

Research in English Language Education in India

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ABSTRACT

English language education in India is vast and complex. Research, both in school and higher education during the current and past decades reflects the felt realities and the idealism and warrants addressing the needs of the new millennium. This review of research traces language policy and the role and place of English language in education, multilingualism in school education, language curriculum design, materials in the English language teaching, methods and processes of teaching of English and how English language classroom operates in the diverse Indian contexts. Research on different literacy development and language skills, English language teaching at the university level and English for specific purposes, particularly English for engineering education, use of ICT in English language teaching, professional development of language teachers and teaching young learners, are also reviewed with a view to understand how research has progressed during the last decade. The tension between the demand for English language education, both as a language and as a medium, and the ideal of mother tongue based multilingualism; the three models of curriculum development in the States — adoption of National Curriculum Framework (NCF) fully, adoption of NCF with modification and development of a new curriculum based on the ideas of NCF and their implications on the English language curriculum are well illustrated in the studies reviewed. There is a call for a shift to communication oriented processes like communicative approaches and task based language teaching particularly at graduation level for meeting the demands of higher education and job market. Research also brings out the constraints in the English language education in terms of the English language

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environment in school, teachers and materials leading to varied disparities in the delivery of English language in the classroom. In sum, research findings warrant for action for a harmonious and cognitively sound language policy. A policy that calls for an engaging curriculum and materials which promote learner's contact with English language and learner-learner interaction in the classroom is what research findings recommend. This should be achieved with the instrumental support of continuing professional development of teachers and learner friendly assessment.

सारांश

भारत में अंग्रेजी भाषा की शिक्षा व्यापक और जटिल है। वर्तमान और पिछले दशकों के दौरान विद्यालयी और उच्च शिक्षा के क्षेत्रों में किया गया अनुसंधान इसकी वास्तविकताओं और आदर्शवाद और नई सहस्राब्दी में अंग्रेजी भाषा शिक्षण की आवश्यकताओं को दर्शाता है। इस शोध समीक्षा में भाषा नीति और शिक्षा में अंग्रेजी भाषा की भूमिका और स्थान, स्कूल शिक्षा में बहुभाषावाद, भाषा पाठ्यक्रम डिजाइन, अंग्रेजी भाषा शिक्षण के लिए सामग्री, अंग्रेजी के शिक्षण के तरीके और प्रक्रियाएँ और अंग्रेजी भाषा कक्षा विविध भारतीय संदर्भों में कैसे संचालित होती है, पर ध्यान दिया गया है। साक्षरता विकास और भाषा कौशल, विश्वविद्यालय स्तर पर अंग्रेजी भाषा शिक्षण और विशिष्ट उद्देश्यों के लिए अंग्रेजी, विशेष रूप से इंजीनियरिंग शिक्षा के लिए अंग्रेजी, अंग्रेजी भाषा शिक्षण में आईसीटी का उपयोग, भाषा शिक्षकों के व्यावसायिक विकास और युवा शिक्षार्थियों को पढ़ाने से सम्बंधित शोध की समीक्षा की गई है। अंग्रेजी भाषा शिक्षा की मांग—भाषा एवं सीखने के माध्यम के रूप में, मातृभाषा आधारित बहुभाषावाद, राज्यों में पाठ्यक्रम विकास के तीन मॉडल — राष्ट्रीय पाठ्यचर्या की रूपरेखा (एनसीएफ) को पूरी तरह से अपनाना, संशोधन के साथ एनसीएफ को अपनाना और एनसीएफ के विचारों पर आधारित एक नया पाठ्यक्रम विकसित करना; और अंग्रेजी भाषा के पाठ्यक्रम पर उनके निहितार्थों के बारे में इस समीक्षा में चर्चा की गई है। शोधों में उच्च शिक्षा और नौकरी की मांगों को पूरा करने के लिए विशेष रूप से स्नातक स्तर पर संचार दृष्टिकोण और कार्य आधारित भाषा शिक्षण जैसी संचार उन्मुख प्रक्रियाओं में बदलाव की आवश्यकता पर बल दिया गया है। शोधों में अंग्रेजी भाषा शिक्षा में होने वाली कठिनाइयों को भी दर्शाया गया है, जैसे— विद्यालयों में अंग्रेजी भाषा में शिक्षा देने के लिए उपयुक्त वातावरण, शिक्षकों तथा सामग्री का अभाव इत्यादि। संक्षेप में, शोधों में एक सामंजस्यपूर्ण और संज्ञानात्मक भाषा नीति की आवश्यकता पर बल दिया गया है। शोधों में एक ऐसे मनोहम पाठ्यक्रम एवं सामग्री विकसित करने पर बल दिया गया है जो कक्षा में शिक्षार्थियों के बीच अन्तःक्रिया विकसित कर सके। यह शिक्षकों के सतत व्यवसायिक प्रशिक्षण एवं शिक्षार्थी के अनुकूल मूल्यांकन द्वारा प्राप्त किया जा सकता है।

Introduction

English language education in India is an impressively large and highly complex phenomenon endowed with major strengths along with equally large failures and limitations (Tickoo, 1996 and 2004). This complex situation can be traced in research themes, findings and policy statements during the last five decades as scholars have attempted to find empirical evidences in the way English has shaped itself as a second language. The change in the status (role and place) of English language from a colonial legacy to the prominence that it has gained today, is another development, which has attracted researchers over the last three decades, besides language policy and medium of instruction. Researchers have also concentrated on the effectiveness of various methods and approaches to second language teaching-learning and language learning/acquisition, attempting to understand its different dimensions. Research on Continuous Professional Development (CPD) of teachers, use of ICT in English language teaching, teaching English to young learners, teacher research, classroom research and English for professional and specific purposes are the emerging areas of research, which this review discusses.

Earlier surveys of research in education in India (Buch, 1974 and 1979; NCERT, 1977; 1991; 1997 and 2007) revealed the trends for further research and action. Of the six research surveys conducted so far, the fourth (NCERT, 1991) and sixth (Devaki, 2006) surveys contained a separate section for language education and language learning research. Other surveys saw the language education research subsumed in curriculum, materials and methodology research. All the surveys in their analysis brought to the notice that language education in general and English language education in particular, could not meet the education system demands related to expansion, provisions and quality dimensions and learner related (individualised learning) issues. The demand for English language and English medium has been well traced in the researches three decades ago. Language policy, development of materials and individual skills have also been explored. Most of the observations of this review are in consonance with the inferences of the previous surveys and have implications for policy and curriculum planning and implementation.

This review analyses the studies which have been drawn from doctoral dissertations, research papers, research reports, articles, books, chapters and monographs written during 2004 to 2015.

Research on language policy and the role and place of English language in education, multilingualism in school education, materials in English language teaching, methods and processes of teaching of English and how English language classroom operates in the diverse Indian contexts are reviewed. Research on different literacy development and language skills, English language teaching at the university level and English for specific purposes, particularly English for engineering education, use of ICT in English language teaching and teaching young learners has also been reviewed.

Language Policy and Role of English Language in the Education

The National Commission on Education (1964–66) described English as ‘a library language’ and a language of higher education. This library language, over the period of six decades, has become the language of popular demand in school education and the language of higher education. The National Policy on Education (NPE) 1986 emphasises the principles of mother tongue based multilingualism whereas the four National Curriculum Frameworks for school education brought out in the years 1975, 1988, 2000 and 2005 lay emphasis on contextualisation of English language teaching suited to India’s diverse multilingual characteristics. The changing role of English in the socio-political spheres is reflected in the curriculum planning and implementation. Introduction of English language in school, which was earlier planned as a third language to be introduced in Classes V or VI and even in Class VIII (NCERT, 1975, 1988), is now being done from Class I in almost all the States (NCERT, 2006a; Meganathan, 2011). It has become the ‘common’ second language across the country. The National Curriculum Framework 2005 (NCERT, 2005) observed in its position paper on Teaching of English in the new socio-political situation that ‘the Introduction of English is no longer an academic question, it is a political response to people’s demand’ (NCERT, 2006a).

The Story of English in India (Krishnaswamy and Krishnaswamy, 2006) traverses the journey of English language and its multi-dimensions in India. Growth and development of English in India, with a view to redefining the aims and goals of teaching of English in post-independent India and the various phases of development and expansion of English in India reflects how English language has been seen as an inevitable part of Indians, though not a language of masses. These phases include the use of English as an

instrument for commerce and transportation, growth of English in education, the dissemination phase of English gaining the status of second language, the identity phase of conflict between the emotional *angrezi hatao* (remove English) brigade and rational English for the development group and the globalisation period of 1990s.

The English Next India (Graddol, 2010) brings out how a country with its liberalised economy, addresses the demand for English language education and English as a medium of learning. The huge demand, real or overstated, could not be catered to, with its diverse contexts and categories in terms of resources for schooling and school systems. How English language education needs to be planned for complementing and supplementing the Indian languages in a multilingual country and meeting the social demand for upward mobility is seen as a major challenge given the diversity in curriculum planning and schooling. Typology of schooling and the quality of English language teaching could be seen from the determinants of English language environment in schools, the English language teacher and their proficiency and pedagogical processes of the classroom (Kurien, 1997; Nag-Arulmani, 2000, 2005; NCERT 2006b). This creates hierarchies in the way the schools 'deliver' English language education.

Selvam and Geetha (2009) trace 'class perspective' in the context of Tamil Nadu. Schools are of three types — A, B and C, divided in terms of location and resources, which determine the quality of English language teaching-learning. The 'A' type of schools are located in big cities and are attended by upper middle class children. English language proficiency of both teachers and learners here are higher than all the other categories of schools. The second 'B' type of schools are also found in big cities and in smaller towns and cater to the middle class people who cannot afford high fees. Here the learners are not as easy and confident with the English language as their peers in type 'A' schools. The last type 'C' schools are the ones located generally in small and mofussil towns, catering to rural households that want their young ones to know English. 'Neither the teachers nor the students in these schools move in an English speaking world in the way that their counterparts in the cities do. But there is a greater anxiety about learning English in these institutions' (Selvam and Geetha, 2009).

Another dimension is the caste hierarchy in the access to English language and fluency of learners in English language,

which Ramanathan (1999, 2005) finds through the institutional education practices. Students belonging to the lower strata of society (Scheduled Caste and Schedule Tribes and Other Backward Classes) have been socialised in Gujarati medium schools in Classes K-12, who have to contend with English at the tertiary level. Illaiah (2013) emphasises the English language for Scheduled Castes as a right: "Within 200 years of its introduction in India, it (English) has become the language of easily about 100 million people. Its expansion in future will be several folds faster than earlier. It has become a language of day-to-day use for several million upper middle classes and rich. The poor and the productive masses have a right to learn the language of administration and global communication."

The demand for language is revealed in attitudes and loyalties. In a domain analysis and attitudes towards English language, Hohenthal (1998; 2003) found that English is the language of formal communication and it is becoming a language for information and communication for certain sections of the Indian society. Though there is a strong tendency to see one's regional language as an instrument for regional identity and associate national identity with Hindi language. On the other hand, English is considered to be the language essential for knowledge, scientific advancement and development. In his understanding of English language education and the question of Indian nationalism, Dash (2009) argues that the vernacular in India is as much a site for the production of power and privilege as English. Nationalist characterisation of the vernacular is as problematic as the democratic other of English in the contexts of caste and class and the complexity of both the vernacular and English in cultivating elitism in India. Learners at the secondary stage express their preferences to English as a language and as a medium for instrumental reasons. The impact of English as an international language is felt in the day-to-day use of English in academic and social settings (Koul, 2001; Hussain, 2012).

Social attitudes towards English language in the context of Bihar indicates that the demand (both overstated and real one) for the language is very positive, for it is assumed to be instrumental for personal progress and national economic development, for workforce, social life, identity and social status and for higher education (British Council, 2016).

Economic value of English language and the returns to English language as a skill for employability and a life skill have been felt during the last two decades. More experienced and educated workers receive higher returns from English-language skills. 'The complementarity (i.e., mutual benefits) between English skills and education appears to have strengthened over time' (Azam, Chin and Pradesh, 2010). The more educated among young workers earn a premium for English language skills, whereas older workers across all education groups earn a premium with or without English.

Introduction of English as a language, though left to the school systems in the states, is felt to be posing threat to the tribal, minor and minority languages (Mohanty, 2006; 2008; 2010a and 2010b). Learning through one's language as a linguistic right and harmonious language learning has been stressed for sound pedagogical practices (Mallikarjun, 2004). Implications of introduction of English without facilities are felt on the acquisition of languages (Mukund, 2009). However, the preference to the language could not be made to wait till a qualitatively sound practice is introduced. While taking stock of the present situation of English language teaching in the country, Meganathan (2013) found the problems and constraints which the English language teaching-learning faces in terms of curriculum design, material development, English language teachers and the hegemonic role of English over the Indian languages. *National Curriculum Framework (NCF) 2005* makes a case for ensuring resources for teaching-learning of English as a language during the formative years to provide for quality language learning. Language remains a serious academic, pedagogic and policy concern (in terms of number of languages to be learnt, medium of instruction and so on) in school education (Kidwai, 2016).

'Uncritical promotion' of English language as per the belief that the language is in demand, has been found to be undesirable for harmonious language learning and cognitive development. Researchers (e.g., Mohanty, 2010; Phillipson, 2006, 2008; Kangas, 2000) believe that the English language acts as 'a killer language' in these situations. While the demand for English language and English medium education from every quarter makes the language a 'neutral language' in terms of ethnicity, religious, regional and linguistic groups and 'the language that unifies India, it has become a medium to maintain inequalities in society' (Baik and Shim, 1995). As Anderson (2012) asserts, 'the language remains inaccessible

to those who are disadvantaged because of their economic situation, their caste, or both'. This is supported by conclusions such as, 'English teaching in school is built around establishing the intimidating power of English' and 'English is a language that allows a certain social and economic mobility; an access to an entire culture that one may aspire to', in an analysis of textbook from gender perspective (Bhog, Mullick, Bharadwaj and Sharma, 2009).

Nunan (2003) finds that the emergence of English as a global language has impacted the policies and practices in all the countries of Asia-Pacific region. There are significant problems including confusion and inconsistency, at the level of policy. This is in consonance with the study of English as a foreign language in the primary schools in States in Asia (Hayes, 2016), which also raises the concern that how an 'all English' policy will result in 'children ending up learning little or no English, frustrating the intentions of National Governments to develop English proficiency amongst the wider population which is, in turn, supposed to contribute to economic development'. Drawing on evidence from India and Thailand, Hayes (2010; 2017) questions the economic rationale for introducing english into primary schools and argues that decision on the starting age at which to teach English should, instead, be considered from an educational perspective by taking system constraints into account.

The movement of English language from third language to a 'common second language' within the nationally accepted language-in-education policy or strategy of the three language formula, is revealed in the language policy implementation studies by Meganathan (2011, 2015b), and Annamalai (2004, 2005, 2008, 2013). The role that English language attained as an instrument for upward mobility and the language of choice in education is evidenced not only as a part of globalisation, but also as a part of the decolonisation where English makes its way to be an Indian language (Annamalai, 2005, 2008, 2013). Mohanty (2010a) describes how 'mixed medium within a school and within a classroom' works. English is used to teach the 'prestigious subjects' like Mathematics and Science, whereas, Hindi or other languages are used to teach 'less prestigious' subjects like History and Social Sciences. Hindi used to be the second language in most of the non-hindi States in India. Now, it has been replaced by English and it is relegated to the position of a third language subject in most non-hindi speaking states.

Mother Tongue Based Multilingualism and the English Language

Mother tongue based multilingualism projects were initiated by the State governments in India as a result of global advocacy by the UNESCO (2003, 2015) and the demand for protecting indigenous languages, in an effort to bring in the mother tongue of learners belonging to tribal and minor communities to school education and to ensure mother tongue based medium of learning. Two such projects in India, one in Andhra Pradesh and the other in Odisha, yielded positive results showing the effect of mother tongue based learning in situations where children begin their learning in their mother tongue before they move to the State language, or they learn both the State language and mother tongue concurrently. Panda, Mohanty, Nag, and B. Bapujee (2011), in a longitudinal study of the Multi-Lingual Education (MLE) programme in Andhra Pradesh and Odisha, has reported that mother tongue based teaching serves as a facilitator for transition to other languages (the State language and learning of English) and helps to develop literacy and numeracy very well. Miller's (2005) study is an illustration of how language-in-education policy as implemented in schools serves as a hindrance for minority communities as the languages of the learners belonging to the minority community do not find a place in the school system. Even if the minority languages are available as a provision to study, the schools are less resourced to teach the languages in terms of availability of teachers and materials, which includes the textbook even. The incomprehensibility is compounded when children whose mother tongue is not the language of schooling, either drop out of the school or are declared as the ones who cannot learn (Jhingaran, 2005). Introduction of English language without adequate resources, particularly English language teachers, throws much greater challenges when it comes to the quality of education (Jhingaran, 2009). Scholey (2015) argues that 'students in India face real possibility of psychological and socio-cultural damage by being forced into the english medium education at a young age'. The researcher poses a pertinent question— how can learners in the lower-primary school develop useful and meaningful English language knowledge and skill and without impairing their mother tongue development at the same time?

Constraints in learning the subject in a language which is not the child's own, needless to say, is detrimental to learning of

languages as well as other subjects. Kushwaha's (2012) study on the effects of school language and home language gap with first generation learners belonging to disadvantaged groups stands as a testimony of this fact. Kujur's (2012) study on language difficulties of first generation learners in the Government Primary Schools in Delhi shows that the learners are made to undergo the language barrier because of the ill-equipped pedagogies. This supports the proposition by Heugh and Kangas (2010) in their analysis of different forms of transition in the Ethiopian contexts. Mohanty (2009), and Panda and Mohanty (2009) have shown through MLE experiment that the learning of mother tongue positively influences the learning of other languages, including English as a second or foreign language. The results of the above mentioned studies find support in studies conducted elsewhere (Cummins, 2009; Kangas, 2000; Phillipson and Kangas, 2009). This calls for a policy of sound mother tongue learning at least for the first six to eight year students for better academic achievement.

English language education policy research informs the contesting orientations in the spread and demand for English language education which has shaped the role and place of the language. The two dimensions have been brought out by research with evidence — one that it is the language of upward mobility and the language of empowerment, and the other that language plays a detrimental role in placing the Indian languages, particularly the tribal and minor languages, at a disadvantageous position. Ensuring resources for effective teaching-learning of English language in the diversified contexts, introduction of the language as a language and as a medium of instruction without resources in terms of language environment and English language teacher's proficiency as well as her pedagogical knowledge, are the major challenges brought out by the research. The other revealing aspect of the research is that English found itself in an advantageous position as the result of the developments in India in the 1990s such as the liberalisation of Indian economy and globalisation, which made it the language of international commerce and communication. It has lost its colonial notions that it carried even in the 1980s, and has become the language of popular demand and this has immense implications for school education.

English Language Curriculum

Research on the second language curriculum throws light on the processes and outcomes of curriculum development and implementation. Studies have been conducted on curriculum

making as a professional educational exercise to find evidences on how curriculum statements and processes of curriculum making assume and result in learning outcomes in the classroom and high stake examinations. Explorations into different approaches to English language curriculum and teaching have been attempted to find out the way a particular approach or method works. A theoretical exploration by Narayanan, Rajasekharan and Iyyappan (2009) advocates to meet the rising needs of the variants of general English Language Teaching (ELT) viz. English for Specific Purposes (ESP), English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). ESP marks the advancement in the conventional framework of ELT, which defines teaching requirements depending upon the specific needs of different groups of students instead of one multi-purpose course.

An unsound curriculum planning and the gap between the 'intended' and 'implemented' curriculum influence the teaching-learning of English in schools, particularly in rural areas. Meganathan (2009) analysed curricular statements and syllabi of Andhra Pradesh, Madhya Pradesh, Mizoram, Manipur and Nagaland. He reported a lack of holistic planning for introduction of english as a second language in schools in terms of basic assumptions about language learning or acquisition (how language learning takes place), learners' profile and the diverse contexts in which learning takes place, as well as the recent developments in language learning-teaching. Most States refuse to move beyond the good old structural approaches, while they stress on communication skills to help the learners for an upward movement.

Yadav (2011) studied the status of implementation of 10-year school curriculum developed in the States as a follow up to *NCF 2005* and its implementation. The study brought out the various models of curriculum development and implementation by the States across the country. Though there was a commonality in the structure and syllabi across the States, variations in the structure of schooling were found in some States in terms of material, classroom organisation and evaluation processes. There are three models of curriculum development that prevail in the country—the States which have adopted the NCF 2005 developed by NCERT, States which have adopted the NCF with modifications, and the third category of States which develop their own curriculum based on the ideals of NCF. The study also found that the three language formula was implemented only in 14 states in its true spirit.

A study of implementation of Activity Based Learning (ABL) at the primary stage from the perspective of programme evaluation by the NCERT (2011a) revealed that the implementation processes require— (i) use of the materials developed for use by teachers and organisation of ABL classroom; (ii) development and use of self-learning materials for teachers, and (iii) development of use of other supplementary materials for classroom like audio-video CD Rom, craft work, puppet show and hand work. All the participants of the programme showed high motivation and competence in ABL. However, findings, that the village education committees (VEC) did not have much knowledge about ABL and teachers did not feel the need for using other materials in their day-to-day teaching, show the problems in implementation. Teachers were satisfied with the training components. An analysis of Classes II and IV students' performance in achievement tests conducted by NCERT at different points in time (2004 and 2008) before and after the implementation of ABL showed improvement in students' performance in three subjects, viz. Tamil, English and Mathematics.

O'Donahue (2012) reported the above curriculum change and implementation through Activity Based Learning (ABL) project and the British Council's 'Project English', which was intended to facilitate change in english language teaching-learning during the formative years of schooling. He recorded the way the trainers and teachers over the period of time, began to adopt the strategy, of what Fullan (2007) called as 'reculturing', with their aroused curiosity and willingness to learn. The study also brings out the lessons learnt from the point of view of project implementation and evaluation such as 'learning to go with flow', 'building a working relationship and open effective communication channels with those involved in the project for its smooth implementation', 'having a shared understanding of aims of the programme and who they look like in the classroom and 'recognising' the fact that the State policy cannot take every specific locality into account.

Meganathan (2013) studied the process of English language curriculum development and its initial implementation in Rajasthan and found that the pertinent aspects of curriculum development as well as its implementation include— (i) assumptions about 'what is language?', 'how language learning takes place?'; (ii) methods used question; (iii) materials used question; (iv) assessment questions; and (v) teacher development question. Authenticity is an

essential undercurrent of the whole exercise of curriculum design and implementation — authenticity of the syllabus, materials, classroom processes, in teacher becoming an authentic teacher as also of authentic assessment which makes a curriculum work well for promoting language learning. There has been a feeling of regret expressed in the findings of some of the studies. Contrived materials and less scope for language engagement in the tasks and activities contribute along with the ‘directionless’ teacher to what he calls ‘the sad-state-of-affairs’ of english language education (Meganathan, 2014). Findings of this study are similar to the one by Rajagopal (1972) conducted four decades ago.

Curriculum research has not attracted the attention of researchers much. Curricular innovations like the activity based learning (ABL), curriculum change by the States, taking the curriculum change to the teacher and into the classroom are the challenges which curriculum and syllabus research needs to address. English as a second language suffers from the lack of knowledge and understanding at State level in terms of stating the overarching aims and objectives of english language teaching-learning, in conveying the ‘ideal’ post method approach to language teaching.

Materials in English Language Teaching (ELT)

Materials play an influential role in the teaching-learning of a language, though there have been debates in the ELT profession on the actual role of materials in the teaching-learning of English as the second language and foreign language. The two aspects of materials — the potential for guiding students through learning processes and the limitations resulting from the preferences of teachers who use textbooks have been debated by the ELT professionals (Litz, 2005). Researchers have recognised the importance of materials ‘as the basis of much of the language input that learners receive and the language practices that occur in the classroom’ (Richards, 2001). Textbooks are also evaluated in terms of pedagogical understanding of language learning and theories underlying them (Bhat, 1986). Reviews of research concerning currently used ELT materials (Tomlinson 2001; 2005 and Tomlinson and Avila, 2007) conclude that most course books insist on providing explicit teaching and practices without understanding the language pedagogy.

Studies on the development of materials in English suggest that a holistic approach with concern for the learner, teacher, learning processes and learning outcomes would be effective (Meganathan, 2008). Available materials concentrate more on providing reading and writing skills while the listening and speaking skills are neglected. Providing meaningful linguistic inputs in the materials is a necessity for effective language learning to take place (Mahalingam, 2000). Materials developed as a follow up to the *National Curriculum Framework 2005*, stress the importance of linguistic as well as socio-cultural contexts of learners as inputs, recognising the learner as a constructor of knowledge. This understanding provides scope for authenticity to the tasks. However, curriculum and material development processes in the diverse Indian situations demand a much deeper understanding for developing expertise in material development for 'diversity within diversity' (i.e., variations within each State/region) (Meganathan, 2008). Materials for day-to-day use and the need of alternative materials, besides the textbooks, is another dimension which demands expertise on the part of the teacher to become material developers. Effects of the material have shown result on the two major skills viz. listening and speaking skills, which the textbooks tend to ignore for reasons not known (Kohli, 2009).

A comprehensive analysis of textbooks produced (prior to NCF 2005) at the national level by NCERT and the textbooks of Uttar Pradesh, West Bengal, Tamil Nadu and Gujarat from the perspective of feminist critique of nation and identity reveals how language pedagogy itself is perceived on 'what constitutes pedagogy of teaching language frame content. The purpose of language is primarily seen as comprehension and value generation'. Recent developments in language pedagogy, including language as a tool, skill, a lens through which meaning-making occurs, are not reflected when texts are used for learning tasks and activities (Bhog, Mullick, Bharadwaj and Sharma, 2009).

Textbook reviews and analysis reveal that a textbook can be a restrictive mechanism with its contrived and unauthentic materials and tasks which would not provide opportunities for meaningful engagement with language for learning (Meganathan, 2013, 2014). There are, however, studies which show that textbooks developed with a sound understanding of pedagogy and contexts of the learning can become an effective tool for language learning (Brundage, 2004). Transition in the methods of language teaching from audio-

lingual method to communicative approach to constructivism as advocated by the *NCF 2005* and its reflections on materials has been examined (Vajpayee, 2012). One major development is that the textbooks attempt to inform the teacher through ‘teacher’s pages and explicit advocacy’ of the desired language pedagogy. There is a need for situating English language teaching in local cultures as well (Singhal, 2014). For example, studies reveal how English language dominated the national imagination (Advani, 2009). English language learning programmes should consider social setting and prepare learners to deal with varied situations with successful communication. Materials such as newspaper clippings, magazine articles, and audio visuals should be used in the classroom; home culture can be used as a yardstick to which learners develop an informal understanding of the target culture (Singhal, 2014).

Bhattacharya, Madan, Sarkar and Basu (2012) explored the English language textbooks of Classes III, IV and V published by the NCERT, with the perspectives of multiculturalism, pluralism and literature as an input for language learning at the primary stage. Textbooks were analysed ‘as they are’ (i.e., as intended) and ‘in action’, that is as perceived and used by teachers and learners in the classroom. The views and understanding of textbook developers were also obtained. The study revealed that the textbooks reflected current pedagogical understanding. However, the selection of texts and tasks in many lessons did not reveal the intention of an ideal textbook. Teachers are left with no other materials to complement and supplement the textbook, thereby leaving them to explore ways and means to find materials to use in the classroom. The study also came out with characteristics of an ‘ideal’ English textbook for the students of primary and middle school. These characteristics included— (i) textbook should stimulate children’s interest, curiosity, be enjoyable as well as facilitate multifaceted learning; (ii) it should experiment with genres, and play with the notion of a text; (iii) it should encourage student-initiated learning; (iv) text-based exercises should move away from the idea of any one correct answer, and give space to creative interpretation and subject engagement; (v) grammar-based activities should instil interest and should not be given precedence over other activities; (vi) preaching values, morals and social awareness should not be the explicit intention of each chapter; (vii) textbooks should try to relate to students’ everyday contexts as far as possible; and (viii)

language used in the book should be simple, but with multiple registers and varieties of English.

Studying textbooks from the perspectives of power, gender and promotion of reading and literature reveals how material needs to cater to and serve as an input to language processing leading to learning of English (as a second language) and also for developing critical and abstract thinking (Srivastava, 2012; Chawla, 2011). However, studies show mixed trends which demand 'an informed understanding' of materials development based on the knowledge of linguistics, learning and critical pedagogy components in the selection and adaptation of materials and also reflecting assessment in the materials. Advani's (2009) analysis of the textbook shows the influence of ideology that shapes pedagogical practices in the classroom, which is conveyed through the textbooks. The shift in the construction of nationalism, modernity and identity in independent India and the development of a specific ideology of post-colonialism in Indian education policy, in turn gets translated into the state produced school textbooks, resulting in ideological debates in school education.

Singh and Choudhary (2015) examined the perception of teachers on English language textbooks for Class X prescribed by the Board of Secondary Education, Rajasthan and Central Board of Secondary Education and found that the aims and objectives of the books, design and organisation of contents in terms of text and tasks and provision for additional teaching aids do fulfil the needs of learners for learning the language. However, teachers felt that communicative aims and objectives of a teaching unit may be clearly specified and adequate coverage and integration of all the four basic skills needs to be promoted. Level of reading texts needs to be suitable for the age group and teachers' feedback may be considered important in the preparation of textbooks. Zarren (2001) evaluated specific materials for teaching of English language in order to make the teaching and learning of English language more interesting and fruitful both for the teachers and learners at the undergraduate level in India. The researcher observed that a combination of communicative language teaching and task based language teaching oriented materials rooted in life contexts are required for authentic language learning.

Development of materials, particularly textbooks, shows the trends in the process of development as well as in forming the contents of materials. The involvement of practising teachers,

connecting the lives of learners, and embedding progressive methodologies into materials through teacher's pages and engaging tasks are noticed in the materials development exercises at the national and state levels. On the contrary, textbooks in many contexts are found to be acting as a restricting mechanism with contrived materials insensitive towards the inclusion of social and cultural issues, including gender issues. Influence of ideological perspectives on textbooks is also reflected in the materials, in addition to the attempts at developing life skills and values. One major call in material development research is understanding the imperative of authentic materials and authentic tasks for engaging learners in language use in real life contexts leading to language learning with learner-learner interactions.

Methods of Teaching English and the English Language Classroom

This section is devoted to an analysis of research studies on methods and approaches, particularly prevailing communicative as well as Task Based Language Teaching (TBLT) approaches and how the methods are realised in the classroom, classroom research, English for engineering courses and ELT at the undergraduate level. Employing experimental designs to establish the effectiveness of one particular method or approach to English as a second language teaching in terms of syllabus, materials and tasks used in the classroom, studies show that methods could be localised and contextualised suiting to the needs of learners to provide exposure to and engagement with the language. Language use and learner-learner interaction in the classroom are found to be the precursor of, and essential for language development in the learner. As Agnihotri and Singh (2012) observed, 'In most of the studies, it was found that schooling and exposure were the two most important factors determining the quality of performance clearly showing that if children receive adequate exposure to the target language, their competence and performance does not differ from that of the so-called 'native speaker' in any significant way'. Devaki (2006), in her analysis of language learning strategy research, observed that 'there is a gap between teacher's use of strategy for ELT and students' preferences for the communicative approach as the strategy for language learning'. Opportunities for language use in the classroom are limited so that whatever input learners receive does not enable them to 'intake' so that they use

the language for purposes. Jangid (2004) in her study of Whole Language Approach to second language instruction reported that learners who undertook whole language approach were able to gain literacy and language proficiency much ahead of children who were taught as per regular conventional syllabus. A study of relationship between adjustment and achievement (Saraswati, 2005) reported the effect of the classroom processes on learning outcomes. Learner-learner and learner-teacher interactions serve as an instrument for increased learning outcomes (Sarkar, 2006).

The curricular revision which resulted in the development of *NCF 2005* in India could be seen as an illustration of the emerging development in the methods of language teaching. The *NCF 2005* advocates the whole language perspective and language across the curriculum approach with an eclectic perspective for promoting language learning based on the philosophy of social construction of knowledge (Vygotsky, 1978). Contextualisation of the themes and authenticity of tasks as well as providing an enabling environment clearly do not endorse any particular method or approach to be adopted by the teachers. It is imperative on the part of the teachers to have an understanding of the basic tenets of language pedagogy in order to develop their own flexible strategies for promoting language learning. The study of classroom transaction processes in government and private schools in Manipur reveals that the schools lack resources both in terms of materials and teacher input in facilitating interaction and this makes the students disinterested (Neumie, 2013).

Perception of students and parents on bilingualism as a methodology for teaching and communicative approach to language teaching in the Jammu region (at the secondary level and those who pursue professional and non-professional courses) shows that the combination of two or more methods work effectively leading to informed eclecticism (Nancy, 2011). The study found that disinterested lecturing and dictation as methods of teaching led to students resorting to only the prescribed textbooks. Non-involvement of teachers in syllabus and material development; teaching for tests and passing the examinations, and lack of english language environment in the classroom are the major reasons for not realising the communicative approach to language teaching. However, research reveals that the use of the local languages to teach and interact, promotes english language learning. Similarly, Upadhyay (2012) highlights the wrong practices of teaching English

as a second language, which refuse to move beyond the good old translation method. Teachers' lack of understanding regarding the objectives of teaching English, lesser or no attention to oral skills, vocabulary learning and product based writing activities, are the reasons for students not being able to acquire the English language. This calls for a sound professional training of teachers in the second language acquisition theories and language pedagogy.

An investigation into communication and its purpose in second language teaching and learning by James (2010) shows that 'the link between language and the communicative functions has proved beyond doubt the influence of the pragmatic communicative functions on the formation and evolution of linguistic structures'. Communicative competence in the second language emerges from the implicit knowledge that develops consequent to the learners' interactive and reflexive experience, assisted by the socio-cultural environment. Instruction generally aims at developing explicit knowledge that may be assessed under standard test conditions through controlled measuring processes. The study also makes a case for proactive bilingual communication in the classroom which may lead to language modification and linguistic restructuring. In the process of communication, learners also learn things through language in the sense that learning is both, a meaning system to be built up by the learners and the means by which they develop knowledge systems. Therefore, one of the primary intentions to learn a second language could be the need to widen the scope of experience and knowledge acquisition. This is further supported by Sircar's (2000) study which advocates dialogic teaching for literary interpretation as an instrument for reading, and interpretation of literary text by questioning the objectivity which is imposed on the reader in any narrative. Dialogic teaching paves the way for moving beyond the text and questioning it.

A study of discourse oriented pedagogy (introduced in Kerala after the curriculum revision in the year 2009) on upper primary students (Class VI) reveals that learners show marked improvement in all the four skills viz. listening, speaking, reading and writing. Effective planning and implementation of curriculum revision served as a contributing factor for the improvement in English learning (Balakrishnan, 2014). Effectiveness of reciprocal teaching over traditional teaching method in the milieu of language aptitude proves that the reciprocal strategies like collaborative learning, interactions among learners and teachers promotes language

learning. All the variables viz. gender, rural and urban showed positive effect of reciprocal teaching (Vani, 2004). The curriculum evaluation study by Yadav (2014) in the context of Haryana called for total revamping from curriculum design to assessment in order to promote effective interactive pedagogy in English language teaching at the tertiary level.

It is reported that multi-sensory approach to the teaching of English as a second language through the use of dramatic activities by employing non-verbal communication aspects of language makes the English teaching classes enjoyable (D'souza, 2011). Use of dramatic activities to grab the attention of students enhances their self-confidence, self-esteem, and understanding of literature and improves the speech and fluency of learners. Teachers with their pedagogical knowledge, attempt to teach students the opportunities to provide meaningful communication to build a bridge between the classroom and the real world outside. This provides a variety of activities and interaction to maximise students' talking time, develop their creativity and inter-personal as well as intra-personal intelligence (D'souza, 2011).

Based on the proposition that linguistic competence is directly proportional to strategic competence and the learners need to have a synchronous acquisition of three components i.e., form, content and use. Reddy and Santha (2003) found that meta-cognitive strategies viz. orientation, planning, monitoring, texting, repairing and evaluating are helpful in overcoming language learning difficulties. The study defined language learning difficulties as obstacles for normal language development and usage. For example, effect of lack of understanding in the use of phonological, morphological and syntactical rules; difficulties in conceptualisation of ideas and formulation, and lack of communicative function lead to language learning difficulties. Similarly, Vani (2013), in her study of effectiveness of synectics mode (i.e., problem solving) of teaching on the development of English language creativity, established a significant and positive correlation between (achievement) motivation and creativity performance in English; between the dimensions of creativity— poetic diction, story construction, descriptive style and vocabulary use by girls.

Asif's (2008) investigation brought out the language-literature dichotomy by assessing the use of literature in language teaching at the Senior Secondary Level in Aligarh, Uttar Pradesh. The survey on 300 students and 26 teachers at senior secondary level

revealed that literature was instrumental in learning vocabulary, grammatical knowledge and mastery of language along with developing imagination, creativity and critical thinking. Both students and teachers valued poetry teaching as instrumental for language awareness and learning.

Golshantafti's (2013) quasi-experimental study investigated the effect of three types of corrective feedback, viz. prompt, recast and explicit correction with metalinguistic information on elementary EFL learners' acquisition of definite and indefinite articles. Results indicate that different types of corrective feedback (CF) do not have differential effects on EFL learners' second language acquisition. The explicit corrective feedback group received feedback through provision of the correct form that was accompanied by the linguistic information on the error, whenever an article error occurred. This type of correction helped learners to locate the exact problem and thus the learner was made to think about his production. As soon as the learner became aware of the existence of problem in his production, its nature and its locus, the primary condition for the effectiveness of CF, which was 'noticing', was fulfilled. Provision of metalinguistic information following the explicit correction made learners aware of the rule at a deep level, which is referred to as 'understanding'.

In a study of development and implementation strategies to enhance communicative approach for english language teaching among 'student-teachers', Thakkar (2012) found that the use of English language by 'student teacher' in their writing aspect was up to the mark while their speaking aspect was found comparatively less as they used english language sometimes or rarely in their verbal communication. 'Student teachers' perception revealed that their efficiency in reading was much higher than other skills viz. listening, speaking and writing. The 'student teacher' were of the opinion that the knowledge of English language is very essential at present. Khatoon's (2004) study on the needs of teachers at the Senior Secondary Level and both pre-service and in-service teacher education in the context of communicative language teaching, revealed that there is a greater need for teachers developing competency to teach english language through communicative approach and three-month practicum for pre-service teachers, in order to develop teaching competencies in CLT.

The effect of pupil and institution related factors on the development of English language skills of secondary school

children informs that intelligence, socio-economic status, attitudes towards English language and proficiency in the language of pupils affect English language learning. The institutional factors like instructional strategies, library facility and co-curricular activities in English have a close relationship with learners' learning of English in and outside the classroom (Rajeswari, 1999; Rajeswari, 2012). Likewise, Singh (2007) studied how pupil-teachers develop language teaching competencies through micro-teaching approach and found no significant difference between experimental and control groups of pupil-teachers.

Studies on the methods of teaching English reflect the inherent diversity in the understanding of methods and approaches to second and foreign language teaching which prevail since the 1990s when the methodology of language teaching started getting questioned with the advent of post method condition (Allwright, 1991; Kumaravadivelu, 2003, 2006; Prabhu, 1987). Prevalence of varied approaches to language teaching, methods and strategies could be traced from the research processes and findings. Diversity within the study of 'newer' approaches and methods of English language teaching is illustrated by the concentration of research on communicative approach and Task Based Language Teaching (TBLT) and discourse based language teaching. Findings could be summed up as 'methods and strategies', which provide scope for and realise effective engagement of time with the language through learner-learner interaction, working with language and teacher-learner interaction to promote English language learning.

Studies on the Effectiveness of Task Based Language Teaching (TBLT)

Task Based Language Teaching (TBLT) has shown an impact on curriculum, syllabus and material development over the last two decades. Research has been conducted to establish the effect of TBLT as a method or strategy in the varied Indian contexts employing tasks to analyse the oral communication skills of tertiary level students. Ramamoorthy (2006) found that tasks can be used for developing implicit knowledge which develops incidentally as a result of the effort to communicate. Fluency in the second language can be gained when learners attempt to use the second language in real operating conditions leading to automatising. Group and collaborative work promote high amount of language practice which, in turn, increases motivation as negotiation for

meaning. Parthiban (2011) reported the effectiveness of task based language teaching in improving the listening skills of learners at secondary stage (Classes IX and X). The study also found gender differences. The male students first learnt grammar, vocabulary, pronunciation, syllabification, stress and meaning, while the order for female students was pronunciation, stress, syllabification, vocabulary and meaning. The study, notably, could not find any difference between rural and urban learners.

TBLT has immense potential to enhance the communicative competence of English language learners. Implementing TBLT in a large class is an uphill task as organising individuals in pair or group for tasks poses problems for 'pre-task, while-task post- task structure' as rubrics by the teacher could not be received by all the learners. This leads to lack of understanding regarding the goals of the tasks. Recommendations such as judicious use of L1 and flexibility of time for 'while-task' (learner's working time with language in the task) paves way for the adaptation of TBLT in Indian contexts (Dutta, 2015). Tasks used in the teaching of reading comprehension need to include meta-cognitive strategies which are essential for reading as meaning making rather than cognitive strategies which are universal human strategies (Zeba, 2009). Sivakami (2014) examined learner autonomy in task based language teaching as an innovative strategy and found improvement in learners' speaking skills with the provision of liberty for using vocabulary and sentence structures, and the learning process of their own. Speaking skill was found to be influenced by the medium of instruction of the learners and education of parents and other variables such as gender and locale. Motivation of learners and its relationship with autonomy emerged to be a crucial factor.

Task Based Language Teaching (TBLT) is, in a way, a dominant and current method of language teaching in the ELT scene today. Most studies employ experimental design to find the effectiveness of TBLT over the traditional methods or strategies of teaching English. TBLT, as the findings go, promotes learner autonomy, learner-learner interaction leading to language processing effectively when the tasks are designed with sound pedagogical understanding and the teacher facilitates learners for language use. It can be inferred from the findings of research which reported that TBLT can serve as an instrument for meeting the current demand of English language skills required for academic and employability purposes. This needs to be considered with all seriousness in curriculum design at

the secondary and higher secondary level of school education and at the undergraduate level. Researchers believe that TBLT can be an effective instrument in meeting the demand of English language skills for graduates who look forward to enter their professional world.

Classroom Research

The classroom research has had a long tradition in English as a second language. Allwright and Bailey (1991) perceive it as classroom-centred research. 'Classroom-centred research is just what it says it is, research centred on the classroom. It is different from research that concentrates on the input given to the classroom (the syllabus, the teaching materials, etc.), or on the output from the classroom (learner test score).' Ellis (2008a, b) describes three main categories of empirical research in language classrooms— (i) classroom process research, (ii) the study of classroom interaction and L2 acquisition, and (iii) the study of formal instruction and L2 acquisition. The studies reported here on classroom research, explored all the three categories. Teaching English in less resourced contexts has shown that inputs and exposure to the language and interactions enhances the language learning in school (Amritavalli, 2007). Prasad (2013) made an attempt to examine what happens in the classroom when the teacher and learners come together to learn English. The qualitative analysis of classroom language showed that the teacher's language dominates over the learners' peer response and interaction. Teacher questioning and teacher response were studied more than the learners' response and interaction in the schools.

The researchers have paid less attention to study the listening and speaking skills and the problems in the classroom. Ramanathan and Bruning (2003) concluded that barriers such as large classroom and low parental education lead to less home support. Also, the predominance of the first language at home and assessment procedures are detrimental to the development of oral English language skills. A clear move to interactive methods and strategies through engaging tasks has been advocated, which leads to eclectic ways of approaching the language classroom. The functional view of language and language learning to communicate, comprehensive pronunciation, and multilingualism are the strategies which teachers adopt in the classrooms for promoting second language (Latha and Fathima, 2016). An investigation into

the effectiveness of English language teaching strategies employed by the primary teachers with Collier's Conceptual Model of acquiring a second language found that the effective teaching strategies like teacher behaviour, lesson delivery and sequencing of content and learning expectation of learners added to their repertoire (Piller and Skillings, 2005).

Burmon's (2004) analysis of errors committed by students at +2 (Classes XI and XII) and university levels in the Garo Hills of Meghalaya revealed that the learners had problems in different areas of language operation. The sources of these errors, other than the mother tongue interference, were related mostly to teaching inadequacies on the part of the teachers and unsuitable teaching materials. Inadequate syllabus, teacher's lack of knowledge of how a second language is learnt, other systemic issues such as teacher deployment and large classrooms are some of the reasons for learners not paying attention to the correct use of language. In a mixed method research, Vidhyanathan (2015) did not observe the difference between English language teachers with and without hearing impairment on aspects such as their knowledge, attitude and practices towards teaching hearing impaired students.

It is evident from the above discussion that the classroom research has concentrated on studying classroom interaction—teacher-learner interaction, learner-learner interaction and whole class interaction, and its effect on language learning such as the use of language by learners and prevalence of English language in the classroom ambience. Findings clearly inform that language use is a precursor as well as core to language development in learners. Large classrooms, teacher's language proficiency and lack of pedagogical knowledge, and unsuitable materials are reported to be major constraints in English language learning. Advocating a kind of mixed methodologies, an eclectic way of planning and conducting the classroom processes, the studies expect the English language classroom to connect with the lives of learners and their lived experiences. However, there is a lack of studies in the area of language disability and disability for learning.

ELT at the University Level

General English Language Course

Demand of English as a skill in the job market and as an academic skill for higher education is increasing. There is a clear demand for

English language proficiency and English as a life skill for upward mobility. Manavalan's (2002) investigation on comprehension and communication skills in English in the context of undergraduate classes or courses found that the courses are more theoretical in nature and are characterised by a lack of workshops, discussions, paper readings and such creative activities, emphasises on rote learning; and lack of opportunities for developing speaking skills. These are the major hurdles in equipping learners to develop communication skills. The other causes contributing towards the development of insufficient skills among learners are large class sizes (which do not allow the teacher to give personal attention to the learners), absence of internal assessment, pure examination-orientation and faulty assessment procedure, poor quality textbooks, absence of guidelines (like hand books) for teachers, and so on.

Embedding an action research model in an experimental design, Kalanithi (2006) studied the effectiveness of teaching prose through communicative language teaching to science and arts undergraduates in their core english. Use of vocabulary games and communicative games through guessing, word grid, puzzles, mime, etc., as individual, pair or group work, contextualised grammar employing the pre-task, while doing task and feedback design were found to be effective. Bamon's (2008) investigation on perceptions and attitude of teachers and students of undergraduate courses towards the purpose, course material, methods and examination processes of teaching of English in the colleges of Shillong with 600 students from arts, science and commerce stream and about 100 teachers, established that contact with English language play a very important role in the linguistic repertoire of the undergraduate students. Interestingly however, much of the English learnt was not through formal instructions but from out-of-class experiences such as interactions with peers, reading of magazines, journals and of course the media. Students, irrespective of gender and course of study believed that the methods of teaching English at the university level are not supportive of acquiring the required proficiency to function academically and professionally. Teachers underscored the need for developing communication skills and were defensive of expressing any opinion about their students. Surprisingly, teachers themselves did not have much interaction in English with their colleagues and students in the college. The perspective that ELT as a discipline is separate from literature

teaching in English was an unknown concept to a majority of teachers of English in this region.

English language curriculum at the graduation level in the universities does not present an encouraging situation. The course design, contents and the classroom methodologies do not cater to the immediate and long time needs of learners (Bhattacharya, 2010; Jaya, 2009; Pandya, 2015). Jaya's (2009) exploratory study on teaching-learning of English as a second language focuses on the graduation level courses in arts and science colleges affiliated to Manonmanium Sundaranar University in Tamil Nadu. The study found that the teachers and learners perceived the English language curriculum as not promoting communication skills. The objectives of the curriculum were not defined well and the curriculum needed revision in order to meet the academic and professional needs of learners. Bhattacharya (2010) brought out the divide between language and literature in the general English language course at the under graduation level with an analysis of syllabi and perceptions and opinions of teachers and students at the Assam University. The study inferred that the existing course did not meet the need for developing communication skills of learners and equipping them to be employable. It was suggested that the general English language course for undergraduates should include a balance between language to promote skills of listening, speaking, reading and writing, and literature. Pandya's (2015) investigation calls for radical changes in the design and planning, as well as an effective execution of ELT programme, at higher education level in India. He argues for conducting needs assessment at the curriculum and classroom level, creating a learning culture in colleges and universities and professional growth of teachers. The encouraging note is that studies that investigated the use of ICT and multimedia for teaching of English yielded results (Vadivambal, 2012).

English for Engineering

With the spread of professional education, particularly technical education and as a result of improvement in the enrolment and completion of learners in schools, engineering education found its importance as a tool for job and upward mobility. English for specific purposes, English in engineering courses both for academic learning and to function in workplace gained importance. Studies on English in the professional courses present the demand for

functional English for academic and work purposes. P'Rayan (2008) examined the Engineering English course offered at the colleges affiliated to the Anna University in Tamil Nadu with the view to design a more profession oriented English as a life skills course. He found the (then) existing Engineering English course to be examination oriented. There was a wide gap between students' final examination scores in English and their proficiency in the target language. The reasons for this gap were the absence of effective syllabus, methodology, course organisation, assessment and learning outcome. Similarly, Kainth's (2014) study in the context of engineering English in Punjab finds the difference between what the teachers and learners perceive to be Communicative Language Teaching (CLT) and what actually gets translated into the classroom. Teachers resort to traditional ways of teaching due to large class size, faulty syllabus, lack of resources, flawed evaluation system and low proficiency of learners in English.

Ananthan (2013) investigated the technological competency of teachers and students and found facilitative effect of technology in improving communication skills of engineering undergraduates. Solanki (2014) also found the English language skills among engineering students deficient for proper application in the workplace context and also for real-life situations. There is a need to incorporate technical communication, interpersonal skills and general English language proficiency elements in the course for engineers. Mayavan (2014) investigated Communicative Language Teaching (CLT) as a tool for enhancing English language proficiency of first year engineering students of colleges in Chennai. He found that teachers' intercultural competence and critical thinking ability played a key role in the implementation and development of context-sensitive methodology for the first year B.E./B.Tech students. Likewise, Jayaprakash (2015) found that teaching in technical courses needed communication skills. Teachers' communication skills—oral, written and visual along with pedagogical skills, helps in realising the conceptual as well as the communication skills of undergraduates in engineering colleges. Content knowledge, experience and qualifications, personal character and professional achievements add to the strength of the faculty. Communication skills of teachers result in students, learning what the faculty intend to teach.

A kind of uneasiness and urgency in the demand for English language as a professional skill (a life skill as claimed by many)

for academic and job purposes is felt by the findings of research in ELT at the university level, both for general English courses (graduation core English) as well as professional courses like engineering. Empirical evidences from the studies reveal that the learners' major constraint is acquiring communication skills as well as advanced language proficiency to work in professional and academic settings. Constraints like large classrooms, lack of engaging time with English language, teachers with no or less knowledge of language learning aspects i.e., language pedagogy and language acquisition learning theories to enable learners to learn the language, less or no room for promoting listening and speaking skills among learners who are 18+, adopting to 'lecture only' method are found to be the causes for learners not being able to 'undertake' english language learning. Literature vs. language divide, which is a result of teachers' literature-based academic background makes teachers teaching the texts as literary texts rather than using them as inputs for language processing. Engineering English research expresses much more regrets than general English courses, for it underscores the need for English language as an essential skill both for acquiring the technical skills of engineering and also for finding high paid jobs.

Researching Literacy, Reading, Writing, Listening and Speaking, Vocabulary, and Grammar skills

The last decade witnessed a number of research studies on the various aspects of language learning in terms of skills. Writing seems to be the focus of researchers as a number of studies on development and mastery of writing are reported. Listening and speaking appear to be of least interest as only one research on speaking and listening could be found.

Reading instruction and reading pedagogy during the formative years of learning from psycholinguistics' view have shown that a lack of understanding of language pedagogy and processes of reading instruction results in learners not being able to start reading by meaningful decoding, leading to mechanical reading practices such as loud reading, reading without comprehension, etc. Learners in schools affiliated to CBSE perform better in reading than their counterparts in other schools (Agarwal, 2001). Children's story comprehension was uniquely related to children's emergent literacy; there was a positive correlation between the literacy environment of children's home and their English oral language

and literacy skills. Parents' book reading practices moderated the role of English in home in predicting children's English receptive vocabulary, such that high levels of book reading compensated for low ambient levels of English at home (Kalia, 2009). Youth libraries experiment in tribal language situations also prove that the availability of print language rich environment promotes reading (Sathyanarayanan, 2011).

School textbooks are written in standard English while learners are continuously exposed to many varieties of Indian English outside the classroom. Spoken English language instruction is always greatly influenced by the regional flavour or variety used by the teacher. Exposure to standard English may therefore be limited just to grammar. This affects the planning, processes and delivery of English language teaching with a view to promote spoken aspect of the language (Bhaskararoa, 2002).

The focus of teaching-learning of English from reading and writing shifted to include listening and speaking as a result of societal demand. Students' desire to learn English as a second or first language rather than a foreign language is shown by the dramatic growth of English medium schools. However, the demand for re-focusing of skills is not supported by the changes in curriculum, pedagogy or teacher education. In a society where english proficiency guarantees economic and social upward mobility, it is necessary to have much greater investment in research that informs policy and practice (Ramanathan, 2016). Peer-tutoring played a significant role in enhancing verbal abilities (i.e., verbal comprehension, word fluency and logical thinking) in hindi language learning. The experimental group of students made significant higher gain in comparison to their counterparts (Singh, 2008). Effectiveness of language games in teaching time and tenses (present indefinite, present progressive, simple past, past progressive and future time) in rural Kannada medium students has been demonstrated (Hemantharaju, 2015). The study did not find differences due to parents' educational qualification, occupation and gender in learning grammar through language (Hemantharaju, 2015).

Writing employing process based approach, provides scope for engagement with language and collaborative learning when carried out as pair and group work. Engaging undergraduate general English students in revision-editing cycles with maximum student participation proves the effective process based writing as

a collaborative exercise. The research reports that girls perform better than boys in the writing skills. It also states that there is a correlation between writing and speaking skills as the latter is enhanced by writing skills and there is a significant correlation between writing skills and class performance (Gupta, Joshi and Gunpal, 2015). Interaction effect of language proficiency, emotional intelligence and reasoning ability on teaching competency of pre-service primary teacher trainees found to be in positive relationship between language proficiency, emotional intelligence and reasoning ability with some categories of samples it was not found having any relationship (Neetha, 2008). Rupa (2013) reported that adequate time and attention was not paid to writing as a skill, in spite of the scope in the syllabus and board examination. Time allocated to teaching of English was comparatively less than other content subjects, which hampered writing skills in the classroom. Communicative approach is more suitable (other than the behaviouristic and cognitive approach) to teach vocabulary and an eclectic approach offers more potential for vocabulary learning or teaching than each of the other approaches (Verna, 2009).

One common thread which runs through all the themes of English language education research analysed in this review, is the knowledge and understanding of language pedagogy and its use in the varied Indian contexts. Research in literacy development, reading, writing, listening, speaking, vocabulary and grammar also brings out the lack of pedagogical understanding in the curriculum. The design of materials is also a major problem in achieving the goal of language development in learners. This has led to adoption of practices like loud reading without understanding and teacher dominated classrooms. However, use of games in english language learning, adopting the regional variety of English to connect with the social life of learners, peer tutoring, process based collaborative writing, register based vocabulary (media based vocabulary) facilitate language development (Sarifa, 2013).

Use of ICT in ELT

Studies on the use of different technologies show that audio-visual presentations and computer use are effective strategies for retention and to enhance global listening comprehension. Media based non-interactive strategies enhance learner's ability to guess the meaning of words and to understand and identify the key words and local listening comprehension (Balansubramanian, 2000).

According to Lunyal (2012), WebQuest could be seen as the most promising application of constructivist practices. 'What makes it really useful for learners is that it is designed or facilitated by their teachers who understand their requirements and limitations of their context and fashion the WebQuest accordingly'. WebQuest requires students to go beyond 'retelling and mastering factual information... to apply knowledge, engage in problem solving, creativity, design, and judgment' (Dodge, 2001). Use of computer word processing to develop writing skills among polytechnic students was found to be effective as students were able to undergo various stages involved in writing (Barbhuiya, 2011). The frequency of use of computer programmes or tool menu has positive effect on developing students' writing skills while the effect of teaching poetry through the use of multimedia courseware package has shown significant difference in the experimental group among learners. The possibility of immediate feedback and interactive features of multimedia courseware package and reinforcement also has an impact on the learning achievement of learners (Rajesh Kumar, 2013).

Ghotekar (2014) investigated the use of print media and internet as tools for teaching English language at the under graduation level to teach vocabulary and grammar in urban, semi-urban and rural colleges in the district of Nashik in Maharashtra. The study proved that the use of print media and internet to draw authentic material and to provide real life 'authentic experience' enhanced the learning experiences of learners. Teacher's experience and motivation to use print and cyber media promotes the language engagement of learners. Likewise, Arokya and Ravindaran (2014), in their study of teaching and learning grammar for teens using technological tools, found that the use of technology further facilitated learning grammar, as learners were able to internalise the forms effectively.

The use of ICT in communicative English classrooms at the higher secondary level in the context of Kerala extends beyond its motivational value to address the key outcomes of syllabus and allows students to become competent users of english (Viju, 2014). Research suggests that incorporating ICT into the English curriculum can improve writing, reading, speaking and listening skills of learners. In addition, it also supports their creativity and independence in learning through collaboration and reflection. As an interactive and collaborative medium, ICT offers students the opportunity to explore the language of texts more creatively and

develop as speakers, writers and readers for an ever-widening range of purposes in the 21st century technological age. Dabhi (2015) found that the use of modern media facilities such as internet, mobile phones and print medium proved useful in the teaching of language and communication skills. Study on the under graduate students found that using SMS, social media like Facebook and also the use of newspaper advertisements for English language learning and teaching in and outside the classroom gives an impetus for both teachers and learners. In a study of web based collocations instruction, Shahryari (2015) finds that web-based collocation instruction is an appropriate instruction for learning collocation and collocational knowledge. This strategy is a resource of fluency and accuracy in written and spoken communication. There is a strong relationship among collocational knowledge, writing and speaking ability. Pedagogical implications for further research are discussed on the basis of research findings.

Sultana (2015) studied the development of speaking skills in english among school children using technology support. The study showed how the use of technology enhances speaking skills of learners of Class VI in a bengali medium school in the Malda district of West Bengal. Conducted as an experimental study using animated videos as technology support materials, the study found that it was effective and instrumental in enabling the experimental group perform better. Technology support therefore, made English language learning interesting and motivating.

Use of ICT in the teaching-learning of English, as a tool for improving language usage proves to be effective. Studies have shown the use of simple word processing software like WebQuest, internet, mobile phone and social media in developing language skills, grammar and vocabulary by providing authentic learning experience, in addition to increased interest and motivation of learners.

Teaching English to the Young Learners (TEYL)

Teaching young learners appears to be an area of interest to researchers these days. Studies on teaching English to young learners (TEYL) inform pedagogues and curriculum planners of the need for further diversification and flexibility in curriculum design. The studies in the Indian context attempt to understand the existing policies and their implications (Kapur, 2000). It also tries to understand the problems related to materials for teaching

young learners, whether it is the lack of availability or difficulty in accessing the available materials (Mathew and Pani, 2009). As discussed earlier, Graddol's (2010) study of the current status and future possibilities of English language and ELT in India throws light on the magnitude of the problem, keeping in mind the huge learner population and materials for quality English language education. NCERT's (2011a) study on the status of English language education at the primary level also explored the problems related to the introduction of English from Class I without much resources.

Ghatage's (2010) study makes a case for more communication oriented teaching at the primary level. Teacher's English language proficiency viz. pronunciation, vocabulary and lack of pedagogical content knowledge seems to affect English language learning in the classroom. There needs to be a balance between — (i) teachers' talk, pupils' talk and silence; (ii) teacher-pupil initiation response; (iii) teachers' reaction when the pupil stops talking; (iv) teacher diverted emphasis on content; and (v) sustained expression by pupil in the same category, are the key aspects for enhanced language engagement with English language in the classroom. Mukharji's (2007) study on the applicability of communicative method of teaching English at the primary level also shows that language use for communicative purpose with the effective teacher inputs and materials promote English language learning. Gaikwad (2003) investigates the problems in teaching English as a second language. He focussed on Classes V to VII in schools of Aurangabad district of Maharashtra with a survey of 650 teachers and by observing 150 classrooms. He found that teachers were qualified to teach and aware of the objectives of English language teaching, but could not implement the method suggested through the textbook in their classrooms. Teachers are aware to some extent, and use effective methods of teaching a prose text, poetry, grammar and writing skills, but not vocabulary and other skills.

Teaching English to young learners faces the major challenge of resource crunch in terms of materials, the English language teacher and her language use in the classroom. Universalisation of elementary education has made it possible for all children to come to school and thereby the demand for English language education, both as a language and as a medium. This has led to a huge pressure on improving the quality of English language education. Research also suggests that there needs to be a meaningful balance between teacher-talk, learner-talk and silence as also between the

use of learner's language and English language in the initial years of english language teaching.

Professional Development of the English Language Teachers

A series of research studies surfaced in the International Teacher Educator Conferences from 2011 to 2015 organised by the British Council with English Language Teachers' Association of India (ELTAI) and other agencies. Studies presented in the conferences analysed the existing pre-service, in-service training model innovations in English language teacher development, monitoring and evaluating the quality. These studies with varied processes which included experimental designs, surveys and perception studies trace the status, innovation and quality of english language teacher's professional development.

Researching the dynamism and localisation of practices in Continuous Professional Development (CPD) shows how professional development of teachers has been reshaping itself receiving inputs from the practices elsewhere as also from practices rooted in the varied Indian contexts. Baruah's (2011) exploration into training of English language teachers in rural contexts suggests ways and means of addressing the needs of English language teachers. Whereas, Pandit-Narkar (2013) brings out how the government driven top-down training initiative in Nellore, Andhra Pradesh, transformed into a powerful bottom-up response culminating in the formation of a teachers' association and the empowerment of local teachers to take control of their own CPD. Natraj's (2013) experiment in Gujarat on the other hand, studies knowledge creation at the classroom and college level, served as an instrument for continuous professional development. An inquiry into library use as a tool for teacher's subject content and pedagogical content knowledge in Bihar underscores the need for resources in school libraries for CPD (Waris, 2013). Chakrakoti (2012) found that portfolio can be a powerful tool for CPD, through his experiment using writing tasks and a process-based approach with pre-service trainee teachers in Bangalore, as a way of triggering thinking about teaching. Similarly, Mathew (2013) makes a case for keeping a diary and talking about writing as a tool for CPD, stressing the need 'for introspection and the social construction of understanding as elements in professional learning'. Shivakumar's (2013) method of teacher learning through shared vision and purpose, collegiality and the social dimensions; Menon's (2013)

account of effect of the use of social media as a mode of interaction within an overall development oriented framework; Bedadur's (2013) account of use of mobile phones to trigger and maintain the impetus for professional learning and Kapur's (2013) experiment as a mentor with Delhi teachers, are illustrations for ways and means of effective teacher professional learning.

Provision for opportunities in continuing professional development (CPD) for the teachers at a large scale, prove to be promoting what Fullan (2007) calls 'reculturing'. The British Council works in collaboration with a number of State governments (Assam, Bihar, Karnataka, Maharashtra and Punjab) to support CPD for teacher educators as well as teachers in both their language teaching skills and their english language proficiency. This is attempted by using the cascade model and through more restricted direct trainer and teacher development programmes with limited number of participants. This exercise culminated in the understanding that teachers need to 'extend beyond the traditional recipients of formal in-service training, and to a lesser extent, teacher-trainer, to encompass development for all stakeholders in the system' (Prince and Barrett, 2014). Padwad and Dixit (2014) reported how the continuing professional development policy 'think tank' initiative which resulted in creating conceptual framework for CPD in India with an understanding of three components of CPD viz. teacher priorities, institution priorities and profession priorities (adapted from SACE, 2008) and materials for teachers and teacher trainers in the form of posters and through competitions. The key issues that emerged in the exercise include — (i) significance of a shared understanding of CPD and the need for broad and holistic CPD view, (ii) systemic support, role of teacher voluntarism, importance of personalisation of CPD by teachers and (iii) significance of institution-based CPD integrated with teacher's regular work life (Padwad and Dixit, 2014).

Studies based on experiments and practices on teacher learning and continuous professional development (CPD) under the theme 'Ensuring Quality in English Language Teacher Education' (Pickering and Gunashekar, 2014) informs that teacher motivation falls under three dimensions — motivation to join, motivation to stay and motivation to grow in the profession (Padwad, 2015). It also underlines the need for teacher education to focus on English language improvement through face-to-face interaction and digital training (Hayes, 2015 and Sandhu, 2015) as well as supporting

language assessment literacy as a requirement for teachers (Mahapatra, 2015). Chakrakodi's study (2015) on the effectiveness of pre-service English language teacher training in the context of Karnataka shows the English language needs of trainees while Sandhu (2015) makes a case for accepting B1 on the Common European Framework of Reference (CEFR) scale as the required level of teacher-training before admitting aspirants to pre-service training. Studies on the effect of collaborative action research (CAR) by teachers teaching English for Specific Purposes (ESP) course reveals how CAR helped teachers to improve classroom research skills and self-reflective thinking (Chaitanya, 2015).

Professional development of the teachers gained importance with its varied models as research illustrates and outlines the practice of both the top down and bottom up angles. Teacher motivation, collegial learning, as well as adapting the aspects and practices learnt in the training in one's context through 'reculturing' (Fullan, 2007) are the effective strategies which teachers adopt for developing their pedagogical skills. However, lack of English language proficiency and pedagogical knowledge are found to be the causes for teachers' inability to deliver in the classroom. Shared understanding of continuous professional development, systemic support, teacher voluntarism, personalisation of professional development by teachers and significance of institution-based CPD integrated with teachers' regular work life are effective mechanisms for addressing the needs and quality questions in professional development of English language teachers.

Assessment

Language assessment does not notice much research during the period though it was the decade which underwent radical changes in the assessment processes as a result of the recommendations of *National Curriculum Framework 2005*. The shift towards 'continuous assessment' and 'assessment for learning' were reconceptualised and implemented to reduce the burden of examination-centred teaching and de-stress the impact of one-time written examination on classroom teaching and the processes of schooling itself. Changes in the typology of questions, scope for open ended and extrapolative questions gained momentum, which drifted away from textbook based examinations to move beyond the textbook in the teaching-learning processes and assessment as a strategy for learning. Research concentrated on the analysis of questions

of school boards in the States, and the new scheme introduced by the Central Board of Secondary Education (CBSE) as advocated by the NCERT. Chandrasekhar (2007) analysed the questions of board examinations at the end of Class X with the objectives of finding out the validity and reliability of questions and their strengths and weaknesses for a balanced question paper. Findings of the analysis revealed the sad-state-of-affairs of assessment processes in which question paper and conduct of examination play a greater role. Many question papers in English in the States did not test reading comprehension (with unseen or unfamiliar texts). Many questions in prose, poetry and extensive reading were bodily lifted from the textbooks which encouraged rote learning. Questions on language aspects i.e., grammatical aspects tested explicit form based understanding of language rather than testing integrated grammatical or language proficiency. Questions to test specific grammatical aspects such as reported speech, voice and tense, conversion of sentences— simple, compound and complex illustrated language items are tested as content. This informs the natural wash back effect of the direct explicit teaching of grammar. Language testing appeared like any content or subject test rather than the test of language proficiency. There is a need, as the analysis felt, for more emphasis to test reading comprehension and writing abilities, imagination and creativity. Incidentally most of the findings go with the analysis of Social Science question paper (Srikant, 2007) of the period from the states as the questions focussed more on knowledge i.e., information and were lifted from the textbooks.

Another research reported on the assessment of bright learners who appeared for the National Talent Search Examination (NTSE) conducted by the NCERT for learners of Class X annually, for a scholarship up to doctoral degree. A qualitative analysis of State level tests of National Talent Search Examination (NTSE) question paper and question types reveal that language based tests are difficult to translate into several languages and the language of the questions needed to be clear, precise and unambiguous. Use of unfamiliar and difficult terminology may impede the comprehension of questions. Questions should be so worded that by and large all students make the same meaning out of it (Chandrasekhar and Agarwal, 2008).

National Achievement surveys conducted by the NCERT and informal assessment conducted by NGOs like *Pratham* revealed

the learning levels of learners across the country. Conducted periodically, NCERT's achievement surveys at the end of Classes III, V and VIII study the levels of learning in each subject. Language has been tested on the basis of medium of the learners, that is, the state or regional languages. The case of North eastern India where English language happens to be the medium of instruction in most of the States and schools, and English language is tested under the language category is an exception. The parameters that are tested include vocabulary, structure, spelling and reading comprehension (of instruction, data, information or factual text and literary text). Learning achievement of Class V students in the baseline survey of 2006 (NCERT, 2006c) at the national level, found that girls performed better than boys in rural areas whereas boys belonging to scheduled caste (SC) performed better than girls. Achievement in grammar and usage was higher than reading comprehension. Twelve States crossed 60 per cent marks and three states viz. Manipur, Tamil Nadu and West Bengal crossed 70 per cent marks. Similarly, a mid-term achievement survey of Classes III and V learners revealed national average in language achievement to be 67.84 per cent. The state of Tamil Nadu performed the best with its 79.74 per cent average followed by the state of West Bengal with 78.15 per cent average. Students of 13 States or UTs performed significantly better than the national average and those of 18 States or UTs were found to have significantly lower average than the national level. However, there was no significant difference in the achievement between urban and rural learners in Class III (NCERT, 2008a). In Class V, the national average was 60.31 per cent, whereby 14 States or UTs performed above the national average. Performance in grammar and usage component of language was higher (65.21 per cent) than reading comprehension and writing (55.23 per cent) (NCERT, 2008b).

Learning achievements at the end of upper primary stage (Class VIII in some states and Class VII in other states) in the mid-term survey revealed the national average achievement in language as 57.58 per cent with Maharashtra as highest performing state (67.44 per cent). Only two states performed higher than the national average, with five states having significantly less average than the national level. Overall achievement of 21 per cent students was less than 40 per cent and this shows the low level of language development in learners.

ASER (Annual Status of Education Report) survey with rural learners conducted by PRATHAM, reported learner achievement of

English language separately. In a test of a set of simple English reading and comprehension tasks, it was found that 48.9 per cent children enrolled in Class V could read English words or more, and 22.5 per cent could read simple English sentences. Among the children enrolled in Class VIII, 47 per cent could read sentences. Of those who could read words or sentences well above 60 per cent, could convey the meaning in their own language (ASER, 2013; Banerjee, 2012).

Assessment research is a matter of concern as the number of research studies is few. The developments in curriculum design and materials development, which call for a paradigm shift in assessment during the last decade, demand much more concentration of research in assessment schemes, processes and effects and outcomes of assessment. Wash back effect studies could have informed the system for reforms in the processes of examination system itself. Question paper analysis and typology of questions studied in the review serve as a warning for improvement. Achievement survey at the end of Classes III, V and VIII is a mechanism for diagnosis of the school system at the States as well as national level, for the purpose of planning school curriculum and teacher development. ASER survey is a reality check to find whether whatever is taught or learnt has been retained or forgotten; for it assesses understanding and language use in real life situations away from school.

Discussion and Conclusions

The landscape of English language teaching both at school and higher education levels is vast, diversified and complex. Thus, the English language education in India presents a serious challenge as well as generous opportunities for research in terms of themes, research processes and sample size. Adding to this is the prevalence of English language in professional and social settings with its forgotten colonial legacy and its indigenisation to become an 'Indian' language. Research on language policy in education and the role and place of English depicts the current crisis posed by the language in education as well as in the geopolitical scene in India. The language has become a 'common second language' and is in demand. With its development agenda, India now faces the problem of provisioning quality English language education. The demand for English (whether overstated or otherwise) has resulted in creating hierarchies and disparities in the delivery of English

language education in schools from the dimensions of locale (rural vs. urban), class and caste. Preference to English language is felt for upward mobility driven by instrumental motivation. The fact that the language is now introduced from the first year of schooling in all the states and the demand for English medium, has implications for a meaningful planning and implementation of English language education suiting to the varied contexts.

Learning through a 'foreign' language, which before the mother tongue or home language is fully developed, would lead to subtractive bilingualism against additive bilingualism or multilingualism [as proposed by the national language-in-education policy for mother tongue based multilingualism, the three language formula and the *National Curriculum Framework (NCF)* for school education]. Studies on the impact and effect of Multilingual Education (MLE) programme prove that children acquire literacy in all the languages they learn and in the content subjects when they begin their schooling in their mother tongue and move on to add other languages. The argument that resources should be ensured before the introduction of English as a language, is countered by the argument that the language cannot wait till the conditions are met. Introduction of English as a medium from Class I in schools run by the government to meet the societal demand, the trend which began at the dawn of this century and continues with rigour in this decade needs to be answered with sound pedagogical understanding. Researchers have begun questioning 'uncritical promotion of English' in their proposal for mother tongue based multilingual education and language policy planning from educational perspective.

The current status of English language and demand for the language as a skill for employment and economic development, and the kind of unrest reported calls for a sound planning for a suitable language education in terms of language-in-education policy, language curriculum design and implementation, development of materials and assessment. The notion that English medium or 'English knowing education' is synonymous with quality needs to be demystified with an understanding of quality education. Research into the role of English in skill development in South Asia (Erling, 2014) with an analysis of policies and interventions and based on existing evidence brings out— (i) the link between quality education and economic development, (ii) benefits of education in relation with other socio-economic variables, such as gender,

sector, class and location, and (iii) benefits of education may not be equalising, particularly in India. It is not English alone, but quality in education would help in economic development. Research in the context of Francophone West Africa on the introduction of English medium reveals the detrimental effect of English medium (Coleman, 2013). The strong assertion by Erling (2014) serves as a warning from the South Asian study, 'The strong beliefs about the power of English make it all the more important for policy-makers and project implementers to communicate clearly about the value of basic education — and that skills in English are only likely to be of value if a strong education base is in place. English language education, if part of skills development, should first build on language literacy and numeracy, and support the development of generic employability skills.' This dilemma is evident while analysing the studies on language policy and multilingual education. On the one hand, English as a life skill whereas on the other, English for developing communication skills for engineering and in higher education. Enabling conditions for language learning, particularly English language learning, in terms of the language teacher and her proficiency in the language, authentic materials situated in the learner's context, and prevalence of (English) language environment would serve the purpose of providing an ideal English language education. Teaching of English as a language would, in a way, minimise the uncritical and overstated demand for English medium education sans resources.

Regrettably not much research has been reported on curriculum and syllabus development and curriculum evaluation. However, a number of studies can be seen on the development of material in English as a second language. Focus on curriculum development and implementation, from the perspective of curriculum change, presents both 'top down' and 'bottom up' models. Innovative curriculum change initiatives such as Tamil Nadu's Activity Based Learning (ABL) and the curriculum revision with the three models of— (i) adopting the *National Curriculum Framework (NCF)* fully, (ii) adaption of *NCF* with modifications and (iii) developing new curriculum as a new exercise based on the ideals of *NCF*, indicates the top down and bottom up approach as well as an eclectic approach to curriculum development prevalent in the country. Basic tenets of language pedagogy viz. assumptions about language and language learning, language pedagogy, comprehensible input for language learning, language processing and output, learners'

context, materials and tasks from learner's lived-in experiences, need to be taken into consideration as essentials for English as a second or foreign language curriculum.

Research on materials development (particularly textbook) focuses both on materials 'as intended' and 'in action' in the classroom, leading to make a case for an ideal, authentic textbook. Emphasis on listening and speaking rather than reading and writing is not seen as an encouraging trend in the materials, though they aim at achieving communication skills. Looking at the textbooks through a gender lens reveals how the bias is reflected in 'positivist' as well as 'charity' approaches. Researchers make a case for promotion of multiculturalism and critical thinking as elements of language learning for which the materials need to find narratives, themes and tasks of authentic engagement. Tasks for critical thinking and literature as instruments of language use, which promotes language learning could also be added to the list which the textbook research calls for inclusion in an ideal textbook. Materials also need to provide space and scope for creative interpretation and both language and content engagement.

Concentration of research, particularly doctoral research, on the recent methods and approaches to English language teaching is an indication of the trend of search for a method to promote language skills within the newer methods in the current post method era (Kumaravadevelu, 2003; 2006). Studies devoted to establishing the effectiveness of method or approach, particularly the communicative language teaching (CLT), task based language teaching (TBLT) reveal the needs for teachers to reflect on the time spent (by learners) in working with language for developing the language skills rather than the teacher dominated teaching method. These research studies were, in a way, warranted by the current English language needs of learners for academic and professional purposes and job market. Addressing the needs of the times, the studies found and advocated the practice and strategies for increasing the students' contact with English language. It also suggested tasks and opportunities for engagement with language, such as learner-learner interaction, learner-teacher interaction, and language processing, as essentials for learners undertaking language learning in order to make use of 'language input' for effective output. This method is not to be used in linear form. This supports the postulates based on research by Kreshan's (1985) Input hypothesis, Long's (1981; 1989) Interaction Hypothesis and

Swain's (1985; 1995; 2005) Output Hypothesis. What is needed to be realised is the understanding that language learning takes place when learner's attention is drawn to meaning, not on the form explicitly and this could be achieved by adopting any method or a combination of methods, moving beyond the regular methods. Tasks as work plans, both for cognitive engagement and linguistic engagement, could be achieved when the teacher has an informed understanding of the methods of language teaching and second language pedagogy from the perspective of learner's context, culture and motivation of learners. This would embed use of learner's language as a resource for teaching-learning of second or foreign languages leading to an informed bilingualism or multilingualism. Classroom research studies, though few in number, are illustrations of the strategies mentioned above for language learning. Constraints such as lack of understanding of language pedagogy, unsuitable materials, and large classroom come in the way of language engagement and language use by the learners.

Instrumental motivation is driving the demand for English language education as reflected in the studies on methods of teaching of English, classroom process studies as well as English language education at the university level and in terms of teaching English for professional courses. Studies on English language teaching at the undergraduate level demonstrate the dire need for equipping learners with English language skills for upward development, job market and higher education. There is a call for shift to language or communication oriented courses from completely literature based courses in the general English language courses. This warrants a serious introspection from the perspective of curriculum planning and implementation of language education at the university level. Literature needs to be an instrument for language learning. The issue of concern, it could be argued, is more of teachers' orientation (how to teach, understanding learner needs) and the methodology question rather than the 'contents' of the course. This also draws our attention towards the composition of students who enter the university without required English language skills. One hypothesis is that these students do not appreciate the literature based curriculum as shown by the findings of ELT practice at the university level. Striking a balance between the promotion of communication skills, appreciation of literature and abstract thinking skills,

would need to be the purpose of language education course and curriculum at any level, be it school or higher education. But the theses emerging out of the studies, particularly on general English language course at the university level, stresses on the immediate need for developing communication skills and skills of professional and academic purposes. Similarly, English for Specific Purposes (ESP), particularly English for technical (Engineering) purposes is felt to be needed as the studies in engineering english curriculum and processes, express frustration in the way current engineering english curriculum works. Communication skills are stressed as the single most important requirement for both academic and professional purposes. Researchers believe that the courses based on Communicative Approach to language teaching and Task Based Language Teaching (TBLT) would serve the purpose. Undergraduate English language curriculum, both general English and English for technical courses, needs to address this convincingly.

The impelling question could be whether the liberal university education should shape the youth for an intellectual pursuit where the search for knowledge and knowledge creation is prime using language as an instrument for thought and ideas, or language as a mere skill for market and employability. One needs to develop the basic proficiency in order to use the language for higher order skills, like abstract thinking and creative writing. The latter depends on the former. A sound language curriculum should aim at both. The two levels of language skills have been well observed by research and pedagogues. Bruner (1975) made the distinction between communicative and analytical competence while Donaldson (1978) called it embedded and disembedded language. Cummins (1984) makes a distinction between Basic Interpersonal Communication Skills (BICS) and Cognitively Academic Language Proficiency (CALP). BICS is the language for day-to-day communication and it refers to the development of conversational fluency (Basic Interpersonal Communicative Skills) in the second language, whereas CALP is the use of language in decontextualised academic situations. How the curriculum in English language at the university level would address this issue, is the question this review seeks to answer, but inconclusively. This calls for further explorations and action.

Research on specific skills viz. listening, speaking, reading and writing shows the trend of addressing the needs of language skills at school and university level. There is also a demand for training teachers in order to equip them to develop writing skills in learners

that includes conceptualisation, jotting down, drafting, redrafting and revision. Studies on comprehension and literacy development through varied strategies show the way for teachers and material developers to introduce focused activities as instruments for literacy and language development in the learner. Experiments on vocabulary teaching-learning underscore the need for teachers to adopt varied ways and means leading to an informed eclectic way of teaching vocabulary. Unfortunately, research on the other two skills viz. listening and speaking, is abysmally less.

Fascination for the use of Information and Communication Technologies (ICT) in English language teaching has not gained much support by the way of research. Use of audio-video and software like WebQuest, word processor for promoting writing, use of internet and social media for communication skills and vocabulary learning seems to be yielding results.

Research on Teaching English to Young Learners (TEYL) depicts the status and need for further research. The impact of introduction of English from Class I and demand for English medium on the socio-psychological development of young learners, makes it necessary. Findings of the studies reveal that there is a need for a curriculum which addresses the diverse needs of young learners including communication or language function as a precursor for emergent literacy in English language. Studies on the interplay between the child's language and second language, here English (otherwise known as bilingualism or multilingualism), have been found to be scant. Implications of introduction of English as a language and as the medium of instruction without ensuring resources are observed in the research in teaching english to young learners. This calls for multilingualism, both as a policy and methodology for effective learning of languages, as indicated by researches in language-in-education policy and practices of multilingualism.

Research in English language teacher development traced in-service teachers' learning and continuing professional development (CPD). Reporting from varied locales, researches brought out the various models of teacher development and their impact on teacher learning. Personalised continuous professional development would pave way for the teacher to become a learner and reflective practitioner. Opportunities for teacher development and researching, provided by the agencies like British Council and teacher associations such as English Language Teacher

Association of India (ELTAI) on dedicated theme conferences prove instrumental not only for professional development of teachers but also research on teacher development. Teachers as individuals and as members of associations, could play an instrumental role in promoting teacher learning with their activities as shown in the practice based studies. Classroom research and teacher research needs to be promoted wherein teachers, as also the associations, can take a lead role in the venture to promote both professional development and researching the professional development of teachers.

Research Processes and Reporting

Research processes adopted in the studies reported vary from documentation analysis to survey through experimental designs and qualitative analysis of classroom processes and perceptions and beliefs of the teachers and learners. Language-in-education policy and multilingual education studies adopted historical and field based quantitative and qualitative methods to understand the status, trends and implications. So far the policy proved to be effective to arrive at newer thesis for addressing the needs of the current situations and expectations of english language education. Doctoral research on methods of language teaching and classroom research mostly relied on experimental designs to establish the importance of enhanced interaction between learners and language. All the three categories reinforce the need of learner's use of language through interaction of varied ways and means for effective language learning. These findings were drawn with the use of research designs supported by empirical evidence. Regretfully however, none or very few studies of ethnography, discourse analysis and grounded theory based research have been reported, though there were studies which have employed qualitative methodologies and mixed methodologies.

Academic writing appears to be the major sufferer as reflected in the way the doctoral dissertations are presented. Organisation of thesis and coherence in a chapter indicate that researchers tend to present everything possible. The introduction part of most thesis includes the 'history of ELT in India' as a mandatory aspect. Such an introduction may inform the reader, but situating the ideas to the context of the research would serve much more purpose in exposing an argument focussing on the questions which are sought to be answered. Similarly, the review of research in many

researches were presented in a mechanical way rather than presenting the summaries with a critical understanding of the area researched. Reviews of related studies need to make a point of view in the minds of the reader with regards to the theme so that the reader understands the scope and need for further research. Writing skills need to be addressed both in schools and in higher education stage with view to promote higher order writing skills, for abstract thinking and critical reflection.

Research Gap

It needs to be underlined that English language education in India as perceived and practiced at present, warrants much deeper explorations from the perspective of language-in-education policy, language curriculum development and curriculum practices, english language classroom and its diversity, second language learning and acquisition, English language teacher and so on. These would include— (i) The gap between the intended policy and implemented policy; teaching of English as a second, third or foreign language and the diversity in ELT; (ii) English language curriculum development processes; implementation of language curriculum and its impact on language learning; (iii) Classroom research (What constitutes the English language classroom?) and Teacher research; (iv) Instructed English language learning in the varied Indian contexts and English language as a supplementary and complementary language in promoting multilingualism in Indian contexts, translanguaging; (v) Language Across the Curriculum (LAC), multilingualism as a strategy for promoting language and content learning and English for Specific Purposes (ESP): Interplay between English language and learning of content subject and English for professional purposes and job market; (vi) Materials for teaching-learning of English; Tasks and engagement with language; (vii) Task Based Language Teaching (TBLT) and post communicative approaches; (viii) Research in less explored areas like listening and speaking, communication skills and language for competitive examinations; (ix) English as a second language, language assessment— assessment of English language skills, assessment of English language for professional purposes and research; (x) English language in society—English language in the social media and translanguaging, social attitudes toward english, English language needs of common Indian, English for employability, and English language and power; (xi) Internalisation of English, globalisation and Indian educational demands.

Conclusions

Research findings and their implications

Research needs to be an instrument for societal and national development, contribution to furthering knowledge and creation of new knowledge. Findings of researches reported here inform us on education— both school and higher education, on the current trends in educational policy implementation, curriculum planning, processes of delivery of english language education, teacher development, teaching young learners and other areas which need to be researched upon. The following thesis emerge out of the researches analysed in this review.

The demand for English language as a skill for upward mobility has resulted in a kind of tension and crisis in the planning and implementation of language-in-education policy. This crisis is the result of disparity in the education system— within school systems, and in the processes of schooling. The demand for English could be stated as one core finding of the many studies reviewed. The language has made a shift from third or foreign language to 'common second language' within the accepted national language-in-education policy, which aims at promoting mother tongue based multilingualism. It would be an onerous task to undo the demand, as the demand for languages brings in opportunities. The place for English language amidst Indian languages as observed by the Position Paper on Teaching of English (NCERT, 2006a) for its supplementary and complementary roles in fostering all languages through the strategy of multilingualism in the classroom needs to be addressed. It is high time that the policy planners and curriculum developers mindfully think of national language-in-education from the educational perspective for promoting all languages for harmonious language and cognitive development. Change in introduction of English as a language is out of question as the language is introduced from the first year of schooling in all the states. The worrisome question is when to shift to English medium, the transition from state or regional language to English as the demand for the medium is on the rise. This tension has been brought out by the research with contesting theses. There is a need for action here.

Researches reported here prove that time spent in using the language by a learner, learner-learner interaction, teacher-learner interaction, authentic materials and tasks along with other

variables of motivation of the learner and enabling conditions (resources for learning the language), etc., are the key components for learning the English language. This calls for change in teacher training methods to understand emerging language pedagogies and strategies which promote the above mentioned ingredients for language use. Research on English language education at the university level and for professional courses reflects the current need and demand for English language as a skill for upward mobility. This could be achieved, as the research findings indicate, through effective methodologies like Task Based Language Teaching (TBLT) and Communicative Approaches to language teaching. Shift from literature based courses to language (learning) focussed courses is advocated for realising the above aim. The imperative of developing communication and negotiation skills in English language and considerable English language proficiency needs to be recognised as it is perceived and also demanded for entry of students into higher education and jobs. This warrants a reorientation in the curriculum design and material development. It also requires a university teacher's need to understand language teaching approaches for teaching the skills and competencies to young adults.

Language Assessment is an area in which there have been very few research studies. Ways and means of continuous assessment and partnering the learner in the processes of assessment design rather than being an examinee, would need to be considered for harmonious assessment, different from the burdensome assessment process. Continuous assessment and directing examination rightly would serve the purposes of making assessment a means of learning and achievement.

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