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EVOLUTION AND CHALLENGES OF ENGLISH LANGUAGE EDUCATION IN ANDHRA PRADESH: POLICY REFORMS, PEDAGOGICAL BARRIERS, AND FUTURE STRATEGIES

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ABSTRACT

With India, Andhra Pradesh experienced major changes in the sequential educational programs for the use of English language which addresses instructions and communication methods throughout the time. The colonial policy is alive today to determine the students' educational campaign and their ability to move forward socio-economically. This article examines the socio-cultural patterns and teaching methods of English language education in Andhra Pradesh as well as historical development, while examining how they affect primary school education in institutions run by the state. This exam studies educational and learner-related obstacles as it reviews both policy changes and courses redistribution and direct methods. Using a humanitarian approach combined with cognitive learning principles shows the article the complex nature of language learning and emphasizes the need for broad educational changes. Research recommends a balanced method for English language education that combines social division through education reforms that combines the initiative of instructor development with courses redesign and technology applications to promote the success of the student under current globalization.

KEYWORDS: *English language education, policy reforms, pedagogical challenges, teacher training, curriculum restructuring.*

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1. INTRODUCTION

The English language in India exists more than a remaining since the colonial period as it acts as an essential means to reach social goals along with economic development. Linguistic experts say that primary education should begin in the basic languages of students, but English is dominating all levels of high teaching professional work and international dialogues. The relations between English and education have increased the needs of English learning in the early ages and thus influenced the educational government standards and parents' educational decisions. Changes in Andhra Pradesh's English education system require examinations as they have triggered major educational changes that affect the results of educational success, classroom communication mobility and equity distribution (Raju, 2019).

The research investigates Andhra Pradesh English education development through the study of policy adjustments and analyzes instructor preparedness in addition to discussing teaching obstacles and educational pedagogical trends. This research explores traditional and contemporary educational approaches alongside socioeconomic dimensions in language learning to deliver useful methods which boost English skills for primary and secondary students.

2. THE EVOLUTION OF ENGLISH EDUCATION IN ANDHRA PRADESH

2.1 HISTORICAL CONTEXT AND POLICY EVOLUTION

The trilingual policy of India established the pathway for education through regional, national and English languages. The official language of education for government-run schools has always been Telugu throughout the history of Andhra Pradesh (Chavvakula, 2019). The years have brought policy changes that resulted in English introduction as a course material starting from Grade I. The educational approach enables pupils from different social economic conditions to attain improved academic prospects and professional success while complying with the expanding need for English language education.

The educational framework of Andhra Pradesh operates through several governmental establishments starting with Primary Schools (PS) and continuing to Mandal Praja Parishad Upper Primary Schools (UPS) before terminating in Zilla Parishad High Schools (ZPHS). These education levels distinctively serve different educational stages and use distinct educational methods equipment and facilities (Vijaya, 2025). Government schools face multiple barriers which prevent their swift transition to English-medium instruction when private institutions have already adopted it smoothly.

Newton's policy initiatives did not overcome substantial obstacles faced by government schools during their shift to English as their instructional language. The delivery of ELT within these institutions faces regular obstacles due to irregular implementation together with insufficient teaching styles and the lack of systematic ELL frameworks (Ameeruddin, 2025). The difference in English proficiency between government school students and private school students results in lower academic performance and less employability prospects for the former group.

2.2 TRENDS IN STUDENT ENROLLMENT

Andhra Pradesh shows changing parent behaviour and socioeconomic conditions through its student enrollment data. Public school enrollment numbers have decreased substantially according to the Regional Institute of English (RIE, Bangalore) while numbers of private English-medium school students have increased significantly. The number of students attending government schools reduced to 55.72% between 1995-96 and 2009-10 so private school enrollments expanded from 17.52% to 44.28%. Parents increasingly choose English-medium education for their children because they believe it leads to better job opportunities alongside social climbing and worldwide access (ANGELO, 2009).

The dominant reason for this trend involves parents' belief that acquiring English language skills leads to better career opportunities in technology business and higher education sectors and ultimately results in higher-paying jobs. Financial limitations do not stop lower-income households from sending their children to private schools because these institutions promise better educational prospects for their children (Swarna Latha, B, 2018). Parents choose private schools as they doubt that government institutions deliver quality English language education to their children. Modern parents believe their children receive insufficient language and cognitive instruction at public schools which creates problems for global economic competition.

The increasing demand for English-medium education persists as a problem because government schools face critical challenges with their teaching methods. The difference between intended policy outcomes and actual learning results stems from inadequate curriculum planning as well as insufficient qualified English educators and out-of-date learning resources. The resolution of these difficulties needs extensive institutional transformations which should combine better teacher training systems and better curricula development alongside digital resources distribution to aid English language learning in public institutions.

3. PEDAGOGICAL CHALLENGES AND LANGUAGE LEARNING BARRIERS

3.1 TEXTBOOK LIMITATIONS AND TEACHER PROFICIENCY

The success of ELT depends heavily on high-quality teaching programs which educators need to understand well. The instructional materials in government school English textbooks remain fragmented and ignore the linguistic abilities along with the cultural framework of their students. Teaching methods become inconsistent when English teacher qualifications span wide ranges of expertise. Students experience failures in acquiring practical English proficiency when no structured English Language Learning (ELL) framework exists which stands as an obstacle to their academic and professional opportunities (Rao, 2018).

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3.2 SOCIOLINGUISTIC BARRIERS

Students who speak Telugu experience various language barriers during their English education because of varied pronunciation problems and phonetic adjustments as well as grammatical mistakes. Telugu-speaking students find it difficult to learn English sentence structure as well as English word stress and patterns of intonation. An extreme enforcement of "English-only" institutional rules causes students to become anxious and their spoken English skills to deteriorate.

3.3 TEACHER TRAINING AND METHODOLOGICAL GAPS

The achievement of effective ELT programs heavily relies on proper teacher education. The Andhra Pradesh government launched different training programs but numerous teachers stick to old teaching methods which replace interactive communicative learning. Successful ELT teaching demands a change in approach which emphasizes hands-on language learning together with full language immersion and thoughtful thinking activities.

4. COGNITIVE AND HUMANISTIC APPROACHES TO ELT

4.1 BEHAVIORIST AND COGNITIVE THEORIES IN LANGUAGE LEARNING

According to conventional behaviorist ideas about language acquisition behaviorists state that people learn language by forming habits while receiving reinforcement through practice and positive reinforcement. According to linguistic theorist Noam Chomsky language learning requires human cognitive operation along with the development of hypotheses and the production of rules. The ELT classrooms in Andhra Pradesh can benefit from uniting behaviourist reinforcement methods and cognitive learning methods to improve both student motivation and understanding.

4.2 HUMANISTIC PERSPECTIVES IN ELT

With the help of humanistic education, students learn both emotional involvement and self-determination, and internal drive for learning. Stevick has illustrates how he develops his humanistic approach around student-led teaching methods which build confidence through self-expression activities. The inclusion of human traits like empathy together with cultural knowledge and acceptance and inclusivity enables ELT to create an all-encompassing meaningful language acquisition process.

5. EDUCATIONAL REFORMS AND POLICY RECOMMENDATIONS

5.1 CURRICULUM RESTRUCTURING

To enhance ELT in Andhra Pradesh, the following curriculum reforms are recommended:

1. Relevant teaching material - textbooks must be designed with locally relevant materials to improve relatability.
2. Bilingual education - A phased transition from Telugu to English can reduce the language acquisition process.
3. Skill-based assessment-assessment methods should prioritize understanding of communication skills and rotten memorization.

5.2 TEACHER TRAINING ENHANCEMENTS

1. Professional Development Program - The ongoing training initiative should be equipped with modern educational skills to teachers.
2. Interactive teaching methods-stories should be called, role and technology-driven teaching equipment should be included in class instructions.
3. Cooperation with linguistic institutions - Partnership with organizations like British Council may provide expertise and resources for ELT reform.

5.3 TECHNOLOGY INTEGRATION IN ELT

It can be said that technology can play a transformative role in learning English. Digital platforms, mobile applications and interactive learning modules can complement traditional education methods. AI-driven language tuition, virtual exchange programs and online language labs can increase students' risk for authentic English communication.

6. CONCLUSION

Finally, change towards English as the primary medium of instructions in government schools in Andhra Pradesh represents an important policy development. While the purpose of this initiative is to democratization of access to global opportunities, it is seen that this course also presents challenges related to design, teacher preparation and socio-linguistic adaptation. A balanced, inclusive approach cognitive teaching models, by combining humanitarian education and technical intervention together can create a more effective English learning environment. By prioritizing comprehensive educational reforms, Andhra Pradesh can equip its students with language skills required to flourish in a fast global world.

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