Chapter 1

INTRODUCTION
CHAPTER - 1

INTRODUCTION

1.0 Introduction

A lack of certainty, a certain suspicion and a certain degree of anxiety have always marked the attitude of the Indian intelligentsia towards English; witness, for example, the phrases that recur in debates and declamations about English – ‘Indian English’, ‘English in India’, ‘role of English in India’, functions of English in India’, etc. Another set of phrases captures the changes that English has been undergoing in its use by Indians – ‘Indianization of English’, ‘indigenization of English’, ‘verities of Indian English’, ‘and standards of English in India’, etc. The two sets appear to coalesce and lead to the overwhelming questions – ‘what is the future of English in India?’ which perhaps is another way of asking ‘what future the Indian intelligentsia would have without English?’ The process of English education, having once begun, brought in its wake the inevitable sequence – from the king to the court to administration to education and thence to literature and culture and to the drawing rooms of the privileged few. The British employed the instrument methodically and purposefully and succeeded in;

1. Creating a well-defined and easily recognizable class of English-knowing natives,

2. Distancing themselves from the large masses of non-English knowing people and, most importantly,
3. Creating a division between the English-knowing natives and the non-English-knowing masses, thus creating, as it were, two nations within one.

In the event, the Indian society which had already been riven along several parameters now had one more divisive element to content with. This division, based on one’s access to English, tied in beautifully with the multi-layered hierarchical pattern of Indian society which not only accepted the new division but set about rather energetically to perpetuate it, so much so that sixty nine years of the departure of the British, the knowledge of English has become the major dividing line between the haves and the have-nots.

So much for the spread and growth of English in India—the event according to the grammatical paradigm. What have been the effects and consequences of this growth? One can talk of two folded consequences – those in which English is the agent, and those in which English has been the patient. As an agent English has been at the heart of several myths – that it is a ‘unifying’ factor, and that is an ‘enriching’ factor for culture and literature and it is the ‘rationalizing’ force for the essentially superstitious Indian society, and it is a modernizing force. This being so, English has magical powers like ancient mantras whose correct enunciation along would procure merit, though all these may at the end prove to be pointless, for in the exploration how can mere individuals acquire the language of Gods. No wonder, the lexical resources of English language learning and teaching is laden to suggest the ‘difficulties’ and ‘struggles’ for the learner and moreover, a major part of ELT research is ardent to ‘errors’ and ‘deviations’ of the same. Yet another consequence of the spread and growth of English in India has been its enduring influence on English literatures. This influence can again be said to have two dimensions. One
of these is of English literacy practices on Indian writers during the last two hundred years. This has led to the emergence of new forms, new themes and a new critical idiom, which, in turn, has led to the reshaping of urban Indian literatures. The second dimension of this influence is the rise of a new breed of Indian creative writers who have chosen to write in English rather than their own mother-tongue. The creative efforts of these writers have given rise to a considerable body of writing that is generally referred to as ‘Indian wiring in English’ or as ‘Indo-Anglian literature’. (Gupta)

English Language in India has many dimensions with reference to its usage other than just an official language. English as a language of communication gained the importance of being official language in the areas of higher education, administration, banking and legal procedures. Many remarkable efforts have been found with a view to improving the standard of English as a language of communication, but unfortunately, one could not find the noticeable development due to one or the other reason as compared to developed countries. (Ahmed). Further, learning of English language has not been made mandatory by the most of curriculum. As a result of that Indian Education System could not create and maintain the same interest of learning or teaching of English language. ELT pattern is required to be reevaluated in reference to its curriculum and pedagogy to overcome the hurdle of academic growth. The following analysis focuses and emphases on the impacts of Indian ELT with reference to quality education:

- ICT in ELT – then and today
- Use of ICT in technical education
- Role of Government & educationalists in developing ICT in education
• Problems of ELT in technical education
• Other approaches of ELT
• Paradigm shift of ELT towards ICT approaches

1.1 Status of English in India

English is the most widely used language in the history of our planet. It has been noted that the ration of English speaking people on the earth is 7:1. More than 50% of books in the world are written in English and further to add to it, emails being the most commonly used medium of communication are written in English language up to 67%. The reason why English is so widely used is that it has the most extensive and expressive lexical resources. (G. B. Purni 1997)

Gandhiji was not in favor of promoting English language through educational system, but on the other side, leaders such as Pt. Nehru, Maulana Azad and Rajgopalachari encouraged the use of English language in the area of administration and law. They also came to a conclusion that English language can be treated as an official language for next one and a half decade and by the time Hindi would be developed as an official language. Unfortunately, non-Hindi states did not accept Hindi as an official language and the clashes created the condition of multilingualism where English served as a lingua franca. Literary material available across the world was chiefly found in English language hence imposing Hindi medium for education in Indian colleges and universities was not practically possible.
English in India initiated with the efforts of Lord Macaulay’s minutes of 1835 though other major activities related to its implementation were found active since eighteenth century. (N. Krishnaswamy 1994)

British Council brought the structured syllabus which was prepared by London School to Madras in 1952 under the flagship of Madras English Language Teaching (MELT), campaign. British Council contributed in establishing two language institutes in India, the first English Language Teaching Institute (ELTI) was established in Allahabad in 1954 and the Central Institute of English was established in Hyderabad in 1958. The Regional Institutes of English at Bangalore and Chandigarh and a number of ELTIs were all set up in similar manner. (Krishnaswami 1995)

In the present era, English Language in India has two different dimensions to deal with: on the one side, interest and incline of parents towards admitting their children in the English medium schools have resulted in to the vital importance of English as a second language. Further, the mobile technology and social media have played a chief role in making people English literate as one of the motivational tools for learning a second language. The other side of the coin is the latest survey carried out with reference to technical students of India which was published in the Economic Times says that most of the engineering students still today struggle in communication skills which has become one of the hurdles for getting employed. However the technical education is a four years course taught in English medium, students fail to perform in English during their placement process. This is a serious problem which requires the attention
as much research has been carried out on finding the problems and not the solutions to the same.

1.1.1 Contributions by Indian Researchers for ELT

Indian researchers have carried out remarkable research in the area of ELT in last six decades. Some of the researchers’ contributions have been cited here under:

George and Visveswaren have carried out the research in acquiring vocabulary of the students of standards of IV and V. (George 1967). Agrawal has done intensive comparative analysis of English and Hindi tenses. (Agrawal 1970) Bhor has focused comparative analysis of present tenses in Marathi and English. (Bhor 1970) Subbiah Pillai, in his research, showcased the analysis of interjections in Tamil and English which has mainly described the similarities and dissimilarities of interjections. He has also discussed pedagogical analysis of using the same. (Pillai 1983) Pramanik has carried out research and found some of the effective variables of learning English as a second language for higher secondary level of school. (Pramanik 1988) Soundarajan focused his research on the attitude factors related to the English Language teachers of Tamilnadu in 1996. (Narayanan 2009) R. Raja Lalitha carried out research in the syntactic development of Tamil mother tongue children in learning English in 2003. (Narayanan 2009) Indira studied the suitability of course book in engineering colleges for developing communication skills in 2003. (Narayanan 2009) Meenakshi Raman studied task based language tests for assessing oral skills in English in 2006. (Narayanan 2009) Sandeep has selected rural students to carry out his research on teaching English as a second language. (Sandep 2007) In the last decade, there have been found a flare of research
in the area of English Language Teaching and use of ICT in English Language Teaching by the researchers in India.

1.1.2 Origin and Development of Educational Technology in India

Educational technology was firstly showcased by Eklavya in the era of Mahabharata. When he was not admitted by Guru Dhronacharya, he created Dhronacharya’s idol and acquired the education in the distance mode. Whatever was taught to Pandvas in person at the ashrama, the same was acquired by Eklavya. That was made possible due to divine powers which are known as technology in this era. Hence, it was firstly practiced in India centuries back. There are many exemplary evidences found in Ramayana too. Later in 1972, Ministry of Education established Educational technology unit. Centre for Educational Technology (CET) was established in National Council of Educational Research and Training (NCERT) for research, training and prototype production in the year 1973. State Governments received cent percent central assistance for the setting up, maintenance and program of the ET Cells for a period of five years which it became the responsibility of the State Governments. In 1984, CEIT (Central Institute for Educational Technology) was established in the NCERT by the merger of CET and Department of Training Aids and as a result of that in the States; ET Cells were converted into SIET (State Institute of Educational Technology). The NCERT is the main centre of activities in the field of Educational Technology in India. The NCERT has initiated a number of research projects aimed at developing learning systems for formal education as well as for non-formal education in rural areas. (Gupta)
1.2 Origin of ELT in India

Phase-1 (1765-183) : After losing colonies in America due to imparting English education, British rulers did not want to repeat the same folly in India. First of all being traders they entered into India and after the battle of Plassey (1757), they became masters. Afterwards they opened institutions of classical learning such as Calcutta Madarssah (1781) and Banaras Sanskrit College (1791).

Phase-2 (1813-1834) : In 1813 charter of East India Company was renewed with the addition of a clause on education in it. R M Roy, an Indian leader also demanded for English education in India.

Phase-3 (1834-1853) : This was the time when Macaulay suggested imparting English education in India. The British rulers overruled his first proposal and they refused to spare any budget on English education to Indians.

Phase-4 (1854-1881) : The number of English schools and colleges increased gradually and the vernaculars began to be neglected.

Phase-5 (1882-1934) : The commissions of 1882, 1902 and 1919 tried to adjust the claims of English and vernaculars by assigning to them different spheres of activity in Indian education.

Phase-6 (1935-1965) : The demand for English education was getting increased day by day and at the national level, the need for a national language was felt. Efforts to promote mother tongue education were made during this time period.
1.3 ELT: Scenario in Gujarat

After the separation from Bombay state in 1960 the state of Gujarat came into being and on May 26, 1960 the Chief Minister of Gujarat held a conference to discuss the status of English in schools of Gujarat. Following were the conclusions of this conference.

1. Teaching of English will continue in standards VIII, IX, X and XI as a compulsory subject as was done in the previous Bombay State.

2. The school will be allowed to teach English on a voluntary basis in standards V to VII outside school hours and the expenditure on this would be borne by the school itself.

Later in 1960, the Government of Gujarat appointed a committee under the chairmanship of Mr. L. R. Desai to review the syllabus in English at the secondary level. As a result, new textbooks with structural syllabus were framed, the periods assigned to teaching English were raised from 8 to 12 and even short term courses for the teachers of English were organized to guide the teachers with regard to the new approach to English language teaching.

In 1972, English was made an optional subject in S.S.C. examination and this was the main reason for the setback of English in secondary schools in Gujarat. In 1976, a new system of 10+2+3 was introduced. Now English became an optional subject in standards V to VII, compulsory in standards VIII to IX and again optional in standard X. Most of the universities switched over from English to Gujarati as the medium of instruction. Thus, English was taught only for a period of two years.
1.4 ICT and Language Learning

Information Communication Technology (ICT) is the demand of the time. ICT has a revolutionary role in modern communication. In each field, the use of ICT has boomed for digital literacy. In India particularly, we are in a transition phase, moving from conventional to innovative and that is why the older generation is yet not ready to cope up with this rapid shift. In the field of education too, the same is the situation. For most young teachers, it is more comfortable to use ICT compared to the older ones. Government is also taking many such initiatives where through training and upgrading people’s skill this gap between users and non-users of technology can be reduced.

ICT helps to make the globe easy to reach, easy to access. Anyone sitting in any corner of the world can generate, share and retrieve any sort of information through just one click. ICT enables to share social, cultural, economic and scientific knowledge worldwide. Television, cell phone, internet, video conferencing, teleconferencing, digital database are examples of ICT being used at each and every walk of life. We are living in the age of ‘Information Revolution’ and ICT being a powerful tool brings rapid upgrades and updates in the society. The field of education is also not an exception. Every discipline, every subject does have its digitally stored bulk of information worldwide which is open to easy access.

So far as language learning is concerned most school going kids are now very much aware of using the mobile phone and tablets to learn and to play with. Language learning has always remained a common stratum for each and every person as per one’s own need and requirement and ICT has entered into this phase too. Today,
many software and applications are available for learners of different age groups, starting from school children to adult learners.

1.5 Integration of ICT in ELT in Gujarat

Realizing the importance of ICT in Education, there are a few institutions which initiated and integrated ICT in their respective education programs offered to the students. M.S. University, Baroda had given ICT a very essential place as a core compulsory subject at B.Ed. level in the year 2002-2003 which was both quite encouraging and challenging too. The program was successful with respect to its objectives even though there were lacking in staff, laboratory facilities big class rooms and limited audio visual and electronic facilities, adverse cultural, climate and attitude. It indicates and invites other institutions to replicate the same experience. (Kondapalli) Today, when the year 2016 is about to end, one can see the growth and development of ICT in Education especially in English Language Teaching. The size of the growth is undoubtedly such a big which everyone has noticed and accepted positively in the field of education. Gujarat Technological University has taken many significant steps in digitalization of technical education. Dr. Sugatha Mishra, Dr. Atanu Bhattacharya and Dr. Dilip Barad with many others have contributed a lot to bring out the awareness in the society so far as ICT in ELT is concerned. Though in Gujarat, there is a scope of research in order to bring out effectiveness in ELT using ICT approaches in updating the technology as every Sun rise brings a new technology.
1.6. Statement of the Problem

“Effective Use of ICT Approaches in ELT: A New paradigm in Teaching Technical Students of Saurashtra Region.”

This research was conducted with reference to engineering students of Saurashtra region. The researcher has tried to integrate selected ICT approaches in teaching ELT to find out their effectiveness.

1.6.1 Operational Definitions of the Terms

The following words used in the study have been defined with a view to clarifying the connotation in which they are used in the present study.

1.6.1.1 ICT: According to Wiki Books, “ICT stand for Information and Communication Technologies and are defined, for the purposes of this primer, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” (Blurton 2002) These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony.”

1.6.1.2 ELT: English Language Teaching (ELT): the teaching of English specifically to students whose native language is not English (Collins 2007)

1.6.1.3 Approach: According to Oxford dictionary, an approach means a way of dealing with a situation or problem.

1.6.1.4 Technical Students: Here, the technical students are referred to as the students of Engineering.
1.6.1.5 **Blended Learning:** Blended learning provides an environment where the discussions among the learners and the instructors may happen synchronously or asynchronously over the Internet.

1.6.1.6 **Web 2.0:** Web 2.0 is an online computing platform. This term, which is now a popular buzzword, was coined by Tim O’Reilly at the O’Reilly Media Web 2.0 technology conference in 2004. The idea of Web 2.0 has completely changed our thinking about Internet usage and teaching modalities supported by the Internet.

1.6.1.7 **Social Media:** It is a kind of two way communication tool/s in which one can share ideas, emotions and information with one another.

1.6.1.8 **Blog:** According to the sage dictionary and thesaurus, “A shared on-line journal where people can post diary entries about their personal experiences and hobbies.”

1.6.1.9 **E-learning:** E-learning means computer based learning or technology enhanced learning.

1.6.1.10 **MALL:** Mobile Assisted Language Learning (MALL) or Mobile Learning or M-Learning is an accelerating branch of the e-learning movement where learners can get the experience to hand handled tools for effective and handy learning experience.

1.6.1.11 **MOOC:** Massive Open Online Course is an online course aimed at unlimited participation and open access via web. It caters students with videos, readings, quizzes in addition to traditional teaching.
1.7 Objectives of the Study

The objectives of the study are as under:

1.7.1 To study the effectiveness of ICT approaches in teaching and learning English.

1.7.2 To study the effectiveness of ICT approaches on technical students of Saurashtra region.

1.7.3 To study the effectiveness of blended learning using ICT approaches English language learning.

1.7.4 To study the effectiveness of motivation on the students with reference ICT approaches towards English language learning.

1.8 Type of Research

- Basic or fundamental research
- Applied research
- Action research

The present research is concerned with the judging the effectiveness of the ICT approaches in English Language Teaching therefore the present research is an applied research. Moreover, in the context of collected data and the method of analysis, this is a quantitative research.

ICT approaches in English Language Teaching include the following tools:

1. Blog
2. Face book
3. What’s App

4. You Tube

5. Mobile Applications

1.9 Research Questions

This study aims to answer eight major questions below:

1. Which communication platforms do the respondents use regularly?
2. Are the respondents using Internet for study purpose or for any general purpose?
3. Is there any change in their skillset?
4. Does any social variable affect the process of learning?
5. How many of respondents are interested to learn English?
6. Which methodology do the students / respondents use to learn English / Computer?
7. Which benefits of learning English through ICT is received?
8. Which hurdles do they face while learning through ICT?

1.10 Significance of the Study

The present study will open up the whole new paradigm of teaching second language effectively. It will try to enhance the learning and teaching of English as a second language through ICT approaches. It will prove to be important approaches for learning English communicative Skills.
1.11 Delimitations

Every action of man is always surrounded by limitations. Every development is delimited in one or the other way. The present study will be carried out with reference to the Engineering students of the Saurashtra Region of Gujarat State, India.

1.12 Conclusion

This research proved to be the handy resource for effective teaching of English using various ICT approaches. There was a paradigm shift with the introduction of blended learning which made the second language teaching learning as easy, simple, direct, natural and interesting as that of the first language.