



# Communication Entrepreneurship and Finance

Renegotiating Diverse Perspectives

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and among people the perceptions regarding English language have changed. The National Curriculum Framework (2005, p. 37) focuses on "[t]he need for a multilingual education from the beginning of schooling and English has its place in this scheme." However, due to the colonial past of the country and also due to pedagogical reasons, teaching English in the schools has been a matter of controversy. For ensuring meaningful language education, not only efficient teachers who are skilled but also knowledgeable are often required. Moreover an enabling English language environment within the school is also needed in this direction that not only helps the educators to educate effectively but also to realise empowerment and emancipation as goals of language teaching and learning. National Curriculum Framework (2005, p. 22) suggests that "teacher and student engagement is critical in the classroom because it has the power to define whose knowledge will become a part of school-related knowledge and whose voices will shape it". Power plays a significant role in teaching and learning process especially in context of English as a second language classroom where students face various difficulties to understand as well as derive meanings from the text. Thus, second language pedagogy must be explored and reoriented in such a way that realises the main objectives of second language curriculum and to develop the critical agency among learners that leads them towards emancipation and empowerment. Critical pedagogy gives chance to individuals to reflect critically on issues in terms of social, political, moral and economic aspects. Freire (1970) views educative process should include teachers' and students' involvement in theory, action and reflection collectively towards social change and justice.

In the classroom context, students should be given due chance to question and hence, can help to contribute for creative curriculum. This will not only help to connect curriculum to the lives of student but also facilitate the "practice of the widely acknowledged curricular principles of moving from 'known to the unknown', from 'concrete to abstract', and from 'local to global' (National Curriculum Framework, 2005, p. 6). For this purpose, it has been advocated to include the practice of the concepts of critical pedagogy in teaching and learning (National Curriculum Framework, 2005, p. 6).

#### Status of English Language Education in India

"India is a multilingual country where languages from five different language families namely Indo-Aryan, Dravidian, Austro-Asiatic, Tibeto-Burman and Andamanese are used" (Abbi, 2012, p. 24). In

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## Critical Pedagogy and English Language Learning

Perceptions and Practices in Indian Context

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### Introduction

Indian society and its education system have always remained strongly convicted towards inculcating the knowledge of various languages since independence. From independence till present, with changing demands of Indian society, the language policy has also undergone various shifts. After a century of debate as well as discussions from the side of politicians and educational advisory bodies, the three language formula has emerged as a policy. Language policies and documents deal with various issues related to language and agree that knowledge of various languages is essential but teaching-learning of languages has always remained a challenging task, especially when it comes to learning English as a second language.

In India, majority of states and UTs offers English as a second language. Meganathan (2011, p. 28) states that English today is almost a compulsory second language. During the formative days of India's independence, English is perceived as a library language. But now, the demand of the English language has been felt in every quarter

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