

# **National Conference on English Language Teaching-learning in Rural Areas and English as Medium of Instruction**

**March 20 – 23, 2017**

**Room No. 202 CIET, (Chacha Nehru Bhavan) NCERT, New Delhi - 16**

English as a language in school education has attained new roles and dimensions over the last two decades for it is considered as a language in demand and language of upward mobility (NCERT, 2005). The Position Paper of the National Focus Group on Teaching of English records the current situation when it addresses the question of introduction of English as a language and as a medium of learning in schools as, “Introduction of English is no longer an academic question it is a political response to social demand.” While the demand for the language is on the increase, whether it is true or over stated, quality of English language teaching in school is matter of serious concern for all (NCERT, 2005 & Graddol, 2010). There is a need to look into the reasons which attribute to the quality of teaching of English. As Kurien (2005 cb. NCERT, 2005) points out teacher is one major component and the others include, materials and creating an English language environment in the ambience of the school. Adding to the problems is the demand for English medium and introduction of English as a medium in some schools in each block in Government schools in many states. In most of the cases English as medium is introduced without ensuring the essential resources for quality teaching through English medium. Research indicates that learning through mother tongue is ideal for harmonious language and cognitive development. Policy statements on education and the national curriculum frameworks developed and implemented so far in India advocate mother tongue based multilingualism for equipping the child for learning languages and content subjects. Language-in-education known as the three language formula is a strategy to promote mother tongue based multilingualism for a multilingual and multi cultural country. The formula aimed at enabling the learner to begin her schooling in mother

tongue and move on to add at least two more languages by the time she completes ten years of schooling.

The Department of Education in Languages felt the need for a serious discussion on the issues of English language teaching-learning in the rural contexts and the spread of English as a medium of instruction in school education. A national conference was proposed to discuss the problems and issues on the theme with the following objectives

- i. To explore, discuss and reflect on the issues and problems relating to the quality of English language teaching-learning in rural schools in terms of teacher inputs, materials and opportunities for learning English and conditions for English language learning in rural schools;
- ii. To understand and critically examine the demand for English language as a medium of instruction in schools of different systems.

The conference will explore and attempt to address the issues and problems of English language education in rural India and English as a medium. The major aim of the conference is to bring together practicing teachers, teacher educators, researchers, educational planners and implementation at the national and state levels to understand the realities of English language education in rural India and the need to address the quality issues for enhancing language education in schools in which English language finds a place playing supplementary and complementary roles.

### **Increasing trend of English Medium**

	Primary			Upper Primary			Secondary		
	1993*	2002**	2009***	1993*	2002*	2009***	1993**	2002*	2009***
English as medium	4.99	12.98	15.49	15.91	18.25	21.73	18.37	25.84	33.06

(Source: \*Sixth All India School Education Survey 1993 \*\*Seventh All India School Education Survey 2002 & \*\*\* Eighth All India School Education Survey 2009, published by NCERT)

## **The themes of the conference**

### **English language teaching-learning in rural schools**

1. English as a language in school
2. Language-in-school education policy in schools: Introduction of English, duration of study and the question of quality
3. Materials for English language teaching in rural schools: Whose materials are they any way? Learner's materials, Teacher's materials
4. English language classroom: the processes
5. Assessment of English language learning
6. The English language teacher
7. Multilingualism and English language in schools

### **English as medium of learning**

1. Factors driving the demand for English medium in school education
2. Different forms of English Medium Instruction currently existing and the quality questions
3. What kind of English is being used in English Medium Instruction and does this matter?
4. English medium and its implications for teacher education and teacher educators
5. English medium and materials development
6. English medium instruction and English language proficiency
7. Role and place of Indian languages in English medium schools.
8. Multilingualism in English medium schools

### **Processes of the Conference**

The conference will adopt presentation-cum-discussion, workshop, panel discussion as its processes to enable maximum participation. It is hoped that evidence based presentations and discussions will lead to newer insights for further thinking in the field for teachers, NCERT, SCERTs and school systems.

**Some of the questions the conference will attempt to seek answers include:**

1. How do the curriculum planners and materials developers address the need of diverse learning contexts?
2. How can we address the diversified language teaching practices for quality improvement in the teaching learning of English language?
3. What role is the English language playing in the 21<sup>st</sup> Century classroom in the rural and urban contexts?
4. What ails English language teaching-learning in schools today?
5. How can we meet the demand for the English language? Is the demand over stated? If yes, how do we overcome this?
6. How does a typical English language classroom operate? What are the constraints and merits of different systems? Does methods of teaching (both grounded and imported) influence in varied contexts?
7. How does the English language behave in a multilingual classroom? What role does the English language play?
8. Where are we heading to in the context of language teaching-learning and language pedagogy in the Indian contexts?

## **Conference Organising Committee**

Chairperson: Professor K.C. Tripathi  
Head, Department of Education in Languages  
NCERT, New Delhi – 16

### **Members**

Professor Sandhya Sahoo

Professor Sandhya Singh

Professor Faruq Ansari

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