ELT practices shape cultural representation and influence learners' perceptions of identity, power, and belonging.

- **Cultural Content in ELT Materials**

A large body of research in applied linguistics has documented how English textbooks, curricula, and instructional media often center Western lifestyles, cultural references, and sociopolitical values. Typical textbook themes include Christmas and Halloween, Western family structures, leisure activities such as skiing or going to the cinema, and food items like hamburgers or apple pie. Such materials frequently marginalize or entirely omit local traditions, customs, or worldviews, implying that English must be learned in tandem with Western cultural assimilation.

This dominance of Anglo-American cultural references not only alienates learners but also establishes a subtle hierarchy in which Western culture is positioned as modern, normative, and aspirational. Learners are often implicitly encouraged to emulate these lifestyles, while their own cultural practices are deemed irrelevant or “other.” This

dynamic reflects what Phillipson (7) calls the "prestige ideology" embedded in linguistic imperialism, where the norms of native English-speaking countries are regarded as the standard against which all other cultures are measured.

- **Native-Speakerism and Teacher Identity**

Another manifestation of cultural imperialism in ELT is the widespread privileging of native English speakers (NES) as ideal teachers. The belief that native speakers are inherently better language instructors—regardless of pedagogical training—has led to discriminatory hiring practices in many parts of the world. English teachers from non-Western countries or who speak English as an additional language are often excluded from high-status teaching jobs, despite their qualifications or local knowledge.

This phenomenon, known as **native-speakerism**, reinforces the cultural superiority of Western nations and diminishes the professional legitimacy of teachers from the Global South. It also limits opportunities for culturally relevant pedagogy, as native-speaking teachers may lack awareness of the sociocultural contexts in which their students live and learn. By contrast, non-native teachers who share students' cultural and linguistic backgrounds are often better positioned to provide inclusive, context-sensitive instruction.

- **Methodological Biases in ELT**

The methodologies promoted in mainstream ELT—such as the Communicative Language Teaching (CLT) approach, Task-Based Learning (TBL), or the “English-only” classroom—are often presented as universal best practices. However, these pedagogical models were developed primarily in Western educational settings and may not align with local teaching traditions, classroom realities, or educational philosophies in other parts of the world.

For instance, CLT emphasizes student-centered learning, spontaneous speech, and informal interaction. While effective in some contexts, this approach may conflict with cultural expectations in more teacher-centered systems, where respect for authority and structured learning are prioritized. Similarly, the imposition of English-only

policies can marginalize students' first languages, ignoring the cognitive and identity benefits of translanguaging and bilingual instruction.

By presenting Western methodologies as globally applicable, ELT perpetuates what Kumaravadivelu (8) calls “methodological imperialism” –the imposition of pedagogical norms that fail to respect local conditions and knowledge systems. This not only reduces the effectiveness of instruction but also undermines educational sovereignty and innovation.

- **The Media and ELT: Shaping Global Imaginaries**

In addition to textbooks and teaching practices, the global English media –music, movies, social media, and online platforms – plays a crucial role in shaping learners’ attitudes and aspirations. Many ELT programs incorporate authentic materials such as Hollywood films, English-language pop songs, or Western news outlets into their lessons. While these resources can enhance motivation and engagement, they also contribute to the internalization of Western values and consumer culture.

These media-driven portrayals often present a glamorous, idealized version of life in English-speaking countries, creating what some scholars describe as “symbolic colonization.” Learners may come to see Western countries as the pinnacle of modernity and success, while viewing their own cultures as backward or inferior. This cultural inferiority complex can have profound effects on learners’ self-esteem, identity development, and language learning motivation.

- **Hidden Curriculum and Ideological Transmission**

Beyond explicit content, ELT often involves a **hidden curriculum** –a set of unwritten norms, values, and expectations that shape learners’ attitudes and behaviors. For example, classroom discourse patterns typically emphasize assertiveness, individualism, and direct communication –values commonly associated with Western societies. These may conflict with the collectivist, deferential communication styles prevalent in many non-Western cultures.

Moreover, the promotion of “standard English” as the ideal form of the language contributes to the delegitimization of local English varieties and hybrid linguistic

practices. Learners are often taught to view their own English accents or grammatical patterns as incorrect or inferior, rather than as valid expressions of linguistic diversity. This can result in language anxiety, identity conflict, and social exclusion.

### **The Role of Global ELT Institutions**

Global institutions have played a pivotal role in the worldwide proliferation of English language education. Organizations such as the British Council, the U.S. Department of State (through programs like the English Language Fellow Program), Cambridge Assessment English, Pearson Education, and ETS (Educational Testing Service) are not merely educational bodies—they are influential actors in shaping global language ideologies, curricula, and assessment standards. These institutions often present English as a neutral tool of global communication and development. However, critical scholars argue that they are also agents of **cultural imperialism**, as they propagate Anglo-centric norms and epistemologies under the guise of language instruction and global literacy.

- **British Council and the Legacy of Empire**

Founded in 1934 as a cultural diplomacy initiative, the **British Council** has grown into one of the most powerful agents in global English language education. While its stated mission is to promote cultural exchange and mutual understanding, its activities—ranging from teacher training programs and curriculum development to testing services and cultural events—often function to maintain the prestige and dominance of British English worldwide. The Council has historically operated in former British colonies, often reinforcing the cultural and linguistic hierarchy established during imperial rule.

While many of the British Council’s programs are welcomed for improving English proficiency and providing educational opportunities, they have also been critiqued for promoting a “one-size-fits-all” model of English teaching, often disregarding local languages, identities, and pedagogical needs.

- **U.S. Initiatives and the Export of American Culture**

Similarly, the **United States** has used English language teaching as a diplomatic and ideological tool, particularly during the Cold War. Agencies such as the **U.S. Information Agency (USIA)** and later the **U.S. Department of State’s Office of English Language Programs** have funded ELT projects across the Global South. These initiatives include placing native English-speaking teachers abroad, developing ELT materials, and sponsoring international exchange programs.

These efforts, often framed as part of U.S. soft power, promote not just the English language but also American democratic ideals, consumer values, and cultural practices. Programs like the **English Language Fellow Program** and **English Access Microscholarship Program** are designed to build favorable perceptions of the U.S. while ostensibly providing linguistic and professional development. While these programs offer important resources and opportunities for learners and teachers, they also carry implicit ideological messages that align with U.S. geopolitical interests.

- **Assessment Bodies and Standardization**

Institutions such as **Cambridge Assessment English**, **ETS (the creator of TOEFL)**, and **Pearson Education** are central to the global standardization of English language assessment. These organizations create and administer high-stakes proficiency exams used for university admissions, immigration, and employment. The widespread acceptance of exams like **IELTS**, **TOEFL**, and **PTE Academic** has led to a global fixation on standardized “native-like” English, usually modeled on British or American norms.

While these assessments claim to be objective and scientific, they often marginalize non-standard varieties of English and fail to account for the rich diversity of global Englishes. Moreover, they reinforce linguistic hierarchies by setting up Western-based English norms as the gold standard for success, thus perpetuating the notion that proximity to native-speaker norms equals competence and prestige.

Critics also point to the **commercialization of English proficiency**, where language tests become gatekeepers to social and economic mobility. Learners from low-income countries must often invest substantial time and money to meet the language

requirements imposed by institutions in the Global North, reinforcing patterns of inequality and dependence.

- **Publishing Giants and Curriculum Control**

Global ELT publishing houses such as **Oxford University Press, Cambridge University Press, Pearson, and Macmillan** dominate the market for English language textbooks and learning resources. These materials are often created by Western authors for a global audience, embedding Western cultural references, moral values, and ideologies as part of language learning. Even when marketed as “international,” these textbooks frequently contain implicit biases. They prioritize Anglo-centric lifestyles, promote consumerist ideals, and portray Western societies as aspirational benchmarks. This not only sidelines learners’ own cultural experiences but also contributes to a form of symbolic cultural colonization, where local traditions and perspectives are made invisible or inferior.

Furthermore, the dominance of these publishers limits the development of **localized, culturally relevant curricula**. Many teachers and ministries of education in the Global South depend on these global publishers due to a lack of resources or support for indigenous textbook development. As a result, English teaching remains tethered to foreign narratives and values, limiting pedagogical sovereignty and diversity.

- **Donor Agencies and Development Rhetoric**

Global development institutions such as the **World Bank, UNESCO**, and various bilateral aid agencies have also played a key role in promoting English as a language of development, modernization, and social mobility. English is often positioned as a means to achieve the Sustainable Development Goals (SDGs), especially in areas related to education, employment, and technology. However, such development-driven ELT programs often reflect **Western assumptions about progress and modernity**, overlooking the cultural and linguistic complexities of recipient communities. The push for English-medium education, for example, has led to the marginalization of indigenous languages in many African and South Asian countries, undermining linguistic diversity and local epistemologies.

The framing of English as a necessary tool for development often results in **linguistic determinism**, where the lack of English proficiency is blamed for poverty or underdevelopment, rather than addressing broader structural and political issues.

### **Alternative Approaches and Resistance**

While English Language Teaching (ELT) has historically been shaped by forces of cultural imperialism, educators, scholars, and communities around the world have not remained passive in the face of these dynamics. There is a growing body of resistance against the homogenizing and hegemonic tendencies in global ELT, manifesting in both theoretical challenges and practical innovations. These alternative approaches aim to decolonize ELT, promote linguistic justice, and empower learners by affirming their cultural and linguistic identities.

- **Decolonizing English Language Education**

Decolonizing ELT involves critically examining and dismantling the colonial assumptions that underpin language teaching practices, curricula, and assessment standards. It calls for a shift away from Western-centric norms and methodologies, and toward pedagogies that are rooted in the linguistic and cultural realities of learners.

One key strategy is the **inclusion of indigenous and local knowledge systems** in English teaching. This does not mean rejecting English, but rather teaching it in ways that respect and validate local languages, histories, and epistemologies. For example, educators in parts of Africa and South Asia are increasingly designing bilingual or multilingual materials that integrate English with indigenous languages, promoting both access to global knowledge and the preservation of linguistic heritage.

Decolonial ELT also involves **rethinking teacher education and training**. Rather than focusing solely on imported methodologies and standardized teaching certifications, teacher preparation programs can incorporate local pedagogical traditions, critical theory, and socio-political awareness. Teachers are encouraged to be not just language technicians, but cultural mediators and agents of change.

- **World Englishes and Linguistic Pluralism**

The **World Englishes** paradigm has emerged as a powerful intellectual movement challenging the dominance of “native” English norms. Scholars such as Braj Kachru, Alastair Pennycook, and Suresh Canagarajah have argued that English is no longer the property of the United Kingdom or the United States—it has become a plural, global language shaped by the diverse communities that use it.

By recognizing and validating localized varieties of English—such as Nigerian English, Indian English, or Singaporean English—this approach reframes linguistic difference not as deficiency but as diversity. It also opens the door for more **context-sensitive language assessment, locally developed curricula, and inclusive classroom practices.**

- **Critical Pedagogy in ELT**

Critical pedagogy, inspired by thinkers such as Paulo Freire and Henry Giroux, positions education as a tool for social transformation rather than mere skill acquisition. In ELT, this translates to a pedagogy that encourages learners to question power structures, challenge inequalities, and reflect on their own cultural positions in relation to the English language.

A **critical ELT classroom** might engage students in discussions about linguistic discrimination, colonial history, or the cultural biases in textbooks. It would promote dialogue over rote learning, and student voice over teacher authority. Language learning is thereby linked to broader struggles for justice, identity, and participation.

- **Translanguaging and Multilingual Pedagogies**

**Translanguaging** is a pedagogical practice that encourages students to draw on their full linguistic repertoires—including first languages and regional dialects—when learning English. Rather than enforcing strict English-only rules, translanguaging recognizes the fluid and dynamic nature of language use, especially in multilingual societies. This approach not only enhances cognitive development and learning outcomes but also affirms students’ linguistic identities and counters the marginalization of minority languages. Teachers can implement translanguaging

through bilingual glossaries, code-switching in discussions, and assignments that involve comparing concepts across languages.

Translanguaging practices are particularly relevant in postcolonial contexts where linguistic hierarchies persist. By leveraging students' home languages as assets rather than obstacles, educators can create more inclusive and equitable classrooms.

- **Localized Curriculum Development**

Another important form of resistance is the **development of localized and culturally responsive curricula**. In many contexts, governments, NGOs, and teacher collectives are creating English teaching materials that reflect local stories, traditions, and social realities. These efforts aim to make learning more relevant and meaningful, while also challenging the dominance of imported textbooks and cultural references.

Localized curricula also provide opportunities to address community-specific issues – such as gender equality, health, or environmental justice – through language learning. In this way, ELT becomes a tool not just for economic advancement, but for social empowerment.

- **Teacher Agency and Grassroots Innovation**

Resistance also occurs at the micro-level, through the everyday choices and innovations of individual teachers. Many educators in the Global South adapt global methods to suit their own contexts, blend languages creatively, and introduce critical perspectives despite institutional constraints.

Such grassroots practices highlight the importance of **teacher agency** – the capacity of teachers to reflect, resist, and redesign their practice in the interest of their students. Supporting this agency requires professional development programs that are dialogic, collaborative, and grounded in teachers' lived realities.

Networks of critical and decolonial ELT practitioners are growing, facilitated by conferences, open-access journals, and online communities. These platforms allow teachers to share resources, challenge dominant paradigms, and advocate for more just and inclusive approaches to English education.

## Conclusion

The global expansion of English Language Teaching (ELT) has been one of the most significant educational and cultural phenomena of the modern era. Yet, as this paper has critically examined, its widespread adoption is far from ideologically neutral. ELT, in many of its mainstream forms, continues to function as a conduit for cultural imperialism—reproducing historical hierarchies of power, marginalizing local languages and knowledge systems, and privileging Western norms under the guise of linguistic progress and global communication. From the colonial roots of English as a language of administration and control to the contemporary dominance of native-speaker norms, standardized assessments, and Western-authored teaching materials, ELT has often contributed to the symbolic and material subordination of learners and educators in the Global South. Institutions such as the British Council, U.S. State Department programs, and transnational publishing giants have played a major role in shaping a global English industry that is both culturally prescriptive and economically profitable. However, this narrative is not unchallenged. Resistance is growing from within and outside the field, as educators, scholars, and communities call for a more equitable, decolonized approach to English language education. Alternative pedagogies—such as critical language teaching, translanguaging, and the validation of World Englishes—offer promising avenues to reclaim ELT as a space of empowerment rather than domination. These approaches foreground the agency of learners and teachers, celebrate linguistic diversity, and promote pedagogical practices that are locally grounded and culturally responsive. It is increasingly clear that for ELT to serve the goals of justice, equity, and intercultural understanding, it must undergo a fundamental reorientation. This involves questioning not only the content and methods of English instruction but also the power structures that underpin its global spread. Educators must be empowered to act as critical agents rather than passive transmitters of imported curricula. Policymakers must recognize that the dominance of English should not come at the expense of indigenous languages or local knowledge. And institutions must move beyond profit-driven and neocolonial agendas to support more inclusive models of global language learning.

In conclusion, the future of ELT depends on our collective willingness to confront its colonial legacies, interrogate its present-day inequalities, and reimagine it as a practice that fosters not just linguistic competence, but also cultural dignity, mutual respect, and transformative learning. A critical, reflexive, and context-sensitive ELT is not only possible – it is essential for building a more just and pluralistic global society.

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TRANSLANGUAGING AND NEP 2020: A MULTILINGUAL PEDAGOGY FOR  
INCLUSIVE EDUCATION

*Sophia Xavier*

Assistant Professor, Department of English

Stella Maris College (Autonomous), Chennai - 600086, Tamil Nadu

[sophiavaxier@stellamariscollege.edu.in](mailto:sophiavaxier@stellamariscollege.edu.in)

**ABSTRACT**

The National Education Policy (NEP) 2020 represents a significant milestone in the discourse surrounding education in India by embracing multilingualism and acknowledging the pedagogical importance of home languages. This paper examines the potential of translanguaging—the strategic and intentional use of multiple languages within the classroom—as a transformative pedagogical approach that aligns with the NEP’s objectives of equity, inclusion, and cognitive development. Drawing on theoretical insights from prominent scholars such as Jim Cummins, Cenoz and Gorter, Grosjean, and Kachru, alongside empirical studies conducted by Poudel, Bisai, Singh, and others, this article posits translanguaging as a viable and culturally responsive method for English Language Teaching (ELT) in India. Although challenges persist, including established monolingual ideologies and a lack of sufficient teacher training, translanguaging presents a pathway toward more inclusive and effective educational practices that reflect India's plurilingual realities.

**Keywords:** National Education Policy (NEP), translanguaging, plurilingualism, linguistic repertoire, code-meshed tasks, metalinguistic awareness, L1-based scaffolding, inclusion

## **1. INTRODUCTION: LINGUISTIC PLURALISM AND PEDAGOGICAL REFORM**

India's linguistic landscape is intricately woven, comprising over 22 officially recognised languages and countless dialects that influence daily communication, education, and cultural identity. However, the nation's educational practices have historically favoured English and Hindi, often sidelining the mother tongues of many learners (Kachru 12). This linguistic dominance, rooted in colonial legacy, continues to marginalise linguistic minorities, particularly within the realm of English Language Teaching (ELT). The National Education Policy (NEP) 2020 seeks to challenge this established order by advocating for the use of home languages as mediums of instruction, especially during foundational years (Government of India 13).

In this multilingual context, translanguaging emerges as a promising inclusive pedagogical strategy. Defined by García and Wei as "the deployment of a speaker's full linguistic repertoire without regard for socially and politically defined boundaries of named languages" (21), translanguaging allows learners to engage with content through their entire range of linguistic knowledge. This approach questions rigid monolingual norms and resonates with NEP 2020's commitment to equitable, learner-centred education. It enhances cognitive development, affirms identity, and democratises the classroom environment.

## **2. THEORETICAL FOUNDATIONS: A RATIONALE FOR TRANSLANGUAGING**

### **2.1 Cummins and Cognitive Interdependence**

Jim Cummins's theory of Common Underlying Proficiency (CUP) suggests that the cognitive and academic skills developed in one language can effectively be transferred to another language, particularly when the goals of instruction align conceptually across both languages (Cummins, *Language* 121). This theory challenges the common misconception that learning in a student's mother tongue can hinder their proficiency in English. Instead, it posits that a solid foundation of literacy in a learner's first

language acts as a crucial scaffold that supports and facilitates successful acquisition of a second language.

Additionally, Cummins introduces the concept of “identity texts,” which are student-generated works that celebrate and affirm their cultural and linguistic identities. This concept highlights the importance of the emotional or affective dimension of the learning process. By recognising and valuing the home languages of students, translanguaging practices not only boost self-esteem but also enhance motivation and academic achievement (Cummins, “Identity Texts” 252). This is particularly relevant in the context of India, where the dominant classroom language often fails to reflect the diverse linguistic backgrounds of the learners, leading to a disconnection between students' lived experiences and their educational environment. Recognising students' home languages can create a more inclusive and effective learning atmosphere, contributing to their overall success.

## **2.2 Sociocultural Theory and the ZPD**

Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasises the critical importance of social interaction and the utilisation of cultural tools as integral components of the learning process. This framework suggests that learners can achieve higher levels of understanding and skill through collaborative engagement with peers and individuals who are more knowledgeable.

In this context, translanguaging serves as an effective educational scaffold, allowing students to bridge the gap between familiar language structures and challenging new concepts presented in English. By employing translanguaging strategies, learners can draw upon their existing linguistic knowledge, thereby making abstract ideas more accessible and relatable.

García and Kleifgen argue that such translanguaging practices not only assist in individual comprehension but also foster a collaborative learning environment where students actively participate in constructing knowledge together. This collaborative

approach encourages learners to become co-constructors of meaning, as they engage in dialogues that integrate their diverse linguistic backgrounds and experiences (García and Kleifgen 49). This process not only enhances their cognitive abilities but also strengthens their social and cultural identities within the learning community.

### **2.3 Plurilingualism and the Integrated Learner**

Cenoz and Gorter make a compelling case for a plurilingual approach to education that blurs the traditional boundaries separating distinct languages. Their extensive research reveals that learners engage with multiple languages not as isolated systems but rather as components of a cohesive communicative framework (Cenoz and Gorter 745). This view is strongly supported by Grosjean, who articulates that bilingual individuals should not be viewed as two separate monolingual speakers housed within a single person; instead, they possess a unified linguistic repertoire. This repertoire allows them to navigate language use with remarkable flexibility, drawing upon their various linguistic resources seamlessly depending on the context and communicative demands they face (Grosjean 5).

### **2.4 The Indian Context and Kachru’s “Outer Circle”**

Kachru’s notion of the “Outer Circle” highlights the distinctive role that English plays in post-colonial contexts such as India. In these societies, English is often utilised as a second language primarily in formal and institutional settings, yet it is not the first language spoken by the majority of the population (Kachru 17). This nuanced status positions English as a bridge for communication while simultaneously reflecting the cultural and linguistic diversity of the region.

Translanguaging, a dynamic linguistic practice, supports and legitimises the use of localised, hybrid forms of English that emerge within these contexts. By embracing this approach, educators can cultivate a culturally responsive pedagogy that resonates deeply with students’ lived experiences, encouraging them to draw upon their diverse linguistic backgrounds. This not only enriches the learning environment but also

fosters an appreciation for the intricate relationship between language, identity, and culture.

### **3. TRANSLANGUAGING IN PRACTICE: NEP 2020 AND CLASSROOM REALITIES**

The NEP 2020 mandates that the medium of instruction for students up to Grade 5—and ideally extending beyond this level—should primarily be the learner's mother tongue or an appropriate regional language. This policy further advocates for creating and disseminating bilingual educational resources and digital content in various local languages (Government of India 13). Translanguaging, which refers to the practice of using multiple languages dynamically within educational settings, emerges as a highly effective approach to implementing this policy, particularly in English Language Teaching (ELT) environments. In his 2023 study, Poudel highlights the significant and transformative effects of translanguaging on student engagement and comprehension in the classroom. His research indicates that when students are encouraged to utilise their home languages alongside the target language, teachers notice a marked increase in student participation, clarity of concepts, and overall confidence levels (Poudel 6).

Furthermore, a study conducted by Bisai and Singh in West Bengal reveals that students who engage in translanguaging not only develop heightened critical thinking abilities but also demonstrate a greater willingness to take intellectual risks, thereby enhancing their learning experience (3).

In the context of Kerala, Dr. C. Praveen observes a notable difference between public and private school systems regarding the use of translanguaging. Public schools often embrace this practice in an informal manner, allowing students the flexibility to switch between languages as needed. Conversely, many private institutions tend to implement strict English-only policies, creating an environment that may not support

multilingual learning. This disparity reflects broader societal and class-based inequities in access to quality multilingual education (Praveen 45). By legitimising translanguaging through effective policy and educational practice, significant strides can be made toward bridging these divides and promoting equity in learning opportunities for all students.

#### **4. PEDAGOGICAL FUNCTIONS AND BENEFITS OF TRANSLANGUAGING**

##### **4.1 Enhancing Comprehension and Conceptual Clarity**

Research conducted by Neupane highlights the significant benefits of allowing students to engage with complex English vocabulary and intricate sentence structures through the lens of their first language. This approach not only aids in understanding but also enhances retention of the material. By introducing new vocabulary in English and subsequently reinforcing this linguistic content in students’ home languages, teachers create a dual-language environment that fosters deeper internalisation of meanings. This method supports students in grasping nuanced concepts and articulating their thoughts with greater clarity and confidence.

##### **4.2 Metalinguistic Awareness and Analytical Skills**

Engaging in translanguaging practices enables students to develop a heightened awareness of linguistic structures across the various languages they encounter. This deliberate cross-linguistic comparison significantly nurtures metalinguistic skills, which are crucial for achieving advanced literacy levels and grammatical precision. According to findings by Antony et al., learners in multilingual classrooms effectively draw insightful parallels between languages, such as French, English, and their own native tongues. This comparative analysis not only deepens their overall language competence but also equips them with the analytical skills necessary to navigate complex linguistic landscapes with ease. Through this reflective process, students become more adept at recognising and utilising different grammatical structures, ultimately enhancing their overall communication abilities.

##### **4.3 Affirming Identity and Promoting Inclusion**

Integrating students' diverse cultural backgrounds into English instruction through translanguaging has the potential to create a more inclusive classroom environment. This approach not only validates and celebrates the linguistic identities of students, many of whom may feel side lined by traditional teaching methods, but it also enhances their sense of belonging. According to educational researcher Jim Cummins, recognising and affirming these identities is crucial for cultivating students' academic resilience and fostering intrinsic motivation to learn. He discusses this concept extensively in his work on "Identity Texts," highlighting how when students see their languages and cultures reflected in their education, they are more likely to engage deeply and persist through challenges (Cummins 252).

#### **4.4 Peer Collaboration and Community Building**

Translanguaging also plays a significant role in promoting peer collaboration and building a sense of community in the classroom. In environments where students work together, this practice allows them to articulate their understanding of concepts in their familiar languages, leading to more effective communication and comprehension. Such interactions not only enhance individual understanding of the material but also help to forge strong social bonds among peers. As noted by researcher Poudel, facilitating peer learning in this way empowers students to actively participate in their education, share knowledge, and contribute meaningfully to group discussions and activities (Poudel 7). This collaborative spirit fosters an atmosphere of mutual support and encourages them to appreciate diverse perspectives.

### **5. CHALLENGES IN IMPLEMENTING TRANSLANGUAGING**

Despite its theoretical and empirical support, translanguaging faces substantial resistance in Indian ELT.

#### **5.1 Monolingual Ideologies**

Within elite educational institutions, the prevailing ideologies lean heavily towards monolingualism, particularly prioritising English as the sole medium of instruction. This often manifests in standardised assessments that favour exclusively English-speaking skills, associating proficiency in the language with notions of linguistic purity (Kachru 19). Such a framework undermines and marginalises the diverse

linguistic backgrounds and capabilities of students, effectively disregarding the rich tapestry of languages that they bring into the educational environment. This not only limits the recognition of bilingual or multilingual students' competencies but also reinforces a narrow definition of what constitutes academic success.

## **5.2 Teacher Preparedness**

A significant challenge in contemporary education is that many educators lack familiarity with translanguaging pedagogy, which promotes the fluid use of multiple languages in the learning process. As noted by Praveen, this gap in teacher training often leads to an excessive reliance on students' first language (L1), which, while initially supportive, can inadvertently restrict their exposure to English (45). To foster a more balanced language development, it is imperative that teachers are equipped with strategic methods to integrate bilingual or multilingual approaches into their classrooms in a way that enhances rather than hinders their students' overall language acquisition.

## **5.3 Assessment Systems**

The structure of high-stakes examinations poses a formidable barrier to the adoption of translanguaging practices. These assessments frequently fail to recognise and accommodate multilingual expressions and competencies, thereby demotivating teachers from incorporating translanguaging methods into their formal instruction. As suggested by Cummins in his work on language assessment (143), this disconnect between pedagogical practices and assessment requirements can create a challenging environment where both educators and students are compelled to operate within restrictive linguistic constraints.

## **5.4 Policy Inconsistencies**

Although NEP 2020 offers a supportive framework aimed at recognizing and promoting multilingual education, its practical implementation is inconsistent across

different states due to the decentralised nature of India’s educational system. This variance in policy execution results in disparities in educational experiences and resources available to students, highlighting the urgent need for the establishment of uniform guidelines and effective accountability mechanisms. Such measures would ensure that all students have equitable access to quality education that respects and utilises their linguistic diversity.

## **6. STRATEGIES FOR INTEGRATING TRANSLANGUAGING IN ELT**

### **6.1 Professional Development**

Teacher training programmes should comprehensively incorporate modules that focus specifically on multilingual pedagogy, the development of diverse instructional materials, and effective classroom management strategies designed for various linguistic environments. According to Poudel (8), providing educators with exposure to research-based pedagogical models can greatly enhance their confidence and competence in implementing translanguaging practices in their teaching.

### **6.2 Bilingual Materials and Code-Meshed Tasks**

To enrich the learning experience, it is essential to integrate educational resources such as glossaries, summaries, and code-meshed texts that enable students to interact with academic content in both English and their native languages. This dual-language approach not only enhances comprehension but also ensures that students can engage with complex topics while maintaining a rigorous academic standard. This method supports a richer learning environment where students feel valued and understood.

### **6.3 L1-Based Scaffolding**

Incorporating students' first languages (L1) for explaining intricate grammar concepts or idiomatic phrases significantly diminishes cognitive strain and facilitates a smoother transition to English proficiency. Neupane (47) highlights that utilising L1 as a supportive scaffold allows learners to build on their existing knowledge, thereby fostering greater understanding and retention of new language elements.

#### **6.4 Flexible Curriculum and Assessments**

Curricula must undergo a thorough redesign to include multilingual outcomes that reflect the linguistic strengths of all students. Assessment frameworks should be restructured to acknowledge and evaluate knowledge demonstrated through translanguaging methods. This evolution in assessment practices will allow for a more equitable evaluation of students' capabilities, recognising the diverse ways students express their learning.

#### **6.5 Community Engagement**

Active engagement with parents and local stakeholders is vital in validating the importance of home languages in educational settings. This involvement not only fosters a supportive community environment but also strengthens the broader acceptance of translanguaging approaches in schools. As noted in "The All Access Classroom," when students are encouraged to draw upon their full linguistic repertoire, they experience increased confidence and a deeper connection to the learning process ("5 Simple Ways"). This connection can lead to improved educational outcomes and a more inclusive school culture.

### **7. CONCLUSION: TOWARD A PLURILINGUAL EDUCATIONAL FUTURE**

Translanguaging presents a significant opportunity to reconceptualise India's rich linguistic diversity as a powerful educational asset rather than a barrier. Rooted in sociocultural theory and supported by NEP 2020, this approach not only validates the identities of multilingual learners but also promotes academic achievement and fosters an inclusive teaching environment.

Efforts to translate theory into effective practice must occur at multiple levels. This entails thorough teacher training, alignment of educational policies, curriculum

reform, and the implementation of innovative assessment methods.. As Cummins emphasises, recognising and valuing the languages of learners empowers them to fully engage in the educational journey (142).

By embracing translanguaging, Indian classrooms can evolve into vibrant and inclusive spaces where every student, regardless of their English proficiency, can thrive, grow, and achieve greatness.

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## Chapter 12

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### INTERNATIONALIZATION OF EDUCATION IN TECHNICAL INSTITUTIONS WITH REFERENCE TO NEP 2020

*Vashishtha J. Patel*

Assistant Professor, Government Engineering College, Sector 28,  
Gandhinagar, Gujarat, 382028 (India)

Email: [Vashishthpatel1026@gmail.com](mailto:Vashishthpatel1026@gmail.com)

#### **ABSTRACT**

As discussed in the board discussion during International Academic Institutions Conference 2022 in Gujarat, NEP-2020 ushered in comprehensive transformation and internationalisation of education. The conversation covered global benchmarks, global memoranda of understanding, research collaboration, international student influx, and more. Credit-based education systems are emerging as a key element in addressing global challenges. The UK is recognized as a key partner in the internationalisation of India's education. Effective policies and regulations, quality assessment, and mutual cooperation between countries were emphasized. A world-class educational institution focused on research, innovation, and a holistic approach to education was envisioned (Ministry of Education 4). Discussions included capacity building, improving the overall enrolment rate, and the need for industry-academia collaboration. International cooperation, flexible education systems, and implementation of the NEP were considered essential to the internationalization of education (Singh 23). India aims to have multidisciplinary higher education institutions in every district by 2030. The potential of overseas branches and study abroad programs in India to attract international students and enhance India's global attractiveness in higher education was highlighted.

**Key words:** National Education Policy 2020, Technical Education, World view

## **Introduction**

NEP-2020 spotlights an all-encompassing turn of events and internationalization of schooling. To talk about the different aspects of the current subject, Board Conversation was directed on Internationalization of Education during International Conference of Academic Institutions organized by Education Department, Government of Gujarat in 2022.

The board conversation on Internationalization of Training was gathered and the expert opened the meeting by one of the well-known expressions by Hon'ble PM Shri Narendra Modiji “Whatever training a college or organizations of advanced education bestows, it should accomplish the worldwide degree of benchmarking given the boundlessness and variety of worldwide town we live in today”. (Modi, 22)

In the light of the back and forth, it has been expounded on the internationalization based on global MoUs and examination coordinated efforts, number of worldwide understudies, number of understudies who travelled to another country (Jain 12). Moreover, the credit-based Education framework was named as one of the significant elements that might enable the understudies to address the worldwide difficulties and advance internationalization. From that point, it has been focused on the examination coordinated efforts, study in India and understudy trade program, double degree, twinning project and equilibrium of portability. Reasonable biological system to draw in global understudies was likewise talked about (Patel 89). Also, it discussed the memorable globalization of old India, giving the instances of Nalanda and Takshashila Universities (Rao 34).

## **Comprehensive Education**

For the all-encompassing improvement through the internationalization of schooling, Australia and India ought to foster a biological system and should zero in on the nature of Education (Rao 34). For internationalization of schooling, and to foster the Education as a leader area, there will be a need of more MOUs and multidisciplinary research coordinated effort and joint examination projects in view of designing

discipline that prompts better comprehension on a particular area of exploration to upgrade the interest of the understudy (Brown 78). It has been discussed and talked about the Education framework in Australia and expressed that the advanced education framework should be understudy driven and they should have adaptability to pick an expanded field which empowers the translational and professional training (Singh 25). Great two-sided connection between nations for viable internationalization of Education is likewise important.

### **Significance of strategy and guideline**

It had been pushed on the compelling arrangement, rules and guidelines for internationalization. The Public authority should outline a successful arrangement to draw in the quality understudies and to perceive their certificates. Adaptable assessment framework ought to be taken on for the internationalization of training and understudies ought to be assessed thinking about the quality in schooling and exploration (Kumar 70).

Reciprocal connection between the nations is one of the significant elements that was raised by the educators from time to time. It has upheld the focuses raised by the different educators of India contended to make a better climate for understudies and to perceive their certificates. Improvement in internationalization thinking about worth, quality and strategy additionally pushed on the improvement of internationalization in view of the degree worth, acknowledgment and strategy (Sharma 48).

The UK is at the front line for internationalization of the understudy thinking about India as a significant partner. It has been pushed on the essential commitment and execution of NEP in advanced education in India, so understudies can contend at worldwide level (Jones 15).

The discussion in India among the educators has likewise upheld the point rose on Translational Education and worried over precise improvement in the schooling framework for internationalization. Understudy trade programs ought to be advanced by the different MoUs with unfamiliar colleges to upgrade the internationalization. Advancement of Study in India Program should be sped up

through accepted procedures and execution of NEP, strategy commitment and Education move (Rao 37).

Extent of joint effort in regions, for example, AI, Man-made brainpower, medical services and so forth ought to be advanced. He likewise educated that in excess of 100 organizations have been done in such regions. Orientation adjusting project should be embraced in the Indian schooling framework in accordance with the UK (Gupta 92). It has also been examined that internationalization of Education doesn't just mean trade of the understudies; it should incorporate the trading of the thoughts, assets, culture, information, abilities and so forth (Patel 95). He pushed on building the worldwide organization for advancing advanced education in India.

### **Fostering Global Education: A Multifaceted Approach to Internationalization in India**

The internationalization of the higher education sector in India relies on having a clear framework with an attractive set of arrangements, an appropriate set of rules, and a strong set of policies. In order to attract the best quality international students and have them recognized worldwide, the Indian government must present a strong and broad outline of its plans, in detail. Significantly, that means using an agile and holistic assessment process moving forward and recommending specifically that these international students and the quality of their education and research output be assessed as a whole.

As Kumar explained (70) there needs to be a sophisticated process of assessment that can move the conversation regarding true internationalization. In addition to taking this reciprocal relationship between countries into consideration, it was consistently reported by the educators, that the importance of interconnectedness in terms of how welcoming and supportive the institution was going to be for international students, to be considered when the possible academic recognition of prior learning. The collaborative voices from Indian educators often profess an environment where

internationalization is built on value, quality, and strategic policy, thereby building the value of Indian education globally (Sharma, 48).

The UK stands out as a vital partner in progressing any plans regarding the internationalization of India's education sector. There has been a clear recognition of the great potential India has. There has been an ongoing focus on being substantively engaged and appropriately implementing the National Education Policy (NEP) in India. Strategically grounded into that discussion is the goal to ensure Indian students are equipped with skill sets and capabilities to compete globally, as noted by Jones (15).

The concept of Translational Education has also been supported by Indian educators and offered clarity about how to address the need for judicious and positive change in the education system for real internationalization to occur. In this regard, accelerating the process of encouraging student exchange with foreign universities through a signed Memorandum of Understanding (MoUs) is needed, and the "Study in India" program should be marketed with haste taken best practices, thorough execution of policy and educational mobility into consideration (Rao 37). Continuing to expand these types of collaboration into innovative areas such as Artificial Intelligence (AI), health, and related sectors should be aggressively pursued. So far, there have been over 100 collaborations put in place in these critical sectors. Furthermore, Gupta (92) notes the 'gender-balancing initiative in the Indian education system' was consistent with progressive initiatives in the UK. Finally, it is essential to realize that the internationalization of education is not merely about the exchange of students. Rather it includes a reciprocal exchange of ideas, resources, cultures, knowledge, and skills (Patel 95). It is important to establish a global reach and network to enhance higher education in India, to increase collaborations, and to enhance academic integrity.

The signing of MoUs plays a pivotal role in driving internationalization, with a key focus on technology transfer and the enhancement of educational practices. While the

implementation of the NEP holds immense promise for India, a parallel emphasis must be placed on its effective and timely execution, as Jain (18) emphasizes.

With the successful implementation of the NEP, India has the potential to attract a significant influx of high-quality international students by the year 2025. Furthermore, fostering reciprocal relationships between nations remains a cornerstone of this internationalization strategy, as Davis (105) aptly concludes. By embracing a holistic and collaborative approach, India can solidify its position as a global hub for quality education and research.

Marking of MOU assumes an urgent part for internationalization where the emphasis ought to be on the innovation move, training improvement. Execution of NEP is extremely advantageous to India; however the spotlight should likewise be on viable and early execution of the NEP (Jain 18). With the execution of NEP, India might get a great number of value worldwide understudies by 2025. He additionally pushed at the Reciprocal connection between nations (Davis 105).

### **A World Class Institute**

The other question about a world class institution is : a) goal of building ‘World class University’ (WEU’s) and its need, b) addressing existing challenges, c) focus on quality and nurturing education, d) trajectories steps in establishing a WCU. It had been pushed on the requirement for legitimate exploration and WCU's (Ministry of Education 10). This can be worked with by advancing top notch research combined with development, hatching prompting licenses and thus business ventures. Building strong Research and development focuses on establishments.

Zero in on translational examination and commercialization of innovation with centre around worldwide requirements. Consistent progression of assets from public and private areas to advance exploration through additional painting reserves: Zeroing in addition on neighbourhood research, Cutting edge College, advanced foundation, independence of the organization, solid graduated class and all-encompassing

Education. Need for students to go through something like 1 year of expertise based preparation during their UG program was underscored (Kumar 73).

While explaining the possible utilization of India as a knowledge society, Professor M. Jagadesh Kumar stated a comprehensive education system based on the National Education Policy (NEP) 2020 will be essential to achieve that. In his opinion, Indian students will perform remarkably well if they are provided with the requisite opportunities. He also drew attention to the successful Indian diaspora abroad, which is changing the face of India and increasing its participation in higher education. For this purpose, IIT Delhi and IIT Madras are setting up international campuses. Moreover, the UGC has already adopted regulations for academic collaborations such as twinning and joint degrees between Indian and foreign institutions (over 50 universities are currently pursuing such agreements) in 2022. This will assist students to spend a semester abroad, thus improving international collaboration. The UGC under flexible but accountable rules will issue guidelines to set up branches of these Universities in India which has already gained great interest from other countries.

As per Dr. Chandan Chowdhury the NEP 2020 is an important step to gaining foreign investments in Indian education systems unlike any other enabling institutions and students to get exposure to global skills. As regards to ISB he mentioned that there is already a student exchange program in place which along with teacher exchanges will create a global talent pool. All ISB's postgraduate programs include international immersion and some even have terms abroad. He further added that around 150 international faculty members teach regularly at ISB which ensures that students have an opportunity to appreciate diverse and multi-faceted viewpoints alongside Indian ones. In addition, Lamrin Tech Skills University (LTSU) has created a curriculum aligned with the industry and is focused on teaching wisdom of the future like AI/ML, cyber security, IoT, and data science. In Chowdhury's view the NEP will allow the implementation of more such initiatives which would produce adequately skilled professionals while also making India a go-to hub for skilled talent.

Dr. Kamlesh Vyas leveraged Indian culture and knowledge systems to propose a four-pronged strategy to enhance “Brand India” in higher education, which includes:

setting up Indian institutions overseas, establishing foreign institutions in India, collaboration between Indian and foreign institutions, and increasing the international student population in India. He expounded that overseas Indian campuses will better global education, increase revenue, improve job opportunities, funded employment research opportunities, and raise the quality of educational institutions in India. Foreign campuses will bring to India best teaching practices, competitive talent, and valuable research opportunities which will lower the cost of education for foreign students and Indian faculty and researchers will outsource education. Indian students will save on foreign exchange while obtaining quality services and innovation. Collaborations will facilitate exchanges, joint degrees, joint research, advanced educational opportunities from foreign actors into Indian institutions of learning, and expose Indian students to work-experience opportunities that aid their educational institutes. An increased number of foreign learners in India will enable earning foreign exchange, improving opportunities for Indian educators, and enhancing the quality of higher education in India's equals increasing campus diversity. Dr. Vyas concluded that these four interconnect.

Ms. Padma Srinivasan observed that each year, a considerable number of pupils from DPS, R. K. Puram, seek foreign admissions, with 400 studying abroad this year. Her assessment was that the exorbitant cost of overseas education cuts off access for many able students, and overseas studying comes with a great deal of pressure and uncertainty. The setting up of foreign universities' branches in India would, however, allow these students to obtain authentic foreign qualifications within the country. She also pointed out the historical international admissions and foreign campuses of DPS, R. K. Puram, the language lab funded by the Japanese government, and the language lab she is currently working on. She has underlined the need for scholarships and aid.

Professor Rangan Banerjee echoed Jane Knight's definition of internationalization in higher education as the integration of global dimensions into the core functions of a university. Internationalization acts not only as an enhancer but also as a richness to the collaborative design of curricula and research programs. While students benefit from varied scholarly approaches and cultural experiences, faculties gain wider

thought processes and research opportunities. It benefits academic diversity on campus, enhances a nation's soft power, and assists in addressing global issues. He pointed out all the exchange programs, credit transfers, international faculty, and joint academic activities at IIT Delhi. He further informed that IITs are coming up with their campuses in UAE and Zanzibar to assist them; this is assisting IIT Delhi in international research projects like "Project Prakash," undertaken with MIT and one hospital for conducting blindness treatment using neuroscience.

As per the Indian educationists, an "a-list" institution comprises smart students taken on that passed a fair exam, quality faculty members who are taken on a rigorous process himself ample research facilities and journals (which means funding), and an administration that does not get in the way of progress.

On the flip side, the talk about World-Class Universities (WCUs) was on how to keep Indian students and bring in foreign students, to restore India's past pride in education—just like in Takshashila and Nalanda. There were also calls for complete education that shapes students with a world view and universal human values; this included a suggestion for graduate schools to set up "Legal Labs" for skills training.

A WCU has 30% or more international faculty and students, with the main aim of restoring the standing of old Indian varsities by stressing "inquiry-based" and "discussion-driven" learning.

### **Need for abilities and expertise**

There is a significant concern with respect to the number of understudies making it to advanced education. Scarcely any angles about joining schooling and business were likewise pointed at. Accentuation lay on Gross work proportion (GER) as the current GER is simply 26% according to which has been expressed and 'expertise makes students more employable than simple schooling' (Gupta 98).

The public authority should expect to raise the degree of GER to at least half. Related to improvement of abilities in Education frameworks and incorporating information in expertise frameworks it has been proposed a) presentation of professional training

at school and HE levels b) work coordinated learning climate c) blend of 'on location web based' learning d) need for ceaseless 'up-skilling and rescaling' (Sharma 50).

On the contrary, it has been clarified with regards to the excursion of IITG in accomplishing higher positions in HEs. It's gladly referenced that consistently the author of new businesses is an IITian. It has been rightly said Secret mantra to progress is 'Scholarly Industry Cooperation' (AII) which prompted the accomplishment of IITG. IITG developed with native endeavours.

### **Conclusion**

MoU and research collaborations are the most important factors for the internationalization of education. Bilateral relationships between countries should be good for the effective internationalization of education. Flexible education system promotes internationalization of education which can be achieved by implementation of NEP.

Some institutes in India are collaboratively working to use optimum resources available. The premier institutes can also work as mentors for other institutes. Including different esteemed organizations in India in protection innovation has as of now been continuing and a lot more foundations will be engaged with this interaction. By 2030, India intends to have at least one multidisciplinary higher education institution (HEI) in or near each district. This necessitates a thorough examination of India's higher education zones in order to determine what obstacles the system has in achieving the goal of independent and self-sufficient institutes (Taylor 63). It also necessitates the identification of important players in the Indian educational system that will function as catalysts throughout the process. While this research clarifies the supply side of the problem, we cannot overlook the demand that India generates as a result of its vibrant culture and customs. Apart from these, there are other additional factors that, if completely utilized by India, can position it as one of the most desirable destinations for higher education (Jain 20).

Because one of NEP 2020's goals is to establish foreign branch campuses (FBCs) in India, it is to explain, using a properly built model, the minimal potential inflow of international students that India can expect in the next few years. Its success, however,

is largely contingent on India's flexibility in implementing student-friendly policies around the country (Rao 40). The Study in India programme is one such example. This programme has received high praise for making the process of studying abroad more straightforward. It also promotes the country's soft powers, such as Yoga and Ayurveda, among the wide range of courses available in India (Ministry of Education 15).

## **Roadmap**

Some of the ways in which India can achieve internationalization is by:

(a) Urging Indian colleges to partner with foreign colleges to provide shared/twinning/dual degree courses, mainly in fields that have become important like Data Analytics, Computer Science, and Climate Change plus Sustainability.

(b) Giving push and help to Indian schools to start offshore campuses in other nations, mostly in places with a large Indian diaspora.

(c) Permit foreign colleges to establish branches in India so as to give international exposure to Indian students.

(d) Bringing worldwide standards and foreign teachers to the Indian education system through aimed student and teacher exchange programs, asking foreign scholars as guest teachers and combining international testing rules and tests like the SAT, LSAT, GRE, and GMAT in the admission process for Indian HEIs.

(e) Indian institutes that have earned recognition through NIRF, QS and THE rankings should be motivated to work with globally reputed academic institutions to produce joint research publications. These agreements will enhance the global standing of Indian educational institutions by increasing publication counts as well as citation rates and the citation influence of Indian authors.

(f) Indian educational boards must increase their competitiveness by adopting international norms and standards like flexible curriculum options and advanced subjects because Indian students are increasingly choosing international schooling

boards like IB and Cambridge. Exploring student exchanges at school level should be considered.

(g) Industry-focused training in Indian universities through increased focus on vocational Education, internships, apprenticeships, and on-the-job training is needed to enable students to be prepared for the needs of Industry 4.0.

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Associate Professor and Head  
Research Department of English  
CMS College Kottayam (Autonomous)  
Kerala

## ***Editor***

**Dr. Kavitha. K**



Assistant Professor (Sr.G)  
Department of English and other Foreign Languages  
Faculty of science and Humanities.  
SRM Institute of Science and Technology, Ramapuram campus, Chennai.

## ***Editor***

**Dr. Sunil H Der**



Associate Professor  
Department of English  
School of Arts and Humanities  
Dr. Subhash University, Junagadh  
Gujarat