

## ADDRESSING CHALLENGES IN LANGUAGE TEACHING IN INDIA: EXPLORING THE ROLE OF CORRECTIVE FEEDBACK IN ENHANCING LEARNING

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**Abstract.** *Corrective feedback is a crucial aspect of language teaching, which aims to help students improve language accuracy and fluency. While research on corrective feedback has been conducted worldwide, there is a dearth of empirical studies in the Indian context. Despite this gap, several studies suggest that corrective feedback practices in India are based mainly on traditional grammar-translation methods prioritizing accuracy over fluency rather than considering students' needs and learning styles. Issues related to corrective feedback in India include cultural factors, optimal timing, teacher beliefs, technology-mediated feedback, and student motivation. Cultural factors such as societal expectations and values can influence teachers' and learners' attitudes toward corrective feedback. The optimal timing of providing corrective feedback in ESL writing is also an issue, as the effectiveness of immediate versus delayed feedback on language accuracy and fluency is still unclear. Moreover, teachers' views on corrective feedback may influence their practices and need further exploration in the Indian context. The potential of technology-mediated corrective feedback and its effects on student motivation and self-efficacy also require further research (Doley, 2023). Overall, this review highlights the need for more empirical research on corrective feedback practices in India to inform effective teaching practices and enhance the effectiveness of ELT in the country. Future studies should focus on examining cultural factors that influence corrective feedback practices, identifying optimal timing for feedback, examining teachers' views and practices, examining technology-mediated feedback, and examining the effects of corrective feedback on student motivation and self-efficacy.*

**Keywords:** *Corrective feedback, India, ESL, ELT.*

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## 1. INTRODUCTION

Second language acquisition (SLA) research has focused on corrective feedback for decades because of its significance in learning. The term "corrective feedback" describes any feedback that informs students of the quality of their language production and encourages them to fix mistakes (Bitchener & Knoch, 2010). This feedback can be supplied instantly or delayed, taking many forms, including direct, indirect, and metalinguistic feedback. Over the past 20 years, many studies have been on corrective feedback in English as a second language (ESL, hereafter) learning. These studies have examined the impact of various feedback forms, the optimum timing and frequency of feedback, and the relationship between feedback and other factors, such as learner proficiency and motivation. This review of the relevant literature will summarize some of the most important studies in this field.

### *Varieties of Corrective Input*

The relative efficacy of various forms of corrective feedback has been a central topic of study. The difference between direct and indirect input is frequently discussed in this context. Direct feedback is when an error is pointed out and corrected explicitly, while indirect feedback is when a student is given suggestions or clues to fix an error without having the problem pointed out to them (Ellis et al., 2008). The results of several research works comparing the two sorts of feedback have been mixed. Direct and indirect feedback were proved helpful in increasing accuracy in French immersion pupils by Lyster & Ranta (1997). Direct feedback, however, is more effective than indirect feedback in some research. For Chinese ESL students, Li's (2010) research indicated that direct feedback was more helpful than indirect feedback in boosting accuracy. Metalinguistic feedback has received attention in recent years, in which students are given explanations of the linguistic principles underlying their mistakes (Lyster et al., 2013). Because it encourages students to dig deeper into the linguistic system, this feedback can significantly impact their long-term knowledge retention (Bitchener & Knoch, 2009).

### *Time for feedback*

The ideal timing and frequency of corrective input have also been the subject of extensive study. Rapid correction of mistakes is facilitated by immediate rather than delayed feedback (Lyster & Ranta, 1997). However, as learners can analyze delayed feedback more deeply, it may be more helpful in fostering long-term learning (Bitchener & Knoch, 2010). According to the research of Bitchener and Knoch (2010), the more feedback teachers and instructors provide their students, the better. However, learners can become overwhelmed by excessive feedback, which may only sometimes lead to better accuracy (Sheen, 2011).

### *Relationship to Context*

Several studies have examined how learner proficiency and motivation interact with feedback. Research has shown that the quality of feedback given to a student might vary with their level of expertise (Sheen, 2007). While direct feedback is more beneficial for high-proficiency ESL students, Sheen (2007) found that indirect feedback was more beneficial for low-proficiency ESL students in encouraging accuracy. Motivated students

may benefit more from feedback. For instance, Li (2010) studied the impact of corrective feedback on ESL writers' motivation. According to the study, driven students benefited more from corrective criticism than their less driven counterparts. The study also revealed that learners' motivation levels could determine the most effective feedback form. Direct corrective feedback, for instance, was more effective for highly driven students, while indirect corrective feedback was more useful for those with lower motivation.

Technology-mediated formative assessment and correction is an additional research topic (Vasishth, 1997). An online corrective feedback system was studied by Akbulut (2008) to see if it may help ESL students improve their writing. According to the results, students who used the online corrective feedback system saw increased writing accuracy and decreased error rates. According to the findings, students also deemed the system to be practical and straightforward to operate. Furthermore, studies have shown that students might benefit from receiving comments from their peers and teachers. Peer feedback was studied by Lin (2016) to see if it helped ESL students improve their writing. Although students preferred teacher comments, the study indicated that peer feedback was just as beneficial in helping students improve their writing accuracy. Over the past 20 years, researchers have studied the role of corrective feedback in ESL education, uncovering essential insights into the efficacy of various feedback kinds and the factors determining feedback treatments' success. While it is clear that corrective feedback helps students improve, further study is required to determine which types of feedback are most useful for which students and which tactics work best for specific demographics.

The present paper aims to answer the questions below:

- a. What are the issues related to corrective feedback in ESL in India?
- b. What are the issues and policy perspectives related to ELT in India?
- c. What are the other factors which impact ELT in India?

## **2. EDUCATIONAL SYSTEM IN INDIA: A BRIEF OVERVIEW**

### *School Education in India*

The Central Advisory Board of Education (CABE) was established in 1935, and it has maintained its status as a frontrunner in the development and oversight of educational policies and programs ever since. The National Council for Educational Research and Training (NCERT, hereafter) creates a National Curriculum Framework (NCF, hereafter), a national agency that is crucial in formulating policies and programs. The State Council for Educational Research and Training (SCERT, hereafter) is the equivalent organization at the state level. State education departments typically look to these organizations for educational policy, curriculum, pedagogy, and assessment guidance. In most cases, the SCERTs will stick to norms set by the NCERT. However, the states have much leeway to decide how to implement their education systems. India's educational system is divided into four tiers: primary (preschool through grade 5<sup>th</sup>), middle (grades 6<sup>th</sup> to 8<sup>th</sup>), high (grades 9<sup>th</sup> and 10<sup>th</sup>), and higher secondary (grades 11<sup>th</sup> and 12<sup>th</sup>). Until high school completion, most students follow a uniform curriculum (though there may be slight variations due to regional differences in their mother tongue). The secondary school level allows for some degree of specialization. Except in regions where Hindi is the mother

tongue and in specific streams, as stated below, all students across the country must master three languages (English, Hindi, and their mother tongue) (Vani, 2023).

In India, students take three primary paths in the classroom. Two of these are managed on a national scale, with one being run by the Central Board of Secondary Education (CBSE) and designed for the children of federal government workers who are subject to frequent relocations. To this goal, a "central school" (*Kendriya Vidyalayas*) has been set up across the country's major cities. These schools all adhere to the same daily schedule, so a student who transfers schools on any given day will notice no significant differences in the curriculum. The other disciplines are taught in English, but Social Studies (History, Geography, and Civics) is always taught in Hindi. If seats are open, *Kendriya Vidyalayas* will accept students from other schools. All of them use the NCERT's published textbooks. In addition to these public institutions, many private schools around the country adhere to the CBSE curriculum but with varying textbook adoption and pedagogical approaches. Teachers are given more leeway when instructing younger students regarding the subject matter.

The Indian Certificate of Secondary Education (ICSE) is the second major program created to compete with the Cambridge Certificate of Education. An Indian Council was formally established in December 1967 to administer the Examination of the University of Cambridge, Local Examinations in India, and to advise on the best approach to the Examination to suit the needs of India. The Delhi School Education Act of 1973 recognized the Council as authorized to administer public examinations. Hundreds of educational institutions across the country are now members of this Council. These are all affluent neighborhoods' private options for their children's education. The CBSE and the ICSE each administer their exams at the end of 10 years (after high school) and again at the end of 12 years (after higher secondary) in schools across the country that are affiliated with them. This nationwide test is typically used to determine whether 10<sup>th</sup> graders are accepted into the 11<sup>th</sup> grade. There have been calls to do away with the final exam after ten years, as it places undue stress on the child.

#### *Challenges of English Education at the School Level*

Every town and village in a country like India has its school, and its pupils come from all walks of life and all levels of education. According to Roy (2017), most rural areas of India use the local language throughout the learning and teaching process. English is the language of instruction for most entrance exams (college and job). However, there are too many students for each teacher, leading to inefficiency. In a remote area, students have fewer opportunities to practice and learn English. The average class size is quite significant in most countries; this causes the need for more one-on-one time with students. Changes must be made to the way English is taught in schools and universities if students are to benefit. Students in India's rural and semi-urban areas struggle because English is not their first language. The English language is their second tongue. After the native language and Hindi, English is often spoken as a third language (Mehendale & Mukhopadhyay, 2021). Learners in rural settings have more difficulty learning a new language than their urban counterparts.

Most urban parents have college degrees or higher. Students in metropolitan areas might learn a new language more quickly because of the support they receive at home. UNESCO (2021) predicts that India will be one million teachers short. More male teachers than women in India work as public-school teachers (UNESCO, 2021); however, the gap has shrunk dramatically in the past few years. However, private schools enroll 2.3 million more women than men (Borg, 2022). There is a genuine problem with a need for more qualified teachers in rural areas. Because of the constant evolution of education, teachers in rural India should have access to opportunities required to grow professionally (e.g., workshops, training, etc.).

The rural population of India relies on agriculture for their income; thus, they send their children to public schools where English is taught not as a skill but as a topic (Groff, 2016; Graddol, 2010; Borg, 2022; Singh, 2023) due to the lack of resources available to them. The grammatical translation method is used to teach English to young children by having the teacher explain each term in the child's original language first. However, there are essential things that could be improved with this method (Ghosh, 2023). Both the teacher and the learner place more emphasis on L1 than L2. Rather than being an L2 class, English is being treated as an L1 class in this approach. The educational benefits of this approach are minimal. Unfortunately, many Indian rural institutions still use this. Students in more remote parts of the country have fewer chances to learn the language. Classes are taught using a multilingual strategy. For students with slow processing speeds, the benefits of this strategy are minimal (Roy, 2017).

Teacher education programs need to catch up to what is needed to provide future educators with the knowledge, abilities, and confidence to teach the topic effectively in the classroom (Pandey, 2021; Padwad & Parnham, 2019; Roy, 2017). Because English is not the language of business in rural India, teachers have little opportunity to put their knowledge to use in the classroom (Padwad & Dixit, 2015). Professional development for educators should include regular seminars, video or audio recordings of course material, class projects, and homework (Ghosh, 2022). English is challenging for most students in India's rural areas, especially in Maharashtra, Bihar, and Uttar Pradesh (Singh, 2023), because of the language's complexity. Most students are "first-gen," meaning they are the first in their families to attend college. Despite their best efforts, pupils cannot write a single error-free sentence in English (Singh, 2023) despite their extensive language study. This is because the learners view subjects via the examiner's lens (Devi, 2021; Jayendran et al., 2021).

Memorization is more heavily weighted than analytical and creative capabilities in our examinations. In this way, pupils learn the material by rote, regurgitate it on test days, and promptly forget it the following day. In such a large country, where even the original language is spoken differently by diverse groups of people belonging to the same language community, we cannot anticipate a uniform standard of pronunciation for a second language. Learning English is complicated by the interference of the mother tongue. Both teachers and students use English influenced by their home regions. The vast majority of educators, even during English classes, need to give sufficient opportunities for students to improve their oral communication skills due to a lack of resources (Roy, 2017). They need to take into account the fact that languages have

different patterns of stress and intonation. Even after years of schooling and teaching in the English language, most people still struggle to speak it. Unfortunately, listening is the most undervalued skill in Indian classrooms (Singh, 2023) despite its centrality to language learning. Teachers tend to overlook it because they expect pupils to pick it up independently. Peer instruction, role-playing, and collaborative projects are rarely used in Indian schools. The instructor's talk takes up more than half of class time (Roy, 2017). They are a receptive group of students. The pupils are not allowed to ask questions. Therefore, students need more time to become fluent in English despite years of formal education. They need help reading and understanding standard written English and speaking it fluently.

The federal government and individual states are both accountable for the ongoing creation of curriculum frameworks. The most recent version of the NCF, issued in 2005, provides a comprehensive roadmap for curriculum development across subject areas; moreover, individual governments are allowed to make any necessary adjustments, provided they keep the framework's essential principles the same. Although some states develop official state-level curricular framework documents (Borg et al., 2020; Borg, 2022), only a minority of states do so. The Ministry of Human Resource Development (2012, 2015, 2020) highlighted several issues, including the need for more time, for initial teacher training in India. Teacher preparation programs need more qualified and experienced trainers (NPE, 2020, p. 21). The new National Education Policy (NPE, 2020) proposes making a Bachelor of Education (B.Ed.) degree focusing on practical teaching abilities the minimum certification for teachers in India by 2030, which addresses the primary worry about beginning teacher education in the country. Since November 2021 (NPE, 2020; Ministry of Education, 2021a, b), teachers have had access to a four-year, all-encompassing training curriculum that aligns with the NEP.

The in-service teachers' training is also reformed recently, which may reflect its impact only in the next few years. UNESCO (2021, p. 115) states that "several central institutions such as NCERT, National Institute of Educational Planning and Administration (NIEPA) and state institutions including the State Institutes of Educational Management and Training (SIEMAT), SCERTs, DIETs, and BRCs-CRCs, design and offer CPD." UNICEF and the British Council provide CPD for English teachers. Anderson and Lightfoot (2019) report that 3.5 million Indian teachers receive in-service training annually, albeit quality varies by state and program. However, observers generally agree that "official in-service training is top-down and transmissive (Padwad & Dixit, 2014), with cascade delivery" (UNESCO, 2021). The new NEP (NPE, 2020) suggests 50 hours of in-service training per year, giving instructors a choice and avoiding cascade and other top-down methods.

Bambawale, et al., (2018) studied teacher evaluation in India. While its significance was acknowledged and necessary instruments were available to assist it, 'uncertainty abounds regarding its purpose and use' (NCERT 2019, p.29). Consequently, it needs to be clarified how instructors use a handbook on their self-assessment (NCERT, 2019) to reflect on their competencies. Pandey (2021) provides a more up-to-date look at the situation, noting that there needs to be uniformity in how teachers in India are evaluated, despite the prevalence of systems like the Annual Performance Assessment

Report (APAR). Covid-19 has significantly affected schooling in India since March 2020 (Vegas et al., 2021; Menon, 2021; Das, 2020). Recent research (ASER, 2020) looked at the results of Covid-19 in rural regions, and one conclusion was that half of the teachers who responded had received training to facilitate remote instruction. Even though 62% of households had a smartphone, 'the impact of digital means of reaching children is not impressive, whether in government schools or private' (ASER, 2020, p.10), with only about 18% of rural students attending online classes, mainly above Standard 8 and in private schools. However, UNESCO (2021, p. 7) states that "a large proportion of students have had limited or no access to devices and data," although smartphones were the most popular tool for educators during Covid-19.

### *Tertiary Education System in India*

There are many universities in India, both national (financed by the federal government) and state (supported by individual states). All higher education levels (HE, hereafter), from undergraduate to Ph.D., are represented at these institutions. Institutions of HE Colleges in India are usually associated with universities and provide undergraduate education. They can be publicly backed or privately run. Indian Institutes of Technology (IITs), National Institutes of Technology (NITs), Indian Institutes of Information Technology (IIITs), and other engineering and technology institutes are only a few of the many technical institutions in India. These prestigious schools have curriculums in engineering, technology, and related disciplines. Courses in medical, dental, pharmaceutical, legal, architectural, managerial (MBA), and other related sectors can be found in various institutions. Universities and other specialized establishments all around the country provide these courses. All technical and professional programs at Indian universities need applicants to take entrance exams before admission. The Joint Entrance Examination (JEE) is a standardized test taken by prospective engineering students; prospective medical students take the National Eligibility Cumulative Entrance Test (NEET); prospective business students take the Common Admission Test (CAT); and prospective law students take the Law School Admission Test (LSAT). Likewise, there are standardized entrance tests for area-wise subjects. India is home to several top universities that have earned acclaim on both the national and international levels. Among these are the University of Delhi, Jawaharlal Nehru University, the IITs, the Indian Institutes of Management (IIMs), the All India Institute of Medical Sciences (AIIMS), and many others. These universities are often regarded as among the best in the world due to their high standards of education, research, and innovation.

Although India's HE system has made great strides, it still confronts many obstacles. Some examples of these problems are a high student-to-teacher ratio, a lack of qualified teachers, a lack of resources for schools in remote areas, a lack of research-focused HE institutions, a non-flexible curriculum, etc. (FICCI, 2022). Current initiatives are working to remedy these problems and enhance the state of HE in the country. The Indian government has initiated several programs with the goal of quality enhancement of HE in the country. The *Rashtriya Uchchatar Shiksha Abhiyan* (RUSA) (in English: National Higher Education Mission), whose primary goal is to increase the number of overseas students enrolling in Indian universities, are examples of such initiatives. Due to

technological progress, online learning is becoming popular in India. Online courses and degree programs are available from various academic institutions, making the HE more adaptable and available to a wider range of students.

#### *Challenges of English Education at the College Level*

According to recent studies (Sankar et al., 2016; Sivaranjani & Ajitha, 2016), many Indians believe learning English will help them advance economically; this is not unique to China or India; it is true of all developing and impoverished nations. In this context, completing language tasks relevant to the workplace has become an integral part of the curriculum for teaching or training a language. While many applicants and students have a solid knowledge of their chosen fields, they often must catch up on the soft skills necessary to find work (Singh, 2019; India Today, 2019; Mangala & Manisha, 2018). Both high school and college present their own unique sets of obstacles. The percentage of GDP allocated to education still needs to be higher, despite the government's best attempts to boost spending. Due to a lack of funds, infrastructure needs to be improved; facilities need to be updated, and more tools for research and development (PCI, 2008). Getting into a good university might take work in India. While the supply of colleges has grown, the demand for HE has outstripped it. Particularly disadvantaged are rural communities because of their lack of institutions and impaired mobility. Many worthy students are prevented by this inequality of opportunity from pursuing HE (Nambissan and Rao, 2012). Another challenge is an outdated curriculum that reflects current business needs and global developments. A curriculum that emphasizes hands-on learning, critical thinking, and creative problem-solving is essential in light of the ever-evolving nature of technology and the labor market demands (Shiekh, 2017; Pondra, 2016; Vijayalakshmi & Babu, 2014). Graduates are less marketable because their training is outdated and less flexible. There needs to be more highly-qualified teachers at India's universities. Education today is suffering because of this disparity between demand and supply (Sahasrabudhe et al., 2020; Sheikh, 2017).

Furthermore, intelligent people are dissuaded from pursuing teaching careers due to a lack of attractive career prospects, low incomes, and limited research opportunities. Education and research suffer as a result of this lack. There is a severe problem with the many students enrolled in HE in India (Baruah & Mohanty, 2022). Faculty members must be stretched thinner to give each student enough guidance and support. Learning, student engagement, and the cultivation of critical thinking are all hampered by large class numbers. An effective learning environment in HE requires smaller class sizes and more one-on-one time between students and teachers (Baruah & Mohanty, 2022).

### **3. ISSUES IN ENGLISH LANGUAGE EDUCATION (ELE, HEREAFTER) IN INDIA**

India's vast and varied educational system is influenced by the country's population's socioeconomic condition, cultural diversity, and historical heritage. The quality of English education in India faces several obstacles that must be overcome despite the significant advances made in the education system over the years (Gupta, 2016). Reasons for the decline in India's English-language education quality include:

1. Lack of qualified teachers: One of the significant challenges in the Indian education system is the shortage of qualified and trained English language teachers. Most



English language teachers in India need to be proficient in the language themselves, which affects the quality of instruction provided to the students (Borg, 2022).

2. Inadequate infrastructure: Many schools in India need more infrastructure, such as libraries, computer labs, and audio-visual equipment, which makes it difficult for students to access English-language resources and materials (Borg et al., 2020).

3. Low socioeconomic status: Many students in India come from low socioeconomic backgrounds and need access to quality English language resources outside of school; this makes it difficult for them to acquire English language proficiency, which is essential for HE and employment opportunities (Sivaranjini & Ajitha, 2016).

4. Emphasis on rote learning: The Indian education system is often criticized for emphasizing rote learning and memorization rather than developing critical thinking and communication skills. This approach does not encourage students to engage in meaningful language learning activities and hinders the development of their English language proficiency. Teachers believe that schools face external pressure, notably from parents, to maintain conventional methods of instruction that emphasize rote learning, which affects classroom practices. In the context of broader assessments of the factors that influence primary education English instructors' pedagogical choices, this is an intriguing problem (Shinde & Karekatti, 2010). If teachers must obey headteachers influenced by parents, teacher professionalism is eroded. School administrators may need professional support to educate parents, protect teachers, and improve classroom methods (Borg et al., 2020; Borg, 2022).

5. Lack of exposure to English: Many students in India need regular exposure to the English language outside of the classroom, limiting their opportunities to practice and use it in authentic contexts.

6. Inadequate teacher training: Teacher training programs in India often must provide teachers with the necessary skills and strategies to teach English effectively. As a result, many teachers need more confidence and expertise to provide quality English language instruction to their students.

Improving the quality of English education in India requires a multifaceted approach that addresses the various factors contributing to the system's challenges; this includes providing better training and support for teachers, improving infrastructure and resources, promoting a more communicative approach to language learning, and increasing opportunities for students to practice and use English in authentic contexts. The English language plays a vital role in the globalized world, and the ability to communicate in English is essential for educational, social, and economic advancement. In India, English is considered a language of opportunity, and proficiency in English is crucial for success in HE and employment. To facilitate the development of English language skills, India has implemented various policies and programs to improve the quality of English education across the country. The English education policy in India has undergone significant changes since independence in 1947. The British introduced EMI in India, and it continued to be the language of governance and education even after independence. However, there have been ongoing debates and discussions about the role and status of English in India. The government has implemented several policies and programs to improve the country's

English education quality. This paper will provide an overview of the English education policy in India, its objectives, and its impact on education and society.

*Religious and social beliefs impact ELE in India.*

Religious and social beliefs have impacted ELE in India historically and in contemporary times. In colonial India, English was seen as the language of the ruling class and the language of knowledge and education, which created a hierarchical system where those who could speak English were seen as superior to those who could not; this led to the perception that English education was a means of upward social mobility, which influenced the aspirations of many Indian families for generations. Additionally, the introduction of English education was met with resistance from some religious and nationalist groups that saw it as a threat to Indian culture and traditions. For example, the Hindi-Urdu controversy of the early 20th century was a political and linguistic debate centered around the status of Hindi and Urdu as national languages and the role of English in education. Some Hindu nationalist groups advocated using Hindi as the primary language of instruction, while Muslim groups advocated for Urdu; this led to tensions between the two communities and contributed to the politicization of language in India (Narayanan, 2015).

In contemporary times, religious and social beliefs influence ELE in India. There are concerns among some religious groups about the content of English-language textbooks, which they feel may be biased toward Western perspectives and values (Tripathi, 2020). These concerns have led to calls for greater inclusion of local cultural and religious perspectives in English education and efforts to promote multilingualism and diversity in the classroom (Kulkarni-Joshi & Hasnain, 2020).

#### **4. OVERVIEW OF ENGLISH EDUCATION POLICY IN INDIA**

India's English education policy (EEP, hereafter) has significantly changed. The British introduced English as a medium of Instruction (EMI, hereafter) in India, and it was used as a language of governance and education during the pre-independence period. After independence, English continued to be used in HE and professions such as law, medicine, and engineering. However, there were debates about the role and status of English in India. Some people argued that English was a remnant of colonialism and that Indian languages should take their place, while others claimed that English was essential for India's growth and development.

The first major policy initiative in English education in India was the National Policy on Education (NPE, 1968, 1986), which recommended teaching English at the primary level (Meganathan, 2011; Das, 2018). The policy emphasized the need to use English as a social and economic mobility tool and create a bilingual society. The policy also recognized the importance of Indian languages and recommended the promotion of regional languages in education. The Education Commission (1964–1966) also recommended teaching English at the primary level and using bilingualism in education. The commission recognized the importance of English as an international language and recommended using EMI in HE. The commission also recommended the development of ELT materials and teacher training programs.

The NCF (2005) recommended teaching English at the primary level and emphasized developing language skills (e.g., listening, speaking, reading, and writing). The framework also recommended using bilingualism and multilingualism in education and integrating language learning with other subjects. The most recent policy initiative in English education in India is the New Education Policy (2020), which aims to provide universal access to quality education in India. The policy emphasizes the importance of early childhood education and the teaching of foundational skills such as literacy and numeracy. The policy also recognizes the importance of multilingualism and recommends using MT or regional languages as a primary education instruction medium. The policy also recommends the use of e-learning in education and the development of digital content and resources.

#### *Objectives of the EEP in India*

The EEP in India has several objectives, which include the following:

- a. To provide access to quality English education for all students, irrespective of their socioeconomic background or geographic location.
- b. To enhance English language skills (listening, speaking, reading, and writing).
- c. To use English as a tool for social and economic mobility and to create a bilingual society.
- d. To promote multilingualism and the use of Indian languages in education.
- e. To compile and design English language teaching materials and teacher training programs.
- f. To integrate language learning with other subjects and use EMI in HE.

The government has set up several bodies to implement this policy, such as the NCERT, NCTE, and University Grants Commission (UGC). These bodies work together to design and implement programs to improve English education nationwide. One of the government's major initiatives in this regard is the implementation of the *Sarva Shiksha Abhiyan* (SSA) (in English: Education for all Mission), which aims to provide education for all children between the ages of 6 and 14. As part of this program, the government has provided funding for creating new schools and improving existing ones, providing textbooks and learning materials, and training teachers in modern teaching methods, including using technology in the classroom. Another initiative is the *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) (in English: National Elementary Education Mission), which focuses specifically on improving secondary education in the country. The program aims to improve the quality of teaching in English and other subjects and provide better infrastructure and learning resources to secondary schools.

In addition to these national initiatives, several state governments have launched programs to improve English education in addition to these national initiatives. For example, the Tamil Nadu government has implemented a program called "Kalam," which aims to improve English language skills among students in government schools. The program includes the provision of English textbooks, teacher training, and the use of technology in the classroom. Despite these efforts, several challenges must be overcome to improve the quality of English education in India. One of the significant challenges is the need for more qualified English teachers in many parts of the country. To address this

issue, the government has launched several initiatives to train and recruit more English teachers, including the District Institutes of Education and Training (DIETs) and the National Institute of Open Schooling (NIOS).

Another challenge is the need for more access to quality learning resources, particularly in rural areas. To address this issue, the government has launched several initiatives to provide digital learning resources to students in remote areas, such as the Digital India program and the *Pradhan Mantri Gramin Digital Saksharta Abhiyan* (PMGDISHA) (in English, Prime Minister Rural Digital Literacy Mission). The English education policy of India is aimed at improving the quality of English education across the country, focusing on improving the quality of teaching, providing better infrastructure and learning resources, and leveraging technology to enhance student's learning experience. Despite the challenges, the government's initiatives are expected to improve the quality of English education in India significantly.

To address the issue of access, the NEP aims to provide universal access to quality education from early childhood through secondary education. It also focuses on improving access to HE through various means, including online education and distance learning. The policy aims to increase the Gross Enrolment Ratio (GER) in HE to 50% by 2035, with a particular emphasis on increasing the enrolment of women, Scheduled Castes (SC), Scheduled Tribes (ST), and other marginalized groups. The policy also encourages the development of HE institutions in underserved areas to improve access to education. Another critical aspect of the NEP is the focus on teacher education and professional development. The policy aims to transform teacher education and training by promoting a multidisciplinary approach, encouraging teacher autonomy, and developing high-quality curriculum and pedagogy. The policy also emphasizes the need for ongoing professional development for teachers and provides various opportunities through online courses, teacher training programs, and workshops. In addition, the NEP aims to promote educational technology to enhance learning outcomes and improve access to education. The policy emphasizes integrating technology into teaching and learning, including online resources, e-books, and multimedia content. The policy also aims to provide all students access to digital devices and high-speed internet connectivity.

The NEP also recognizes the importance of promoting research and innovation in education. The policy aims to establish a National Research Foundation to promote research and development in all disciplines, including education. The policy also emphasizes the need for interdisciplinary research and collaboration between academic institutions and industry. Finally, the NEP aims to promote a culture of holistic education and character building. The policy recognizes the importance of promoting empathy, compassion, respect for diversity, and academic excellence. The policy also emphasizes the need for developing life skills such as critical thinking, problem-solving, and communication skills, along with academic knowledge.

## **5. ENGLISH LANGUAGE PEDAGOGY IN INDIA: CURRENT STATUS**

English language pedagogy is a field that encompasses a wide range of theories, practices, and research aimed at improving the teaching and learning of English as a

second or foreign language. Over the past 20 years, significant progress has been made in this field, with researchers investigating various issues related to language teaching, learning, and assessment. This section will overview critical findings and trends in English language pedagogical research over the past 20 years, drawing on relevant references.

One of the significant areas of research in English language pedagogy has been the development of teaching strategies and techniques that promote learner autonomy and independence (Mohan et al., 2020). Researchers have highlighted the importance of empowering learners to take responsibility for their learning and to develop the skills and strategies needed to learn independently (Benson, 2011; Little, 2011); this has led to the development of new teaching methodologies, such as task-based language teaching (TBLT), content and language-integrated learning (CLIL), and the use of technology in language learning, which aim to provide learners with opportunities to engage in authentic and meaningful tasks that reflect their interests and needs (Willis & Willis, 2007; Coyle et al., 2010).

Another vital area of research has been investigating the role of culture in language learning and teaching. Researchers have emphasized the need for language teachers to be aware of their learners' cultural backgrounds and values and to integrate cultural content and perspectives into their teaching (Byram & Morgan, 2011; Kramsch, 2009; Mishra, 2010); this has led to the development of intercultural communicative competence (ICC) as a critical goal of language education, which involves developing learners' abilities to communicate effectively across cultural boundaries and to appreciate and respect cultural differences (Deardorff, 2006; Byram, 2008). Assessment has been a significant focus of English language pedagogical research over the past 20 years. Researchers have investigated a range of issues related to language assessment, including the validity and reliability of different types of tests, the use of alternative forms of assessment, such as performance-based assessment and portfolio assessment, and the impact of high-stakes testing on teaching and learning (Bachman & Palmer, 2010; Brown, 2004; Fulcher, 2010; Chatterjee & Gupta, 2017). The development of the Common European Framework of Reference for Languages (CEFR) has been an important milestone in language assessment, providing a standardized framework for describing language proficiency and developing assessment tools aligned with this framework (Council of Europe, 2001).

The use of technology in language learning has been another important area of research in English language pedagogy over the past 20 years. Researchers have investigated various technologies, including computer-assisted language learning (CALL), mobile learning, and social media, to enhance language learning and promote learner autonomy (Chapelle, 2001; Levy & Stockwell, 2006; Thomas & Reinders, 2012; Mohan et al., 2020). The development of new technologies has also led to new forms of language learning, such as massive open online courses (MOOCs), which provide learners access to high-quality language learning materials and resources from around the world (Liyana Gunawardena et al., 2013).

Over the past two decades, English language pedagogy in India has undergone significant changes and developments (Padwad, 2020), reflecting the growing importance of English in the country's socio-political and economic landscape. A literature review reveals key trends and findings that have emerged over this period. One of India's most

significant trends in English language pedagogy is the increasing use of technology to support language learning (Bordoloi et al., 2021; Chandras, 2023; Das & Roy, 2017). Jayendran et al., (2021) reviewed the use of learning management systems in HE in India. They found that technology can provide valuable support for language learning, particularly in vocabulary development and listening comprehension. Mishra (2015) similarly explored the impact of technology on English language teaching in India and found that it can enhance the learning experience for students. However, as noted by Mishra (2015) and Mishra (2018), there is a need for more significant investment in technology infrastructure in many educational institutions in India. The use of technology may only sometimes be appropriate or effective for all learners, as Indrarathne & McCulloch (2022) noted in their review of the use of multimedia in English language teaching in Sri Lanka.

Another trend in English language pedagogy in India addresses teacher training and professional development issues. Padwad (2020) identified a range of challenges facing English language teachers in India, including limited access to training and resources. Parab (2015) suggested more significant support for teacher professional development, particularly in language assessment and teaching methodology. In addition to these challenges, some broader issues face English language pedagogy in India. Bose and Gao (2022) highlighted the need to address the socio-cultural context of English language teaching in India and recognize learners' diversity and needs. Ghosh (2020) identified the need to address the challenges associated with the dominance of English as a global language and the impact of this on the teaching and learning of English in India.

Despite these challenges, there are also several opportunities for innovation in English language pedagogy in India. Singh (2020) suggested that there is a need for a paradigm shift in how English is taught in India, moving away from traditional grammar-based approaches toward more communicative and task-based approaches. Similarly, Das (2020) suggested that there is scope for developing more innovative approaches to teaching English, such as drama and storytelling. The status of English teaching in schools in India has been a topic of discussion and debate for a long time. Despite English being an essential language for communication, education, and employment in India, the quality of English teaching in schools has been a concern. After independence, English became essential for HE, employment, and communication. However, the quality of English teaching in schools in India could be better in many respects.

According to a study by the NCERT, teaching English in schools in India is mainly focused on grammar and rote learning, with little emphasis on communicative skills (NCERT, 2006). This approach to teaching has been criticized for its lack of effectiveness in developing language proficiency among students. Another factor contributing to the poor status of English teaching in schools in India is the need for more trained English language teachers. According to a report by the Ministry of Human Resource Development, there is a need for about 1.2 million trained English language teachers in India (Ministry of Human Resource Development, 2020). This shortage of trained teachers has resulted in a lack of quality teaching and inadequate attention to developing communicative skills among students. The need for more resources and infrastructure for English teaching in schools in India is another major factor contributing to the poor status of English teaching. Many

schools in rural areas lack basic facilities such as textbooks, audio-visual aids, and language laboratories. This lack of resources and infrastructure hinders the effective teaching and learning of English in schools.

Furthermore, the low level of proficiency in English among teachers themselves is a significant factor contributing to the poor status of English teaching in schools in India. Only 11% of English teachers in Indian schools had a high level of English proficiency, according to a study by the British Council in that country (British Council, 2013). This lack of proficiency among teachers leads to inadequate and effective teaching of English to students. The status of English teaching in schools in India needs to be more satisfactory, and the reasons for its inadequate delivery are multifaceted. The main factors contributing to the poor status of English teaching are the focus on grammar and rote learning, the need for more trained English language teachers, the lack of resources and infrastructure, and the low level of proficiency among teachers. Addressing these issues will require a concerted effort from the government, education authorities, and schools to improve the quality of English teaching in India.

#### *Factors responsible for poor English Language Skills (ELS) in India*

India has a diverse population and culture, and English is considered one of the country's official languages. However, the country still needs to catch up in English language skills, which impacts the country's global competitiveness. Several factors have contributed to this issue; some are discussed below, along with relevant references.

1. Lack of emphasis on spoken English in schools: The primary focus of English language teaching in Indian schools is on reading and writing skills, while spoken English is less important. This results in students needing a limited vocabulary and help expressing themselves fluently in English (Singh, 2023).

2. Inadequate teacher training: Teachers often need more training to teach English as a second language effectively. They may need to be proficient in the language themselves, resulting in ineffective teaching and poor student language skills (Jeyaraj, 2017). Limited exposure to English: English is not the primary language spoken in most parts of India, and many students need adequate exposure to the language outside the classroom. This lack of exposure makes it difficult for them to acquire language skills naturally (Khan, 2017).

3. Poor quality of English language textbooks: The textbooks used for English language teaching in Indian schools are often outdated and do not cater to the needs of the learners. The content could be more engaging, and the language used may need to be simplified for students to understand (Singh, 2023).

4. Cultural and societal barriers: The influence of regional languages and cultural beliefs can sometimes hinder English language acquisition in India. There may be a perception that English is a foreign language and not a part of Indian culture, which can affect the motivation of students to learn the language (Ghosh, 2020). Lack of access to quality resources: Many students in India do not have access to quality English language resources such as books, videos, and online courses; this limits their exposure to the language and makes it difficult for them to improve their language skills (Khan, 2017). The factors responsible for poor English language skills in India are multifaceted and require a

concerted effort from various stakeholders to address them. These issues can be tackled through teacher training programs, improving English language textbooks, promoting the use of English in everyday life, and increasing access to quality resources for learners.

### *Diversity in ELE in India*

Diversity is a defining characteristic of Indian society, with a rich mix of cultures, languages, religions, and traditions. This diversity is reflected in the country's education system, particularly in the teaching and learning of English as a second or foreign language (Morgan & Ramanathan, 2005). Over the past few decades, there has been increasing recognition of the need to address learners' diverse needs and backgrounds in ELE in India (Mohanty, 2019; Baruah & Mohanty, 2022). Here we will explore the nature and extent of diversity in ELE in India and the implications of this diversity for teaching and learning.

At the most basic level, the diversity of Indian society is reflected in the country's linguistic diversity, with hundreds of languages and dialects spoken across the country. While English is widely used as a second language in India, there are other languages for most learners; this means that learners come to ELE with different linguistic backgrounds and levels of proficiency, which can impact their learning experiences and outcomes. According to Bose and Gao (2022), English language teachers in India face a significant challenge due to the diversity of linguistic backgrounds among students, which necessitates them to modify their teaching strategies to meet the needs of students from various linguistic backgrounds.

In addition to linguistic diversity, there is significant cultural and social diversity among learners in India; this includes differences in socioeconomic status, caste, religion, and gender, among other factors. According to Mohanty (2017), these differences may impact students' sense of identity, motivation, and engagement in the English language classroom. There is also a need to recognize the diversity of learners' needs and goals in learning English, which may vary depending on their socioeconomic background, future career aspirations, and personal interests. A range of approaches and strategies have been proposed and implemented to address this diversity in ELE in India. One critical approach is incorporating learners' linguistic and cultural backgrounds into teaching and learning English, as Kumaravadivelu (2006) suggested in his concept of "post-method pedagogy."; this involves acknowledging and building on learners' diverse linguistic and cultural backgrounds rather than attempting to impose a standardized or homogenized approach to English language teaching. Another approach is to use differentiated instruction, which involves tailoring teaching methods and materials to meet learners' diverse needs and interests (Gupta, 2016).

In addition to these approaches, there is a need to address broader social justice and equity issues in ELE in India. As reported (English Language Education in India: How Aspirations for Social Mobility Shape Pedagogy, 2021), there are significant inequalities in access to quality ELE in India, with learners from disadvantaged backgrounds often facing barriers such as lack of resources, limited access to trained teachers, and discrimination based on factors such as caste and gender. Addressing these inequalities, policies and initiatives that promote greater access and inclusion in ELE and efforts to combat



discrimination and promote social justice in the classroom becomes very pertinent. The diversity of Indian society poses significant challenges and opportunities for ELE. While this diversity can create barriers to effective teaching and learning, it also provides opportunities for innovation and creativity in adapting ELE to meet the needs and goals of diverse learners. Recognizing and embracing the diversity of learners' linguistic and cultural backgrounds and promoting greater access and equity in ELE can build a more inclusive and effective education system in India (Mohanty, 2006; Baruah & Mohanty, 2022).

#### *State-wise status of ELE in India*

India is a vast and diverse country, with different states having unique histories, cultures, and languages. As a result, the status of ELE in India varies widely from state to state. This section will provide a brief overview of the state-wise status of ELE in India, drawing on relevant research and data. ELE in India is generally more prevalent in urban areas and among the more privileged sections of society. However, there are significant variations across states. In some states, ELE is widely available and considered essential for success in HE and employment. In other states, however, ELE is relatively scarce and is often seen as a luxury or a marker of privilege.

One of the critical factors that influence the status of ELE in different states is the linguistic diversity of India. In states where most of the population speaks a regional language, there may be less emphasis on ELE, and the quality of English language instruction may be lower. Additionally, political and social factors can also play a role in shaping the status of ELE in different states. One example of a state where ELE is highly valued is Karnataka. The state has a large urban population, and English is widely spoken and used for business and education. As a result, there is a strong demand for English language instruction, and the state government has implemented various initiatives to promote English language learning. These include the introduction of EMI in government schools, the establishment of English language teaching institutes, and providing free English language classes for disadvantaged communities (Acharya, 2021).

In contrast, in states like Bihar and Uttar Pradesh, the status of ELE is relatively low. These states have large rural populations and a high proportion of speakers of regional languages, and there is less demand for English language instruction. Additionally, political and cultural factors may discourage the promotion of English-language education. For example, some states may perceive that English is associated with Westernization and a loss of traditional values. Another factor that can influence the status of ELE in different states is the availability of resources and infrastructure. In states with a high level of development and investment in education, there may be better facilities and resources for English language instruction, such as well-equipped language labs, trained teachers, and access to high-quality learning materials. States like Maharashtra and Tamil Nadu, which have solid educational systems and a high level of investment in infrastructure, are examples of states where ELE is well-established (Dinesh, 2019).

ELE in India varies by state. In Andhra Pradesh, English is the medium of instruction in many private schools, and the government is taking steps to improve ELE in public schools (Srivani & Hariharasudan, 2023). In Assam, English is a compulsory subject in all schools, but there are issues with teacher training and a need for more resources

(Gupta, 2018). In Bihar, English is taught as a subject in most schools, but the quality of teaching could be better due to a shortage of trained teachers (Bhattacharya, 2022). In Delhi, English language proficiency is high due to the city's status as a hub for HE and its sizeable expatriate population (Gupta, 2018). In Gujarat, English is becoming increasingly important, with many private schools using it as the medium of instruction (Hayes, 2016). In Haryana, English language proficiency is relatively low, and the state government is working to improve the quality of ELE in public schools (Gupta, 2018).

English is widely spoken in Karnataka, and the state government has taken steps to improve ELE in public schools (Bhattacharya, 2022). In Kerala, English language proficiency is high due to the state's high literacy rate and emphasis on education (Groff, 2016). In Maharashtra, English is widely spoken, and the state government has taken steps to improve ELE in public schools (Gupta, 2018). In Punjab and Rajasthan, English is a compulsory subject in all schools, but the quality of teaching could be better due to a shortage of trained teachers (Clement & Murugavel, 2015; Chadda & Kaur, 2021). In Tamil Nadu, English is widely spoken, and the state government has taken steps to improve ELE in public schools (Gupta, 2018). In Uttar Pradesh, English is becoming increasingly important, with many private schools using it as the medium of instruction (Sanyal, 2019). In West Bengal, English is a compulsory subject in all schools, but the quality of teaching could be better due to a shortage of trained teachers (Mukherjee & Chattopadhyay, 2017). However, it is essential to note that these factors do not solely determine the status of ELE. There are also complex social, political, and cultural factors at play, and the status of ELE can be influenced by historical legacies, regional identities, and individual attitudes and beliefs.

## **6. CORRECTIVE FEEDBACK PRACTICES IN INDIA**

The efficacy of various forms of remedial feedback has also been the subject of a recent study. Sheen (2011) studied the effects of both direct and indirect feedback on Korean EFL students' grammatical development. The study found no statistically significant difference between the effects of direct and indirect feedback on grammar learning. The study did find, however, that the efficacy of the feedback varied depending on the learners' competency levels and the types of grammatical structures being addressed. Bitchener and Knoch (2010) studied how various forms of feedback affected the writing skills of ESL students. Direct corrective feedback, indirect corrective feedback, and metalinguistic feedback were all examined, and their relative efficacy was evaluated. According to the study's findings, learners benefited most from direct corrective feedback, then from indirect corrective feedback, and least from metalinguistic input. There has also been a study into how instructors can most effectively deliver constructive criticism (Rasheed, 2022). Chen and Liu (2021) researched how factors such as a teacher's experience, views, and feedback procedures affected the efficacy of corrective feedback. According to the research, seasoned educators are more likely to offer specific suggestions for improvement, while those with less experience tend to give more general recommendations. The study also indicated that teachers' preferences for direct or indirect feedback affected the amount of feedback they gave their students. Over the past 20 years, studies on corrective feedback have been extensively studied in second language

acquisition. While it is well-established that corrective feedback is beneficial, recent studies have focused on pinpointing the most beneficial forms of feedback and the teacher's role in providing feedback. Generally speaking, the results support the idea that direct corrective feedback is the most helpful. However, this may vary depending on the learners' competence level, the type of grammar structure being addressed, and the teacher's beliefs and feedback practices.

Corrective feedback in ESL learning has also been the subject of study in India. Sivaji (2013) looked at the impact of both immediate and delayed correction on the grammatical competence of Indian ESL students. The study indicated that both types of corrective feedback were successful in helping students improve their grammar but that direct corrective feedback was more beneficial. The research also found that students valued remedial feedback sent directly to them more than the input delivered indirectly. The effects of various forms of feedback on the writing abilities of ESL students in India were investigated by Kumar (2020) & Tripathi (2017). Teacher, peer, and self-feedback were all evaluated in the study. Teachers' comments were shown to be the most helpful in enhancing students' writing abilities, while those of peers and students were found to be less so. Technology-assisted corrective feedback has also been studied for its efficacy in the Indian context. Tripathi (2018) looked into how an online writing teacher helped ESL students in India improve their writing. The study results showed that having students use an online writing instructor helped them become more accurate writers and made them make fewer mistakes. According to the study, students benefitted from an online writing coach. Direct corrective feedback is more successful than indirect corrective feedback, and instructor feedback is more effective than peer or self-feedback, according to research on corrective feedback in ESL learning in the Indian context. The writing abilities of ESL students in India have shown promise after being exposed to technology-assisted corrective feedback (Shabitha & Mekala, 2023). However, more investigation into corrective feedback's impact on other language abilities, including speaking and listening, and identification of the most effective feedback systems for various learner demographics in India is warranted. In a separate study, Doley (2022) examined how well-written corrective comments helped Indian ESL students improve their writing. The research confirmed that both types of written corrective feedback (direct and indirect) helped students improve their writing correctness, but direct input was more beneficial. The research also found that students valued direct criticism more than indirect commentary.

The importance of students' motivation and perspective on constructive criticism has also been studied in the Indian setting (Doley, 2023). Specifically, Kanagasabai (2000) and Doley (2022) examined how ESL students' motivation affected their openness to constructive criticism. According to the study, motivated students improved their writing skills and were more open to feedback. Alam and Khan (2023) investigated Indian ESL students' reactions to criticism. According to the results, the students viewed corrective feedback favorably and believed it would aid their language development. Students did note, however, that the approach and mood of the teacher mattered just as much as the quality and timing of the remedial feedback in determining its efficacy. Direct corrective feedback is more successful than indirect feedback in ESL learning in the Indian context, and instructor feedback is more effective than peer or self-feedback, according to

research. The usefulness of feedback also depends heavily on the learner's motivation and attitude toward corrective feedback. However, additional study is needed to investigate the efficacy of corrective feedback in the Indian setting and concerning other language skills and learner demographics.

The use of technology to provide feedback for improvement in ESL education is also rising. Several investigations have been conducted into the efficacy of remedial feedback delivered by CALL software. For instance, Fan (2023) discovered that Chinese EFL students' writing accuracy and fluency improved when they used a CALL system with embedded corrective feedback. Similarly, SoHee (2018) examined how video corrections helped Korean EFL students improve their pronunciation. The findings revealed that students given video-based remedial feedback improved accuracy and fluency in spoken English significantly. Despite the usefulness of technologically-based feedback, its limitations and constraints should be addressed. The availability of technology for students and technical support and professional development opportunities for educators are only two examples. Furthermore, some students may find technology-based feedback less attractive and prefer the personal element.

Technology-assisted corrective feedback has been studied in India's ESL education field recently. Anil (2021) looked into how Indian ESL students benefited from audio feedback given via WhatsApp. According to the results, learners' writing accuracy and fluency improved significantly after receiving audio feedback instead of written comments. Mahapatra (2021) looked into the potential of video feedback for ESL writers. The results showed that students' writing accuracy improved, and their particular needs were met thanks to video feedback. The cultural and environmental elements that affect the efficacy of corrective feedback in the Indian context have also been studied. Overall, studies on corrective feedback in ESL learning in the Indian setting have demonstrated the usefulness of technologically-based feedback in enhancing students' linguistic abilities. Cultural and environmental factors influence learners' perspectives on feedback and their openness to receiving and acting on corrective criticism. Nonetheless, a more significant investigation into the elements that affect the efficacy of corrective feedback in the Indian setting and its efficacy across a range of language levels and learner demographics is warranted.

While there have been many studies on corrective feedback in the context of ESL instruction in India, there is still a great need for additional investigation into the efficacy of various forms of corrective feedback and the obstacles and possibilities presented by their implementation in a wide range of classrooms. The effect of culture on the efficacy of corrective feedback is an essential topic of research that needs more exploration (Sarma & Saharia, 2019). Corrective feedback in the classroom may be received differently in Indian schools because of the cultural emphasis on politeness and avoiding conflict or criticism (Raj, 2021). For instance, the cultural value of courtesy and avoiding conflict is shown in the finding by Hosseiny (2014) that Iranian EFL students are more responsive to indirect corrective comments. Halim et al., (2021) research examined how cultural factors affected corrective feedback from Arabic-speaking EFL students in the United Arab Emirates. Students preferred indirect feedback because harsh criticism could harm their relationship with their instructor. Teachers must be sensitive to their students' cultural norms and

values when giving corrective feedback to guarantee that it is received positively and productively. Over the past 20 years, studies on teaching English as a second language have concentrated mainly on the effects of corrective feedback. Numerous research has investigated the efficacy of various forms of corrective feedback, the factors that affect its efficacy, and the difficulties and possibilities of providing corrective feedback in various educational contexts. Khan (2017) examined how cultural norms affect how Indian ESL students process and react to constructive criticism. The study indicated that students in India responded differently to positive vs. negative comments from professors, and this difference was affected by the cultural value of respect for authority. Anderson and Lightfoot (2021) research into corrective feedback in Indian classrooms is another example of this line of inquiry. According to the results, the usefulness of corrective feedback varies depending on the classroom context, with feedback given in a pleasant learning atmosphere being more beneficial than feedback given in a stressful, competitive setting. Corrective feedback has helped develop grammatical precision and writing abilities in the Indian context, albeit cultural factors and instructor attitudes may influence its efficacy. Understanding how cultural influences may affect the efficacy of corrective feedback in diverse circumstances and exploring the effects of corrective feedback on other components of language learning, like speaking and listening, requires more research.

The efficacy of explicit and implicit forms of corrective feedback in the context of ESL education in India is another topic of study. Alam and Usama (2023) analyzed the efficacy of explicit and implicit feedback in helping Indian ESL students improve their grammar and writing skills. The research concluded that students benefited more from explicit criticism in terms of fixing mistakes and increasing the quality of their work overall. Teacher feedback in the context of learning ESL in India has also been studied. The impact of instructor comments on the writing skills of Indian ESL students was studied by Mukherjee and Chattopadhyay (2017). Teachers' comments helped students improve their writing, and those tailored to their specific needs had the most impact. The impact of students' perspectives on corrective feedback on their English-learning motivation has also been studied. Mahapatra (2021) looked into how providing constructive criticism affected the motivation of Indian ESL students. Researchers observed that students' perceptions regarding English were significantly influenced by the amount of remedial feedback they received. Last but not least, studies on corrective feedback in ESL learning in the Indian setting have investigated the value of peer feedback. According to the results, students who received constructive criticism from their peers improved their writing quality and confidence and engaged in more group study.

Several studies have investigated the efficacy of various forms of corrective feedback in the Indian setting. For instance, Alam and Usama (2023) examined the efficacy of direct and indirect corrective feedback in improving students' grammatical accuracy in writing. The results showed that both input forms helped students improve their grammar, but direct feedback was more beneficial. The effects of computer-mediated corrective feedback on Indian college students' English language acquisition were investigated by Das (2020). When correction feedback was sent via a computer, students' writing improved in many ways, including grammar, vocabulary, and overall coherence. However, other research has also pointed out the difficulties of adopting such feedback in

India. For example, Doley (2023) observed that receiving feedback on linguistic faults might make students feel guilty or embarrassed, leading to a loss of motivation and interest in learning. According to a similar study by Mahapatra (2021), some Indian educators avoid giving constructive criticism for fear of dampening their pupils' enthusiasm for and self-assurance in their English language skills.

It is important to remember that a learner's learning style, motivation, and language ability are just a few factors that can affect how effective corrective feedback is for them. For instance, one study indicated that students with higher proficiency levels in the target language benefited more from corrective feedback than students with lower levels of proficiency (Ahangari & Amirzadeh, 2011). Over the past 20 years, researchers have made considerable strides in understanding the efficacy of corrective feedback in ESL learners, the elements that affect its efficacy, the barriers to implementing it, and the opportunities it presents. Considering cultural influences, teacher attitudes, and technological advancements, the Indian context provides a rich and diversified setting for more profound research of these concerns. Research on corrective feedback in ESL instruction in India has examined many factors, such as instructor beliefs, student attitudes, and the efficacy of different feedback kinds. For instance, Dapkekar (2023) surveyed ESL educators in India to learn more about their perspectives and methods of providing constructive criticism. While educators agreed that feedback was crucial to helping students learn, their opinions on which feedback was most beneficial were more divergent. The effectiveness of direct versus indirect feedback was debated among educators. This research emphasizes the importance of developing training and professional development programs for teachers in India that promote the efficient implementation of corrective feedback. Anuradha & Rengaraj (2017) researched ESL college students' attitudes regarding constructive criticism in India. Students were shown to have a generally positive attitude toward feedback.

In contrast, they preferred specific types of feedback over others, such as straightforward corrections and suggestions for improvement. Direct and indirect corrective comments were compared in a study by Kakoti and Doley (2021) to see which was more helpful in improving the grammatical accuracy of ESL students in India. While both forms of input were helpful, the study indicated that direct feedback was more successful at helping students improve their grammar. Bharati & Stithaprajan (2017) researched the impact of both targeted and general corrections on the writing skills of ESL students in India. While the study did find that both sorts of feedback helped students improve their performance, it concluded that targeted feedback was more beneficial. Research on corrective feedback in ESL education in India has yielded significant findings about the perspectives of educators and students and the efficacy of various forms of correction. The efficiency of remedial feedback in this setting may be impacted by cultural elements such as the influence of linguistic attitudes and identity. Existing research on language acquisition and improvement in India focuses primarily on error correction rather than corrective feedback. In error correction, students actively seek out and address their linguistic mistakes, typically during language production tasks like speaking and writing. In most cases, teachers will supply the proper format or organization. On the other hand, corrective feedback is a broader concept that incorporates techniques like recasts,

elicitation, metalinguistic feedback, and reformulation in addition to more traditional forms of correction like verbal correction. Rather than simply fixing mistakes, corrective feedback aims to help students learn from their mistakes and become more attuned to how they use language. Although correcting errors is commonplace in the Indian setting, it could be helpful to investigate the possibility of introducing more forms of corrective feedback to improve language learning outcomes further. Existing research on corrective feedback practices in ESL in India at both the high school and college levels reveals a glaring deficiency. Although some research has been conducted on writing skills, most has been conducted in university or pre-university settings. Some research on oral and written corrective feedback practices is available, but there is a notable lack of school-level research. In addition, few studies have investigated the use of technology as a means of enhancing skills or as an instrument for providing corrective feedback. In order to address the current research deficit and provide valuable insight into effective corrective feedback practices at the school level, it is necessary to conduct a comprehensive and in-depth study in this field.

## CONCLUSION

The communicative approach in India has dramatically influenced ELT, which emphasizes the importance of providing learners with opportunities to use English in authentic situations. Corrective feedback is crucial to this approach, as it helps learners improve their language accuracy and fluency. However, there needs to be more consensus among ELT professionals in India regarding the most effective way to provide corrective feedback. Some teachers prefer to correct errors immediately, while others believe in delayed correction. Moreover, the most effective feedback type is also a matter of debate. Here are a few examples of how receiving and processing feedback can enhance the learning process:

a. *Targeted Enhancement*: Corrective feedback aids students in recognizing and correcting their faults, leading to greater precision and fluency in their language use. Learners can fix their flaws and advance because of the constructive criticism they get.

b. *Language Awareness Enhancement*: Students gain a deeper understanding of their linguistic abilities due to the feedback they receive. Increased proficiency in the target language is achieved by students' enhanced grasp of linguistic elements such as grammar, vocabulary, and pronunciation.

c. *Authentic Language Use*: The communicative approach to teaching English emphasizes teaching students to practice using English in real-world contexts. Corrective feedback reinforces this strategy by directing students toward more accurate and appropriate language use in authentic situations.

d. *Motivation & Self-Efficacy Enhancement*: Feedback can significantly impact students' motivation and sense of competence when given constructively and encouragingly. Positive learning environments can be created using constructive feedback that recognizes students' efforts, supports their development, and instills confidence in their language skills.

e. *Personalized Learning Enhancement*: With personalized learning, each student receives feedback based on their skills and shortcomings. Teachers can help students the

most in their language learning if they cater to their individual needs and guide them to proficiency.

f. *Timely feedback*: Getting better all the time is possible because of the feedback one receives. Learners who receive timely and relevant feedback on their efforts are better equipped to monitor their progress, establish personal learning objectives, and fine-tune their approach to language study.

g. *Feedback Enhanced by Technology*: Technology can be essential in providing feedback, enabling novel ways like audio or visual feedback. Additional advantages of technology-mediated feedback include increased promptness, engagement, and multimedia content within the feedback process.

Mistakes are viewed as learning opportunities in an environment where effective feedback systems exist. Providing a secure setting where students may receive constructive criticism motivates them to participate actively, take risks, and test new language techniques. By recognizing the value of feedback and integrating it effectively into ELT practices, teachers can empower learners to become more proficient English language users, enabling them to succeed in academic, professional, and social contexts.

Research in this area has focused on various aspects of corrective feedback, including the most effective feedback types, the optimal timing for providing feedback, and the effects of feedback on learner motivation and self-efficacy. However, there is a need for further research to explore the cultural factors that influence how feedback is given and received in the Indian context. Another area that requires further research is the effectiveness of technology-mediated corrective feedback. With the increasing use of technology in education, it is essential to explore the potential of technology to enhance the effectiveness of corrective feedback. Several research gaps on corrective feedback in ESL in India must be addressed. Below are some suggestions:

a. *Cultural factors*: There is a need to explore the cultural factors that influence how corrective feedback is given and received in the Indian context. Research should examine how cultural norms and values impact teachers' and students' attitudes toward corrective feedback.

b. *Optimal timing*: There is a need to investigate the optimal timing for providing corrective feedback in ESL writing in the Indian context. Research should examine the effectiveness of immediate versus delayed feedback on language accuracy and fluency.

c. *Teacher beliefs*: There is a need to explore how teachers' beliefs about corrective feedback influence their practices in the Indian context. Research should examine the correspondence between teachers' beliefs and practices and how these beliefs are influenced by factors such as training, experience, and cultural background.

d. *Technology-mediated feedback*: With the increasing use of technology in education, there is a need to investigate the potential of technology-mediated corrective feedback in the Indian context. Research should examine the effectiveness of different types of technology-mediated feedback, such as audio and video feedback, and how students perceive and respond to this type of feedback.

e. *Learner motivation*: There is a need to investigate the effects of corrective feedback on learner motivation and self-efficacy in the Indian context. Research should



examine how feedback affects learners' attitudes toward learning English and their confidence in their language abilities.

Overall, there is a need for more empirical research on corrective feedback in ESL in the Indian context to inform effective teaching practices and enhance the quality of ELE in India.

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Received: 30 April, 2023

Accepted: 12 July, 2023

### **Declaration of Conflicting Interests**

The author declared that there were no conflicts of interest with respect to the authorship or the publication of this article.

### **Funding:**

This research received no specific grant from any funding.