

National Conference on Language Education in The Age of Globalization: A Brief Report

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Language is always a key concern in the education. In the present era because of the advent of science and technology there is an increased mobility and therefore communication between and among people of different walks of life is crucial. Globalization demands that an educated person should not only possess necessary knowledge and skills but also should be well versed in the art of communication. A mere traditional way of teaching languages may not be adequate to ensure the quality up-gradation in language education aimed at developing the desired outcomes in multilingual, multicultural and multi-ethnic society. However, for understanding such challenges many efforts were made in the recent past in various institutions in the country which needed to have provided a platform for sharing their experiences.

The National Conference on Language Education in the Age of Globalization was organized by Department of Education in Social Sciences and Humanities (DESSH) from 20- 22 December, 2017 at Regional Institute of Education, Ajmer. The idea behind this National Conference was to provide a common platform to all stakeholders working in the field of language education for sharing their experiences, researches, innovative practices and their impacts on improving the quality of school education in general and language education in particular. The conference was designed as an inclusive platform for three languages i.e. Hindi, Urdu and English in order to strengthen the spirit of multilingualism.

The conference was organized with three main objectives. The first objective was to provide a platform to the language teachers, teacher educators and linguistic experts to share their views, researches, innovative practices and emerging trends in language education; and the second was to cover all the major issues and concerns with language education with special reference to Hindi, English and Urdu and the last objective was aimed at developing awareness amongst the teachers and teacher educators towards the emerging trends in language education in age of globalization with a special focus on addressing the current pedagogical issues and their concerns pertaining to the teaching and learning of language(s) in Indian perspective.

In this conference, more than 150 papers were received from language teachers, researchers, scholars, faculty members of DIETs, CTEs, SCERTs, SIERTs, SIEs, IASEs, Universities, NCERT, other teacher training institutions, colleges and NGOs working in the field of language education in particular and education in general.

Out of the received 150 abstracts and papers, 96 papers were finally selected for the presentation in technical sessions by the Review Committee. Out of 96 papers and articles, 67 papers were presented. Besides the paper presentations, during the conference one keynote address and four plenary lectures were also delivered by the invited speakers on the different themes of the conference.

The conference was organized with an idea to bring together scholars, teachers, teacher-educators, researchers working in the field of language education and their researches, insights and innovative practices to share their respective experiences and views on the subject. I hope that the discussion and deliberations made during the conference has led to the enrichment of our knowledge related to various issues of language education.

The National conference on Language Education in the Age of Globalization was proposed in order to provide a platform for sharing the best practices in terms of researches, experiments, innovations in the field of language learning and teaching across the country. The National conference on language education also aimed at providing an opportunity to the academia concerned for collective discussion and debate so that the knowledge generated thereof could be collated for the betterment of future policies and practices in the country.

The idea of the proposed conference was conceived along the revolutionary phenomena of globalisation. Language requires rethinking in the present era of globalisation as it is prerequisite for all education. Globalisation which was initially conceptualised in the context of economy has gradually enveloped various dimensions of our life encompassing the whole of our knowledge and society. Language education, therefore, was identified as a key concern in the light of paradigm shifts accelerated by globalisation and its effects.

The aim of the National conference on Language Education in the Age of Globalization as outlined above had three major objectives:

- To provide a platform to the language teachers, teacher educators and linguistic experts to share their views, researches, innovative practices and emerging trends in language education.
- To cover all the major issues and concerns with language education with special reference to Hindi, English and Urdu.
- To develop awareness amongst the teachers and teacher educators regarding problems of language teaching and its issues and concerns.

The conference has the following themes and sub-themes:

- Critical Analysis of Issues, Concerns, Policies, Implementation Strategies and Implications
- Critical Analysis of Issues, Concerns related to Language Pedagogy
- Utilitarian and Intrinsic Dimensions of Language in the Age of Globalization

- Resources for Language Education
- Determinants of Learning Outcomes

Following main recommendations emerged out of the deliberations of the conference:

- Specific principles and methodology of mother tongue based multilingual education needs to be devised, developed and deployed. In the same context, frameworks, benchmarks and other asset-based approaches to language assessment with individualized, customizable, learner-centered approaches should also be part of the endeavour of language education.
- With the appropriate use of technology for language teaching-learning, we need to move from focus on grammar, memorization and learning from rote. Teaching of grammar in context should be the focus of grammar teaching in all instances of the teaching of grammar.
- There is always a need for incorporation of student self-monitoring and self-assessment. In order to achieve it, we need to focus on communicative competence and language learner's meaning-oriented engagement with comprehensible input for developing students' language proficiency around modes of communicative competence reflecting real life communication.
- In language education at all levels and especially at primary level, we need to sensitize the learners to "form" which is suitably non-obtrusive and/or intrinsically stimulating.
- Language education in the present era needs to use age-appropriate graded learning materials or books for teaching integrated skills and imparting L2 education to the young children in the classroom. To achieve this objective with the rationale of multilingualism as resource, we also need to design books for L1 instruction to develop skills of comprehension, analysis and other abstract and complex skills.
- In the present era of globalisation, language education like other fields of learning and teaching should move away from text-oriented/achievement-oriented L2 teaching learning to proficiency-oriented teaching-learning.
- We need professional development of language teachers to improve the quality of language education in particular and education in general.