What makes teaching a moral endeavour is that it is, quite centrally, human action undertaken in regard to other human beings. Thus, matters of what is fair, right, and virtuous are always present. The teacher’s conduct, at all times and in all ways, is a moral matter. For that reason alone, teaching is a profoundly moral activity.

Fenstermacher
CHAPTER TWO
IMPORTANCE OF ENGLISH LANGUAGE

2.1 The Beginnings of English in India

European languages entered India with the discovery of the sea-route to the sub-continent by Vasco de Gama in 1498. English first came to India in Portuguese and other European ships. The fifteenth and sixteenth centuries were the time for the quiet collection of information by Englishmen about India from the Portuguese and others. When the Englishmen formed their own company and started business on the Indian soil, they followed the path blazed by the Portuguese, and eventually Portuguese - which had been the lingua franca - gave way to English as the political chess-board, both in Europe and in India, had been cleared for English pre-eminence.

The Portuguese colonization was qualitatively different from the English colonization. Portuguese became a lingua franca in India interacting in a typically Indian way with Indian languages whereas English could never become a lingua franca in India. It started as a language of the elite and has been kept so ever since. Unlike pidgins and creoles all over the world, Indian contact varieties involving English did not go through the processes of
creolization and decreolization. A fairly standard variety on the other hand got entrenched among the select elite. It did not strike the missionaries and reformers that they were applying a Western norm to Oriental cultures and customs. The desire to create a strong base for English in India was initially motivated by a missionary zeal to 'improve' the manners and customs of the 'natives' and open the doors of knowledge and faith to them so that they could come out of the darkness of ignorance and superstition.

Charles Grant, who as Commercial Resident lived in Malda, between 1783 and 1790, bemoaned the moral, social and intellectual decline of India. The Clapham sect, consisting of Charles Grant, Wilberforce and Zachary Macaulay, was clear that the most useful knowledge Indians could aspire for was contained in the Bible. Universal dissemination of Christianity in India was the primary motive for even teaching English when the Charter Act of 1793 came up for discussion and this exercise was supposed to improve the moral fabric of Indian society. The Rajas of Tanjore and Marwar had agreed to open English medium schools as early as 1795, thanks to the efforts of Rev. Swartz (Wadia 1954). Subsequent activity at Fort William College, Calcutta School Book Society, Calcutta School Society and the
General Committee of Public Instructions further helped to strengthen the role of English in India.

It was not the case that the missionaries were unaware of the importance of the native languages of Indians either for education or for the spread of Christianity; it is just that their primary objective was proselytization on the one hand and restricting the access to English to a select few on the other hand.

2.1.1 The advent of English medium schools in India

English-medium schools started crystallizing as early as 1819. Even the best Indian minds who wished to promote Indian languages and cultures were convinced of the superiority of English language and literature. The Bengal Presidency Report (1844) for the period 1842-43 proposed to promote 'the highest efficiency in the vernacular and oriental languages and literatures in every practicable way compatible with due regard to the superior importance of the cultivation of the English language and literature, and the deeper and more lasting, benefits the latter are capable of imparting'.

The culmination of early missionary activity and the efforts of several highly educated Indians was Macaulay's Minute of 1835.
Macaulay was convinced that there was no intrinsic merit in Indian history, culture, literature or science and that Indian people could be educated only through the medium of English. Macaulay’s aims deviated significantly from the religious preoccupations of the missionaries. He wanted to create a class of persons, ‘Indian in blood and color, but English in opinions, in morals, and in intellect’ and this group was not only to act as interpreter between the rulers and the ruled but was also to be responsible for rejuvenating and modernizing Indian languages and dialects.

As early as 1823, Raja Ram Mohan Roy wrote to Lord Amherst against the Sanskrit system of education and recommended the use of English in India. By the middle of the nineteenth century, English had replaced Persian as the court language. The scales suddenly tipped in favor of English. Lord Bentick’s concurrence to Macaulay’s Minute on Indian education is indeed memorable. He directed that ‘all the funds ... be henceforth employed in imparting to the native population a knowledge of English literature and science, through the medium of the English language’. Hardinge threw bait by deciding to offer employment only to those who were trained in English. This was an irresistible allurement. As Sinha (1978) tells, Indians used
English in the discourses at the Asiatic society with such felicity as if it were their own language.

The period from 1833 to 1853 is replete with the efforts to popularize English both by the rulers and Indians themselves. English became the sine qua non for the scholar, the job-seeker and the affluent in the society. (Sinha 1978:80)

2.2 English in Post-Independence India

Raja Rao's famous statement (in the foreword to Kanthapura) captures the dilemma of English in India:

One has to convey in a language that is not one's own. One has to convey the various shades and omissions of a certain thought-movement that looks maltreated in an alien language. I use the word 'alien', yet English is not really an alien language to us. It is the language of our intellectual make-up -- like Sanskrit or Persian was before--- but not of our emotional make-up. We are all instinctively bilingual, many of us writing in our own language and in English. We cannot write like the English. We should not. We cannot write only as Indians. We have grown to look at the large world as part of us. Our method of expression therefore has to be a dialect
which will someday prove to be as distinctive and colorful as the Irish or American. Time alone will justify it.

(Raja Rao: v-vi)

With the advent of Independence, the nation should have redefined the goals and priorities in education and more specifically in English education as in every other sphere of activity. The fact, however, is that English education in post-colonial India has been a continuation of the colonial experience and that the challenge sensed and described by Raja Rao has not been really met. English is still the language that examines students in the universities, conducts foreign affairs, and transacts business with the world outside; the numbers waiting to learn English is increasing day by day.

The debates of Constituent Assembly held in 1949 clearly indicated the significance of English in India. It became obvious that Hindi was seen as a threat by the south Indians— a symbol of north Indian supremacy over the south. On the other hand, those who had fought for years for the dignity of their country noticed the continuity of the colonial rule in keeping English in India. A compromise needed to be evolved. The pressures from the vocal and the elite section of the society were understandably
in favor of English, yet English was not listed in Schedule VIII of the Constitution which included fourteen (now eighteen) Indian languages. Hindi was declared to be the official language of the Union and English was given the status of an associate official language for a period of fifteen years. As the appointed day (26 January 1965) for the abolition of English approached, there were widespread riots in several parts of south India. The protagonists of Hindi had failed to persuade the people of India to adopt Hindi as the only official and/or national language. If anything, they only further antagonized people in different parts of the country. C. Rajagopalachari, who felt that the imposition of Hindi on non-Hindi-speaking Indians would damage the unity and progress of the country, stood vindicated. Nehru was forced to alleviate the fears of those who did not know Hindi. In a speech delivered on 7 August, 1969, Nehru assured the people of non-Hindi-speaking areas that English would continue to be an alternative language as long as they wish it to be so.

Post-independence India witnessed a continuation of colonial policies with regard to English and as a result it has become even more deeply entrenched in Indian society. By the time India became independent, English had already consolidated its position in the school and university education. Leaders of the
freedom movement—Gandhi, Nehru, Tilak, Gokhale and Bose among others—used it extensively in their discussions and writings though they could reach the masses only in their languages. Creative writing had also discovered 'Indian' voices in Mulk Raj Anand, R.K. Narayan and Raja Rao among others. Gokak (1964) talked of Indian English which had the body of correct Standard English but whose soul is Indian in color, thought and imagery, and, now and then, even in the evolution of an Indian idiom which is expressive of the unique equality of the Indian mind....It is illustrative of a special type of language phenomenon—a language foreign to the people who use it, but accepted by them because of political, and recently, cultural reasons.

The 1996 Report of the Education Commission of India summarized the current elite thinking on the subject aptly:

For a successful completion of the first degree course, a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it, and avail himself of
its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school stage. English should be the most useful 'library language' in higher education and our most significant window on the world. (Report of the Education Commission 1966: 15)

Undoubtedly, we have a substantially large number of students learning English and the demand for English medium public schools and street-corner conversation classes is multiplying everyday. English has got an enormous up market value. Be it in higher education, administration, the judiciary, journalism or multinational companies, a high level of proficiency in English will significantly improve one's chances for easy entry, and quick professional growth.

2.3 English Education in India

When the British came to India in the eighteenth century, there were well-established Indian systems of education, foremost among which were Sanskrit education, patronized by the Hindus and Arabic education patronized by the Muslims in the country. That education was given a lot of importance by the Indian society of two centuries ago is clear from what Prendergast of the
East Company wrote in 1857. He wrote that there was hardly any village without a school and in towns there were many where Indian children were taught reading, writing and arithmetic. Education was well established though teachers were in short supply and most of the schools were single-teacher schools, where one teacher taught all the classes. While a section of the British was in support of the already existing local education, there were others who pleaded for English education for various reasons: some for 'propagating Christianity', some for 'regenerating the Hindu society' and some others for 'the introduction of art and sciences of Europe in India'. The East India company succumbed to the pressure of these people and English education came to India in 1813. The early teachers were native speakers from Britain, most of whom were not trained for the job. There were not many teacher training schools in India and the shortage in the supply of teacher continued. The popularity of English increased with the announcement by the British rulers that Indians who had received English education would get preference in all government jobs, but the teaching of English suffered because of lack of trained teachers.

But the focus of teaching was always on 'ethical values' associated with Christianity. Since the vernacular schools were left to fend for themselves from around 1800, it was inevitable
that the missionary and English medium schools seemed more successful and attractive. The 'downward filtration' theory created a corps of translators trained in English to diffuse knowledge among their countrymen. They were trained by missionaries around this time, and have dominated to a great extent English study in India since. The Bengal Presidency Report on Public Instruction (1843) tells us that the vernacular and oriental languages and literatures were to be promoted with 'due regard to the superior importance of the cultivation of the English language and literature, and the deeper and more lasting benefits the latter are capable of imparting'. It would appear that the primary purpose in the beginning was to spread European knowledge among the 'superstitious' Indians, and English was regarded as the potential medium for achieving this goal. A bilingual approach seemed inevitable. To quote from the Wood's Despatch (1854):

It is indispensable ... that masters should possess a knowledge of English in order to acquire and of the vernaculars as readily to convey, useful knowledge to their pupils (para. 45).

Macaulay's recommendation in the 1835 English Education Act made English 'the language of government, education and advancement, at once a symbol of imperial rule and self-improvement'. One of his recommendations was that 'all the
funds appropriated for the purpose of education would be best employed on English education alone'. It was decided that all funds would henceforth be utilized for imparting to the population knowledge of English literature and science through the medium of the English language. English education continued to be offered by the missionary institutions which had been operating from the beginning of the nineteenth century.

2.4 English Language Teaching in India

English education continued in India and teachers of English were prepared in training institutions, but Indian students of English who were taught English for ten to twelve years in schools were not able to use English and lacked necessary skills in English. This bothered both the experts in the field and the authorities. In their attempt to find a solution to the problems of ELT, the government of Tamil Nadu (then Madras Presidency) accepted the Structural syllabus proposed by Jean Forrester, a British expert in ELT, who was teaching in Madras at that time, and made it the official syllabus for teaching English at the school level. Following this, the government introduced teaching materials prepared by Indian teachers of English with the assistance of British experts who came to India with the help of the British Council in India; some of these experts stayed in
India and taught in Indian schools and teacher training institutions for a long time. The Government of India, in their attempt to help ELT, established the Central Institute of English (later it became the Central Institute of English and Foreign Languages, CIEFL) in order to train teachers of English at the school and college levels. In due course, two Regional Institutes of English, one in Bangalore in South India and the other in Chandigarh in North India were started with the technical cooperation of the British Government. Many British experts participated in the teacher preparation programs conducted in these Institutes for several years. These Institutes prepared teachers of English both at the secondary and tertiary levels, in addition to monitoring ELT programs in the country. In the meantime, in 1957, in order to discuss the ELT situation in the country, the All India Council for Secondary Education conducted a national conference which was attended by senior teachers of English and experienced headmasters of secondary schools from all over India. The conference discussed the Structural Syllabus and accepted it as the solution to the problems of ELT in Indian schools. The ELT experts from Britain such as F.L.Billows, J.G.Broughton, who participated in the conference on behalf of the British Council of India, were a powerful influence in support of this acceptance. Since then
teacher training institutions have been advocating the Structural Syllabus for ELT in schools and textbooks have been produced on the basis of this syllabus. Thus, the Structural Syllabus following the Structural Approach has come to say in India, thanks mainly to the British Council. In spite of the initial enthusiasm, several Indian experts have expressed dissatisfaction about the effectiveness of the Structural Syllabus and have suggested modifications to it at various points of time since its inception, but all these have resulted in a few peripheral changes to the syllabus and the proposal of a few modified versions of the syllabus such as The Block Graded Syllabus, the Energized Structural Syllabus and the Structural-Oral-Situational-Reading Syllabus etc. While the authorities have been doing everything possible to establish the Structural Approach to ELT in Indian schools, the majority of the teachers of English continue to follow the age-old traditional method using a lot of translation in their English classes.

In the 1960s, the developments in the field of ELT in the USA and Britain pushed the Structural Approach to the backstage and new ideas began to emerge. Experiments in the fields of Linguistics, Psychology and Education challenged the old beliefs that were the bases of the Structural Approach and put forward the new ideas such as 'language is rule-governed behavior and
not just a bundle of structures', 'learning is discovering and meaning – creating and not habit formation'. Chomsky, among other linguists, argued convincingly the inadequacies of the Structural Approach and proposed alternatives to it. It was pointed out that the Structural Approach failed to enable learners to use English when they needed even after they learnt it for ten or twelve years. Of the several alternatives proposed, the Communicative Approach is believed to enable the learners to use English when they need, as they learn English in their classrooms, according to the approach, while using it. Further developments in the field of language teaching have resulted in a new area called Second Language Acquisition Studies, which claims that a second language can be acquired, like the mother tongue, if similar conditions are provided in the classroom.

It is therefore not difficult to imagine in terms of methods and materials the teaching of English as a foreign language found a fertile ground in India. Extensive use of translations and explicit teaching of grammatical rules was the order of the day. So far as grammar was concerned, it is clear from various examination papers that in the mid-nineteenth century the teaching of grammar constituted a discipline in itself. It seems that the learning theory and pedagogical practice of this period did not
believe that children have the competence to automatically infer grammatical rules from language data. The reaction to the grammar-translation method and the boredom associated with teaching grammar as a set of rules could be noticed at the beginning of the twentieth century such as in Cyril (1929) and Ryburn (1940).

Cyril agreed with Wrenn that grammar should be taught inductively and applied deductively. In his paper 'A Lesson in English Grammar' he provides extensive examples of how learners could be persuaded to create their own grammars while exploring given sets of data. However, Cyril's seems to be the lone voice in a world dominated by behaviorist psychology and structural linguists. The impact of the Direct Method which was based on habit formation through repetition and reinforcement was beginning to have its way in the thirties and forties.

As Ryburn (1940) points out, the textbook reigned supreme during this period and though some time was spent on oral work in the lower classes, the school work in higher classes centered exclusively on reading and writing and grammar notes to answer the questions that were likely to appear in the examination. By this time the school English time table for the general masses had
taken its contemporary shape; English was started in class V with fourteen out of total forty periods a week.

2.4.1 **English language teaching post independence**

It is with this background that we approach the post-independence period in the history of English language teaching in India. The grammar translation method, memorization of paradigms, substitution tables, explicit teaching of grammar and a selection of canonization of texts continued to be the basis of English language teaching in state-funded schools where the teaching of English generally started in class V or VI. The benefits of research in linguistics and applied linguistics did not trickle down to these institutions. They were largely appropriated by the relatively elite sectors of society where not only was English as a subject from class I, but the medium of instruction was also English.

Although some recent interventions such as CBSE-ELT Project have brought some noticeable changes in the teaching of English, the majority of Indians still learn English through the grammar-translation method and prescribed texts. In the past few decades all methods of language teaching have become learner-centered. Be it the Communicative Approach or Suggestology, the Monitor
Model or the Total Physical Response Approach, the procedural syllabus or task-based curriculum, the overwhelming emphasis is on the needs, aspirations ease and comfort of the learner. In general, these approaches give importance to the creativity of the output, active learner involvement in interesting tasks and situations, authenticity of materials and the role of the teacher as facilitator. In India, these approaches have arrived recently and are being tried out on an experimental basis.

The ELT movement in India, keeping pace with the changes in the other parts of the world, can be traced to have three major divisions: the Traditional Movement (Up to the 1940s), the Structural Movement (1940 to 1970) and the Communicative Movement (1970 to date). Each movement has seen a few syllabuses, methodologies and materials relevant to it. The Government of India with the help of CIEFL, has been taking several measures to strengthen ELT in the country such as periodical revision of the syllabus and teaching materials, regular refresher courses for teachers of English in service, national level conferences of teachers and teacher educators to discuss the problems of ELT and find possible solutions, advanced training to teachers in U.K. and U.S.A and encouragement to teachers to do research in the field of ELT.
2.5 **English – Gateway to the World**

English is not the most widely spoken language in the world in terms of the number of native speakers—there are many more Chinese speakers than native English speakers—but Chinese is spoken little outside of Chinese communities, so English is the most widespread language in the world. The importance of English is not just in how many people speak it but in what it is used for. English is the major language of news and information in the world. It is the language of business and government even in some countries where it is a minority language. It is the language of maritime communication and international air traffic control, and it is used even for internal air traffic control in countries where it is not a native language. American popular culture—primarily movies and music—carries the English language throughout the world.

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For
all this, there is need of a common language i.e., English. It is this language which is understood almost all over the region in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction.

English in India is a legacy from the British who colonized the country and their language permeated through some of the most important parts of society: the government, the media, the education system, the legal system, and gradually the social sphere as well. India is a vast nation and in terms of number of English speakers, it ranks third in the world after USA and the UK. An estimated four percent of the population use English and even though this may seem like a small number that is about 40 million people. This small segment of the population controls domains that have professional and social prestige. Though it is closer to British English since it originates from that style, with the influx of globalization American English has definitely had an impact on the youth as well as in the professional sphere. However, it can neither be classified as American or British English as it intermingled with other Indian languages nor emerged with its own distinct flavor. This has made several scholars realize that it cannot be equated with either.
Though many may perceive the accent, terminology, and conversational style as "funny", in reality it is just different English that cannot simply be equated with either American or British English. Indians are familiar with both types of English, but Indian English has acquired its own character in a country which is a melting pot of various cultures, people, and traditions.

Officially English has a status of assistant language, but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show that they know English. English symbolizes in Indians minds, better education, better culture and higher intellect. Indians who know English often mingle it with Indian languages in their conversations. It is also usual among Indians to abruptly move to speak fluent English in the middle of their conversations. English also serves as the communicator among Indians who speak different language. English is very important in some systems — legal, financial, educational, business — in India.

2.5.1 Status of English in the twentieth century

By the beginning of the twentieth century the association of English with power and position had become firmly established
in India. It was necessary if one was to improve one's position, if one was to "escape from the grinding poverty that has been the lot fathers and mothers") Ryburn 1940). In a similar vein, Bhatia (1940:104) argues that 'the study of English deserves a place of honor in our curricula not because of its practical usefulness as a means of livelihood but also because it has been and still is to a very considerable extent the lingua franca for the educated classes in India'.

Further, a nation can remain intact only when its leaders can understand the people living in different regions and can communicate with them in effective and cordial manner. All leaders cannot understand more than ten to fifteen languages of various regions, however, they can easily understand the common language English. This language is important to inspire unity not only at the national level but at the international level. To curb the separatist tendencies of our varied communities, we must continue to teach English. Today, USA and other countries have made tremendous progress in the field of science and technology. In space technology, we are no match to them. The world is making progress in these fields at a terrific speed. To increase and encourage more research work in Science and Technology, we have to study all these subjects in detail. And for this the importance of English cannot be denied. Our own regional
languages do not have the depth and capacity to understand and co-relate all these technological developments and as such, cannot serve the purpose to keep pace with the fast growing world outside. Most of the best books on all such subjects are available in English language only. We cannot translate it all in our own regional languages, therefore, knowledge of English can only prove to be a blessing.

In today's world, we have to get knowledge of advanced technologies and all kinds of branches of science. There is an urgent need of such a common language which can be understood by youth all over India and the language in which all data and information is available. It is only English which can be rightly selected as the language to be studied by all of us from the very primary level. This language is a storehouse of social and political knowledge. Hence, the study of English language is of great importance for a developing country like India. Without knowledge of this language, our technicians, mechanics and engineers cannot progress. English is a language that has an international status and can provide the best medium to interact with the outside world. In all international seminars or summits, all speeches or course material is in English. If India is to utilize these opportunities, and expand its universal viewpoint, then English is the only language which should be learnt by all of us.
The latest and the most advanced discoveries and inventions in science and technology are being made in the universities located in the United States of America where English language is the means of scientific discourse.

The historical circumstances of India (having been ruled by the British for over two centuries) have given the Indians an easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. Many Indians have become so skilled in English language and have won many international awards for creative and comparative literatures during the last few years. Over the years, English language has become one of our principal assets in getting a global leadership for books written by Indian authors and for films made by Indians in English language. English language comes to our aid in our commercial transactions throughout the globe. English is the language of the latest business management in the world and Indian proficiency in English has brought laurels to many Indian business managers. English is a means not only for international commerce; it has become increasingly essential for inter-state commerce and communication. The language has already been well established in the country and has acquired it's own independent identity. With the number of foreign investors flocking to India and the
growth of outsourcing, English has come to play a key role in professional relationships between foreign and Indian companies. Familiarity with the differences between American and British English has definitely grown as much business communication is carried out according to the language style with which a client is comfortable.

As we have seen, English is a widespread and important language in the world today. It is used for everything from international academic conferences to news reports to popular music lyrics. It is used not only for communication between native speakers and nonnative speakers of English but between nonnative speakers. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world, and it will be used by more people in the future.

A language attracts people because of the wealth of literature and knowledge enshrined in it. English poses no danger to Indian languages. The Indian languages are vibrant and are developing by the contributions of great minds using them as their vehicle of expression. English is available to us as a historical heritage in addition to our own language. We must make the best use of English to develop ourselves culturally and materially so that we can compete with the best in the world of mind and matter.
English language is our window to the world. English language is one tool to establish our viewpoint. We can learn from others experience. We can check the theories of foreigners against our experience. We can reject the untenable and accept the tenable. We can also propagate our theories among the international audience and readers. We can make use of English to promote our worldview and spiritual heritage throughout the globe. Swami Vivekananda established the greatness of Indian view of religion at the world conference of religions in Chicago in 1893. He addressed the gathering in impressive English.

There are many important functions which English continues to perform in India today according to the reports of various commissions appointed by the Government to assess the role of English in India.

English is the language in which nearly all contemporary knowledge is accessible. It is the language of development. Obviously then, for healthy development in all fields of our national life, our scientists, technologists, doctors, engineers, agriculturists, economists and experts in numerous other fields must have access to the international professional literature in their respective fields, be able to contribute to it and exchange their views on important issues with their counterparts in other
parts of the world. Most of these functions can, at present, be performed only through the medium of English and therefore it would not be wrong to say that it is our "window on the world". English continues to be the medium of instruction at many post-graduate institutions, All India Institutes and other professional and technical institutions of higher learning. It is expected that English will continue to perform these functions for a long time to come. It is therefore necessary to provide facilities for learning English to those students who may want to pursue their higher studies at these institutions. The role of English as a "library language" cannot be undermined even where the medium of instruction is other than English. At the individual level English serves as the "language of opportunity". Any individual seeking socio-economic development would find in English an asset.

Every nation must develop and encourage its own language. However, in India we have diversity in languages and it is not possible for many years ahead to have a common language like Hindi. Under such circumstances, we cannot wait for long; otherwise we will be left far behind. As such, till such time one language is developed, we must learn and teach English from the beginning itself. Some subject like Science, Mathematics and technology books must be taught in English only. This fact is
being realized now by those who had opposed teaching in English few years ago. They now know that we have not been able to prosper like other countries of the world due to keeping ourselves away from English. It is this language which can uplift us not only within our own country but throughout the world. We will be no less than anybody in the world with knowledge of English. Today, it is the language of administration; the language of higher level technical and professional education in national institutions; the language of opportunity for higher level jobs both in the public and private sectors; and the language of the law courts in India. Besides, English is associated with social prestige and power. Moreover, being a world language, English is a window on the world for all professionals.

2.6 English Teachers' and Learners' Attitudes towards the English Language

Ferguson (1972) has defined language attitudes as "elicitable on who speaks what, when, and how" (p. 6). Cooper and Fishman (1974) have amplified the referent to include language behavior and referents of which language or language behavior is marker or symbol. Thus, a feature of a language, language use, or language as a group marker is all examples of language attitudes.
Gardner and Lambert (1959) were pioneers in establishing significant and independent relationships between motivation, attitude and second language acquisition. However, Ellis (1985) notes that motivation and attitude are often indistinct in the literature. Based on Lambert's (1976) claim of a linear relationship that attitudes affect motivation which in turn affects Second Language Acquisition (SLA), attitudes were said to have an important but indirect effect on SLA. This was further supported by Brown's (1983) research which found that learners' attitude toward learning situations affected their degree of success. Schumann and Schumann's (1977) review of diary studies contend that learners can have negative attitudes towards a learning situation if the teacher's agenda differ from the learners.

Lambert (1972) defines motivation as the second-language learner's overall goal and orientation, and attitude as the learner's persistence in striving to the goal. However, "motivation" and "attitude" are not thereby clearly delineated from one another, in that the learner's "motivation for language study would be determined by his attitudes and readiness to identify and by his orientation to the whole process of learning a foreign language." Motivation reflects the power to attain the
goal reflected and this power, Gardner suggested, stems from the desire to attain the goal, positive attitudes toward learning the language, and effortful behavior.

Gardner & Lambert identify two types of motivation; instrumental motivation or “a desire to gain social recognition or economic advantages through knowledge of a foreign language”, and integrative motivation or “a desire to be representative members of the other language community.” They found that learners with integrative motivation were more successful in learning a second/foreign language than those with instrumental motivation. Students will find it difficult to learn a second language in the classroom if they have neither instrumental nor integrative motivation, as is probably often the case in school language teaching and if they feel negatively about bilingualism or are too attached to monolingualism.

It is a well known fact that learners are not unaware of the importance of English in India. Most students are eager to learn English, some just for the love of it but others for the practical value in life. Given the status of English in India, it is not surprising that an overwhelming majority of students have a highly positive attitude towards English. The fact is that the
question of demand for English education both at school and university levels is closely bound up with the question of national opportunities in the fields of education, employment and business and profession. This unique status of English in India determines learners’ perception of their needs and priorities.

Given that English is the language of international communication, providing Indian learners who are facing rapid internationalization with appropriate proficiency in English is a pressing task for teachers. Most Indian learners have their only real contact with English in schools and colleges, and as a result learning English is more likely to be an academic exercise. Many learners, at English language institutes, even after instruction in the language from 6 to 22 years, still cannot comprehend or compose many English sentences and fail to read, write or speak with proper fluency.

Teachers play a vital role in the teaching and learning processes of students. They have the power to be agents of change and are empowered to become proactive in their students’ lives. Many teachers are trained to work with special types of students, including those in bilingual, special education, and English as a Second Language (ESL) classes. Teachers who are not properly
trained can cause emotional and psychological impairment in students' educational futures. With the increasing numbers of children who speak languages other than English in our schools, teachers need to be sensitive to the language and cultural needs of this population. It is a fact that teacher education and teacher beliefs are areas of great importance within the education of a multicultural population and a teacher's knowledge is influenced by his or her experiences.

2.6.1 Teachers' attitude to English language

Although research has shown that teachers' educational training and teaching experience are important for student achievement, for teachers who plan to work with English Language Learners (ELLs), it is also important for them to have exposure to and/or experiences working with ELLs. Byrnes, Kiger, and Manning (1997) found that teachers' formal educational training, contact with ELLs, teaching experience, and place of employment are important factors associated with language attitudes. This supports Elbaz's (1981) research findings that a teacher's knowledge is influenced by experiences, ultimately affecting teacher behavior. Importantly, effective teacher behavior has been linked to positive student outcomes. Effective teacher behavior involves being sensitive to the needs of ELLs, including
multiple strategies in teaching, and encouraging students regarding their academic skills.

Teachers' attitudes toward the learner's language are an important factor in the teaching and learning process. Byrnes, Kiger, and Manning's (1997) study, for example, dealt with teachers' attitudes toward language diversity and linguistically diverse students. They assessed the importance of several factors that have been hypothesized to influence teachers' language attitudes. First, they looked at previous experiences teachers had with ELL children, because the literature in social psychology suggests that frequent contact with ELLs is associated with positive attitudes. In addition, they found that formal training was associated with positive language attitudes. Formal training gave teachers skills and knowledge to work effectively with students who were second-language learners. It is argued that increase in educational experiences were associated with the development of critical thinking skills, integrative complexity, and cognitive sophistication. That is, negative, stereotypic attitudes were less likely to be found among persons who exercise complexity in their reasoning. Hence, teachers' educational training and the knowledge of a second language affect teachers' personal beliefs, behavior, and practices.
Attitudes and language teaching

Important attitudes in L2 learners include:

- maintaining cultural identity;
- maintaining relationships with other groups;
- beliefs about bilingualism;
- beliefs about monolingualism.

Teaching should in particular reflect positive images and attitudes towards L2 users.

Fig: 2.1. Proposed by Vivian Cook in Second Language Learning and Language Teaching. (2001.)

The concern for quality education services for ELLs has taken on particular significance. One factor that impacts the schooling of ELLs is teachers' beliefs about students' use of their native languages in school. Teachers play an essential role in the educational achievement of their students. The attitudes and behaviors of teachers toward their students' native language can be portrayed in a positive or a negative way. These positive or negative attitudes can have an effect on the academic achievement or failure of the students. Research indicates that teachers who understand the students' language and culture are those who are sensitive to the needs of their students. Bilingual teachers had the highest and most positive attitudes toward the
native languages of their ELL students, and were most receptive of using the native language for instructional purposes. ESL teachers were less supportive of using the native language for instructional purposes and believed that the sole purpose of the native language was to facilitate instruction. Finally, the traditional teachers in general were against using the native language for instructional purposes. They had the most negative attitudes toward using and teaching the native language in the classroom. They believed that the elementary grades should be taught exclusively in English and that English should be the language taught in the curriculum to all students. There is no significant differences between the traditional and ESL teachers. This means that both the traditional and ESL teachers have less positive attitudes toward the use of the native languages of their ELL students, compared with bilingual educators. Differences in teacher attitudes exist based on type of certification or endorsement, and years of teaching. Teachers' attitudes toward other languages—either in supporting or not supporting their use in the classroom—send messages about what is valued and not valued in schools and colleges. (e.g., bilingualism)
2.6.2 Teaching the English language – A daunting task

In today's society, teachers are faced with the daunting task of simultaneously building literacy, developing writing ability, and enhancing language growth for ELLs. Teaching ELLs a second language requires helping them with the double demands of acquiring English and mastering academic content. Teachers tend to get overwhelmed by the amount of work they have to do in a day. Thus, the complexity of teaching the academic content and the English language can eventually cause teacher burnout and frustration.

Teachers who share similar linguistic and cultural backgrounds with the students they teach bring an important element of diversity into the classroom. They bring the ability to speak two languages and a wide range of pedagogical approaches for teaching a diverse student population. Research in the area of teacher attitude or language attitude is limited because teachers' beliefs are not observable, consequently not easy to measure and evaluate as action.

Teachers usually have to deal with students in groups rather than as individuals; it is what all the class do that is important. However, ultimately language is learnt not by groups but by
individuals. At the end of the lesson, the group turns into individuals who go off to use the second language for their own needs and in their ways. Particular features of the learner's personality or mind encourage or inhibit second language learning.

Good language learners are aware of the type of language learning that suits them. Though they conform to the teaching situation to start with, they soon find ways of adapting or modifying it to suit themselves. They might seek out communicative encounters to help them to compensate for a classroom with an academic emphasis. They do not passively accept what is presented to them but go out to meet it. They participate more in the classroom, whether visibly or not. They take the initiative and devise situations and language learning techniques for themselves. Brundage and MacKeracher in formulating their principles of adult learning indicate that adult learners are profoundly influenced by past learning experiences, present concerns and future prospects. They are less interested in learning for learning's sake than in learning to achieve some immediate or not too far distant life goals. Adult learners vary markedly in their attitudes towards learning a language, their
preferred learning styles and their perceptions of what is of value and what is not.

2.7 The Teacher in English Language Teaching

The reasons why the second language is being taught depend upon overall educational goals, which vary from one country to another and from one period to another. One avowed goal of the language teacher is to help students to think better – brain-training and logical thinking; another is appreciation of serious literature; another the student’s increased self-awareness and maturity; another the appreciation of cultures and races; another communication with people in other countries, and so on.

As we all know language is the most important communicative tool of mankind, and English is an important tool for today’s international communication. The main objective of teaching English, is, to develop students’ ability to use English in an all-round way, especially in writing and speaking, so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels, and at the same time they will be able to enhance their ability to study independently and improve their cultural quality so as to meet the needs of India’s social development and international exchanges. Therefore, cultivating our students’
ability to use English in communication is a major goal of English teaching in college.

Many teachers of English endorse the view that the essential aim of English teaching throughout the Indian secondary school and colleges should be to develop the capacity of every pupil to use, understand and appreciate English. The emphasis placed upon this aim is justified by the fact that pupils' command of language contributes fundamentally to intellectual and imaginative growth, and also to its emotional and moral dimensions. Moreover, developing competence in language is important to the pupil both as an individual and as an active member of society.

Building students' confidence in their language abilities is an important role of the English teacher. Their confidence or lack of it turns into frustration and lack of motivation to continue their ongoing learning process. When the students are studying for educational benefit or for personal profit in places where the second language has no place in the society, teaching in the classroom is their chief or indeed only source of the second language. Whatever they know, whatever they can say or understand, is an effect of teaching. Perhaps Indians learning English in India might learn it better if they live in London, or English people learn Chinese better if they lived in Beijing, but,
as they do not have the chance, the comparison is hypothetical so far as practical implications of language teaching are concerned. There is no other choice than the classroom. Encouraging students’ interests in language study beyond the classroom is also very essential. Many students always complain of not having time to study or have too much work to be able to continue their ongoing learning process outside of the classroom. They assume that if they attend English classes, they will not need anymore "study time" at home. We know that if a student does not study at home or outside of the classroom, they will simply not learn to speak or have full communication in the language. So it is imperative that teachers encourage and build their students interest in the language beyond the classroom.

Since, a massive amount of the language the student hears is provided by the teacher, language teaching classrooms are different from other classrooms. The uniqueness of the L2 teaching classroom is that language is involved in two different ways. First of all, the organization and control of the classroom take place through language; second; language is the actual subject matter that is being taught. This twofold involvement of language creates a unique problem for L2 teaching. The teachers and students are interacting through language in the classroom, using strategies and moves that form part of their normal
classroom behavior. But at the same time the L2 strategies and moves are the behavior the learner is aiming at, the objectives of teaching. The teacher has to be able to manage the class through one type of teaching and at the same time is getting the student to acquire another type. There is falseness about much language teaching that does not exist in other school subjects because language has to fulfill its normal classroom role as well as the content of the class. N.S. Prabhu (1987) suggests dealing with this problem by treating the classroom solely as a classroom: 'learners' responses arose from their role as learners, not assumed roles in simulated situations or form their individual lives outside their classroom.; the real language of the classroom is classroom language.

2.7.1 The crucial role of the language teacher in the classroom

The teacher's language is particularly important to language teaching. Teachers of physics adapt their speech to suit the level of comprehension of their students, but this is only indirectly connected to their subject matter. The students are not literally learning the physics teacher's language. Teachers of languages who adapt their speech directly affect the subject matter: the language itself.
'Language pedagogy is concerned with the ability to use language in communicative situations. (Ellis, 1996, p.74). But the reasons for language teaching in a particular situation depend on factors that cannot be summed up just as 'communication' or as 'foreign' versus 'second' language teaching. Even if the teachers are powerless themselves to change such reasons, an understanding of the varying roles for language teaching in different societies and for different individuals is an important aid in teaching. One practical way in which this affects the classroom is through the actual content of the language lesson or textbook. Too much time is spent teaching 'imaginary' content about fictional people and places rather than 'real' content that tell the students something about the real world and real people. The choice of what the language of the lesson shall be is as crucial as the choice of the language forms in which it is expressed, and both depend on the whole educational setting. Communication implies something to communicate and that is where the teacher's control of the lesson is crucial.

Teachers should be clear in their minds that they are usually teaching people how to use two languages, not how to use one in isolation. The person who can speak two languages has the special ability to communicate in two ways. The aim should not be to produce imitation native speakers, but the aim should be to
produce people who can stand between two viewpoints and between two cultures, a multi-competent speaker who can do more than any monolingual. The model for language teaching should be the fluent L2 user, not the native speaker. This enables language teaching to have goals that student can see as relevant and achievable rather than the distant vision of native speaker competence.

An important element in L2 success appears to be how learners are treated: the teaching method they encounter, the language they hear, and the environment in which they are learning. The purpose of language teaching in a sense is to provide optimal samples of language for the learner to profit from -- the best 'input' to the process of language learning. Everything, the teacher does, provides the learner with opportunities for encountering the language. Teachers must understand that the classroom is a variable, not a constant. Teachers can adapt it in whatever way it suits their students and their aims. It should not be forgotten that instruction does not only take place in classrooms. The self-motivated autonomous student can learn as efficiently as any taught in a class.

Language may come from the teacher, second from the textbook or the teaching materials, and third from other students, not to
mention sources outside the classroom. All of these provide different types of language: the teacher the genuine language of the classroom, the textbook purpose-designed non-authentic language or authentic language taken out of its usual context, the other students 'interlanguage' full of non-native-like forms but at the same time genuine communicative interactive interaction. The teacher's responsibility is to make certain that the language input that is provided is sufficient for the student to gain the appropriate type of learning knowledge and does not distort in crucial ways. While in many respects L2 learners go their own way in developmental sequences etc., their classroom input affects their language in broad terms.

Language itself is the most important ingredient in the classroom, the core of the syllabus, the basis for the teaching technique, and the underlying skeleton of the class whether considered as conversational interaction, authentic or non-authentic, simplified grammatical structures or whatever.

The aim above all is to hand over the responsibility for learning to the student. The teacher is a helper who assists with choice of materials and advises what to do but does not teach directly. As Henri Holac (1985) puts it, 'By becoming autonomous, that is by gradually and individually acquiring the capacity to conduct his
own language program, the learner progressively becomes his own teacher and constructs and evaluates his learning program himself. Several teaching methods have tried to maximize the amount of speaking by the student. The audio lingual method approved of the language laboratory precisely because it increased each student’s share of speaking time. Task-based teaching methods support pair work and group work partly because they give each and every student the chance to talk as much as possible, while conventional academic teaching emphasis factual information coming from the teacher. One argument for less speech by the students is that the sentences that students hear will at least be correct examples of the target language, not samples of the interlanguages of their fellow students.

Teaching a second language is tied into the political and ethical values of a society. At a practical level students prosper when their teacher understands the multiples goals they are able to fulfill through the second language. At a more general level, teachers should be aware of the depth and range of the values embodied in their teaching and see what function L2 learning has for the individual students they teach and for the society in which they are placed. It is important for teachers to be informed about the different alternatives that are available for the aims
and goals of language teaching so that they can contribute effectively to this profession.

**Conclusion**

It is evident that the English language has gradually gained prominence in India and today English has literally become the lingua franca in India.

Undoubtedly, we have a substantially large number of students learning English and the demand for English medium public schools and street-corner conversation classes is multiplying everyday. English has got an enormous up market value. Be it in higher education, administration, the judiciary, journalism or multinational companies, a high level of proficiency in English will significantly improve one’s chances for easy entry, and quick professional growth.

English is a widespread and important language in the world today. It is used for everything from international academic conferences to news reports to popular music lyrics. It is used not only for communication between native speakers and nonnative speakers of English but between nonnative speakers. Even though it does not have the greatest number of speakers in the world, it is the most widely used language in the world, and it will be used by more people in the future.
Besides, English is associated with social prestige and power. Moreover, being a world language, English is a window on the world for all professionals. Moreover, English has become the medium of instructions in most of the schools and colleges throughout India.

Given that English is the language of international communication, providing Indian learners who are facing rapid internationalization with appropriate proficiency in English is a pressing task for teachers. Most Indian learners have their only real contact with English in schools and colleges, and as a result learning English is more likely to be an academic exercise. Many learners, at English language institutes, even after instruction in the language from 6 to 22 years, still cannot comprehend or compose many English sentences and fail to read, write or speak with proper fluency.

In today's society, teachers are faced with the daunting task of simultaneously building literacy, developing writing ability, and enhancing language growth for ELLs. Teaching ELLs a second language requires helping them with the double demands of acquiring English and mastering academic content.
The main objective of teaching English, is, to develop students' ability to use English in an all-round way, especially in writing and speaking, so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels, and at the same time they will be able to enhance their ability to study independently and improve their cultural quality so as to meet the needs of India's social development and international exchanges. Therefore, cultivating our students' ability to use English in communication is a major goal of English teaching in college.

Since many teachers of English endorse the view that the essential aim of English teaching throughout the Indian secondary school and colleges should be to develop the capacity of every pupil to use, understand and appreciate English. The emphasis placed upon this aim is justified by the fact that pupils' command of language contributes fundamentally to intellectual and imaginative growth, and also to its emotional and moral dimensions. Moreover, developing competence in language is important to the pupil both as an individual and as an active member of society.
The following chapter discusses at length the need to consider language as a skill subject and the importance of understanding the differences between language learning and language acquisition. The following chapter also discusses in detail the supremacy of speaking skill over other skills and the complexity in acquiring the speaking skill.