Chapter One: Introduction

1.0 Introduction

This study explores social- psychological factors in operation among the tertiary learners in learning English in the multilingual context of Andhra Pradesh in India. The study is located at the tertiary level. At this level learners move into English medium education regardless of the medium they have studied at the plus two level and secondary levels. It is a “watershed” therefore, where students can be labeled and streamed while experiencing deep seated anxieties about job prospects and higher education admissions, all of which necessitate the need for English. The proficiency levels of the students at this advanced stage of education are very low in spite of the fact that students are bright, intelligent and cognitively competent in learning other subjects. English as second language is taught at this level for the two last years. After this, the students face the prospect of pursuing higher education available only in English or do jobs most of which require them to have a good proficiency in English. A large number of students do go for higher education and also get into high profile jobs. However, there are still large numerical majorities whose aspirations to fare well in their educational pursuits and to get good jobs is thwarted for lack of proficiency in English. Even if the students have some proficiency, it is unintelligible because of heavy mother tongue influence in their pronunciation. These students are out of the race even before they want to do something because of a lack of level playing field where is English is the main criterion for entry or participation. Even as the subcontinent struggles with riots to this day over issues of social equality in terms of the caste stratification on which ancient India was structured (Bidwai, 2006), currently as Sheory (2006, p.18) says “one aspect of English, has the potential to become, if it hasn’t already, a detriment to the democratization of education and to equality of access and opportunity”. It introduces a “language bar”, another social evil in Indian society like the caste bar, because there is "an increasing mystification and deification of English socially and pedagogically" (Agnihotri and Khanna 1997) English, it might seem, it is meant for a social group of people who come
from prestigious public schools and not for the underprivileged. But the desire for English exists. In Mathew’s (1997) terms, “English medium education, however impoverished, is a dream they (the underprivileged) would like to see come true”.

The teaching of ESL, however, on the other hand, continues in traditional ways, using traditional texts and approaches. Students are exposed to ‘Classroom English’ or ‘textbook English’ and their main problem is “what to say when and how in an Indian setting” (Verma 1994). Teaching of skills is specified only in the syllabus, but in practice English is taught like any other subject, and grammar is taught in isolation. This situation in the current contexts of globalization where much importance is given to English (see 1.2.3) within a context of urbanization (see 1.2.4) breeds a generation of “disillusioned teenagers” who are not prepared adequately by the educational system for job requirements. Therefore, there is a need to "start from where learners are i.e. taking into consideration their languages, aspirations, motivation and capabilities and build on them" (Mathew, 1997). This mismatch is because learners’ needs are not taken into consideration in language policy and planning.

Multilingualism in India is the perspective of this study and the basis for analysis of the language learning processes against different agendas for language learning at societal, institutional, political, economic and individual levels. The multilingual milieu also determines the extent of availability of exposure to language and the attitudes and motivation towards each language and language learning within the context. Second language learning theories and models provide an insight into different factors at work in the language learning process. A discussion of multilingualism and second language learning theories relevant for the study is presented in sections 2.2.1 and 2.2.2 of chapter 2. The motivational orientations for learning English are informed by different views and agendas for language learning in this context.

English language education is commercialized to such an extent that schooling has become a huge money making venture. Private institutions offer English medium
education at a high price, and the only education that the masses avail of is that which is provided by Government schools at subsidized rates. English is offered only as a second language, from the upper-primary level in the Government schools, which is dependent on political decisions. These private, English-medium schools are available to students in towns and cities. At the end of schooling students choose to shift from Telugu to English medium to make up for losing a chance of acquiring it at school level for some reason.

This study therefore, sets out to find out problems faced by this specific group of students who make a shift from Telugu to English medium in learning English. Therefore, given the multilayered nature of sociocultural, ideological, political and pragmatic factors involved within the context of English language learning, a study of the English language learning from the interdisciplinary focus of sociology and psychology is warranted. The sociological, psychological and theoretical framework that the study uses is introduced in this chapter (see 1.3) and is discussed in detail in the sections 2.1.1 and 2.1.2 of chapter 2.

This chapter having set a rationale for the study lays down the questions being studied (see 1.1) and briefly describes the sociolinguistic milieu of multilingualism (1.2.1); examines the language policy at the tertiary level (1.2.2); discusses globalization vis-à-vis the importance of English (1.2.3); looks at English language learning at the tertiary level in view of urbanization in Andhra Pradesh in India, raises the need for looking at social psychological factors within this milieu (1.2.4); sets the theoretical framework relevant for the study (1.3); and states the research design which the study employs (1.4).
1.1 Research Questions

The research questions being focused in this study are as follows;

1. In what ways do the social-psychological perceptions operate within the context of learning English at the Tertiary level in A.P in India? In other words:
   a) What are the attitudes and beliefs that learners hold towards learning English?
   b) What are the learner’s motivational orientations to learn English?
   c) What are the issues of anxiety in learning English?
   d) How do students self assess their proficiency?

2. How does learners’ background in terms of personal, educational and parental factors affect their learning English?

1.2 Background to the Study

1.2.1 The Socio-Linguistic Milieu in India

The sociolinguistic scenario in India can be summarized briefly from three main features. Firstly, India is described as a ‘sociolinguistic giant’ whose ‘nerve system is multilingualism’. Annamalai (2001) presents figures, describing the mosaic of languages in India stating that there are 940 million people, 1,600 Mother Tongues, 200 Official languages, 47 languages used for education, 87 languages in print, 41 languages heard over the radio, 13 languages used in cinema and 13 state languages. In terms of the large number and a variety of languages and dialects, India is unique for the fact that no other country in the world is a home as India is for languages from five different families of languages.
India is divided into states based on the language spoken by the majority of the people which becomes the official language of that state. Hindi is the official language of the Central Government. English enjoys the status of an associate official language in India and is used in higher education, administration, the judiciary, journalism, and the media. It is the link language for a large number of people in the country. In other words, English has retained its standing within the Indian society and is what Kachru terms 'institutionalized second language variety', which arises when a society makes use of English on a day-to-day basis along with one or more languages. This is the complexity of the linguistic landscape of India, and against this backdrop, this study is conducted in the State of Andhra Pradesh. The language of this state is 'Telugu', which itself has several dialects spoken in different parts within the state. The following discussion further elaborates the description of the unique case of Indian multilingualism in different ways as put forth by several theorists familiar with the situation here.

The sociolinguistic context of India, secondly, is in a predominant way, societal multilingualism of an 'organic and heterogeneous' character. According to Kubchandani's description, Indian multilingualism is at once organic and differentiating as opposed to American multilingualism which is organic but homogenizing (Agnihotri, R.L. and A.L. Khanna, 1998). It was observed by Southworth (1980) that the effects of bilingualism may be quite different in India compared to what has been observed in Western societies because of the unique features of Indian bilingualism where individual bilingualism or multilingualism is variously supported by the Indian social system. Indian society is characterized by a grassroots type of multilingualism in which languages are maintained in a non-competitive and differentiated role relationship and language identities of people are multilayered configurations involving different languages and codes operating a hierarchical pattern of significance. Thus, it is not similar to the western social context where language contact is of a competing, overriding nature. Mohanthy (1994) notes,

"...this results in the languages, dialects and different styles of expression fitting into the framework of the social mosaic and into
the individual's own pattern of language use in a mutually complementary manner". (p. 113)

Thirdly, the pattern of language use in the Indian multicultural and multilingual society gives rise to "functionally meaningful pluralism" which need not be perceived as a "burden" according to Word and Hewston (1985) (as quoted by Mohanty 1994). Multilingualism is a natural part of the repertoire of an average Indian learner. Further, multiplicity of language use in Indian society is a necessary outcome of the way languages are used in the everyday life of an Indian. The situation should not be interpreted as a dominant/ non-dominant language relationship, it should be in fact be considered, as strategic competence to exhibit one's multiple identities. Discussing how in India, different languages are used in different domains and ascribed different functions, Pattanayak (1982) says,

“When somebody uses a dialect at home and a standard for formal communication it is not because of the deficiency in the dialect or in the standard but because of an agreed social convention”. (p 41)

This shows how bilingualism here in India works even within a single language and its different versions and dialects and the rationale for how an individual chooses between them. Therefore, in a country like India with grassroots multilingualism and the pattern of "concentric bilingualism" (Mohanty, 1994: 105) it is necessary to define Bilingualism every time we use the term.

Discussion

In the above section we have noted the unique nature of the Indian ‘Multilingual apple’ with the flavor of a large number of languages and their varieties. The sociocultural dimension of how it is organic, homogenizing and heterogeneous has been discussed. Further, the dimension of functional pluralism is associated with Indian multilingualism shaping the individuals’ identity within the larger society.
Given this complexity of multilingualism in India, the official language commission had to consider the industrial, cultural and scientific advancement of this sub-continent. Given the multi-ethnic, multilingual situation of India language planning and policy making had been quite cumbersome. At the official level, the Constitution of India had to accommodate the interests of both the nation and the regional groups which had not been easy. The next section discusses the intricacies of language policy in India.

1.2.2 Language Policy in the Multilingual Context of India

The matter of Language policy in India appears time and again even in Newspapers and magazines. An article titled *Language Logjam* reports the scuffle in West Bengal that is raised in all the States in India some time or the other about, 'when to introduce English at school'. (Namboodiri, 1998). The conflict between conserving the heritage languages on one hand at the level of policy and attempts at reaching out to individuals in the use of English for an economic and technological advantage is voiced time and again. Avinash (2007) reports that the Muslims in Uttar Pradesh (a North Indian State) ‘want jobs and a future, not Urdu and obscurantism’.

The solution that many theorists offer for India is what Agnihotri and Khanna (1997) call ‘redefining the space called English’. We should understand first, that the logic operating in the multilingual context of India is as Patnayak (1982) says that, of the complementarity of English language and not ‘whether English or Indian languages’ but ‘English and Indian languages’ (Agnihotri and Khanna, 1997). However, Kubchandani (1995) says, even after four decades of “language engineering”, “in a pluralistic context such as India, with the pressures from conflicting particularist, nationalist and univiersalist lobbies, language solutions at the union and at the state levels continue to elude the nation”.

7
1. Historical Development of Language Policy at school level

The beginnings of policy for learning English in the Indian educational system can be traced back to the imperial policies in the pre-independent era. Thomas Babington Macaulay (Chairman of the East India Company's Committee of Public Instruction, the company which traded in India before the actual takeover of parts of India by the British) issued the Minute (1835) which came to be called Macaulay's Minute, that recommended specifically that higher education in British India should henceforth be in English. Next Wood's Despatch (1854) set out a framework that recommended elementary education in the vernacular for the masses which created a two-tier education system in India.

In post independent India, as in other colonies which gained independence, a decision was taken to replace the colonial language by a national language,

"Hindi had been introduced as the national language after independence, but this had not proved acceptable to many non-Hindi-speaking communities" (Howatt and Widowson, 2004).

History of Language Policy in India can be discussed at two levels, the school level and the tertiary / university level. The school level the most important move in policy making was the recommendation. 'Three Language Formula' by the conference of Chief Ministers in 1961. This was adopted in India to accommodate the interests of group identity attached with the mother tongue and the regional languages, a national pride and unity attached with the Hindi language, and administrative efficiency and technological progress attached to the English language.

In the present educational scenario, in India also the three-language-formula continues to be relevant. The National Curriculum Framework (NCF) developed by the National Council of Educational Research and Training (NCERT, an Institution in charge of school education in India) in November 2000 stressed the relevance of the three-language-formula, and emphasized that its basic objective was to enhance 'national unity
and facilitate intra-state and international communication'. In the NCF (2005) "a renewed attempt to implement the three-language-formula is suggested, along with an emphasis on the recognition of the children's mother tongues, including tribal languages, as the best medium of education. According to the NCF the multilingual character of Indian society should be seen as a resource to promote multilingual proficiency to every child, which includes proficiency in English. This is possible only if learning is built on sound language pedagogy in the mother tongue".

3. History of Language Policy at the Tertiary Level

The historical development of policy at the tertiary level however, did not lead to any definitive solutions like the three language formula at school level. In the following section language policy at tertiary level will be presented. At the level of tertiary education, it is recorded by Howatt and Widdowson (2004) that failure in the initial attempts to translate basic science texts into the ancient learned languages of Sanskrit and classical Arabic resulted in adoption of English as the medium of instruction at post elementary schooling in order to prepare pupils for higher studies in the language.

In the post-independent India, University Grants Commission (UGC, a body in charge of university education) was formed in 1953. In 1957, Kunzru Committee set up by the UGC, recommended the following:

i) the change from English to an Indian language as the medium of instruction at the university level should not be hastened;

ii) even when a change in the medium of institution is made, English should continue to be studied by all university students;

iii) the teaching of English should be given special attention in the pre-university class (a three-year degree course was proposed in place of the four-year undergraduate course);

iv) the teaching of English literature should be related to the study of Indian literatures in order to promote critical thinking and writing in Indian languages; and
v) 

_English be retained as a properly studied second language at the university level._

(Krishnaswamy and Burde 1998: 186)

In 1964-66 the Indian Education Commission recommended that English should be continued as the medium of instruction at university level. The 1966 Report of the Education Commission of India suggested,

_For a successful completion of the first-degree course, a student should possess a adequate command of English, be able to express himself with reasonable ease and facility, understand lectures in it and avail himself of its literature... English should be the most useful library language in higher education and our most significant window on the world..._ (Biswas 2004: 108).

The continuation of English at university level was further, endorsed by a ministry of education study group in its report on Study of English in India in 1967, next by National Policy on Education in 1968.

In 1989, the importance of English was recognized by the fact that the UGC recommended it as a compulsory subject of study at all undergraduate courses although regional languages are being increasingly used as the medium of instruction at the undergraduate level, in its report of the Curriculum Development Centre in English 1989, the UGC recommended two courses at the undergraduate level:

1) General English and 2) Special English.

The general English course was prescribed on a compulsory basis for all students of B.A, B.Sc, and B.Com, whereas the special English course was to be offered on elective basis to B.A students only (thus some BA students may study special English as well as general English).

The more recently constituted National Knowledge Commission 2006, an advisory body to the Prime Minister of India, has the objective of transforming India into a knowledge society. It addresses five focus areas of the knowledge paradigm: _access-_

10
easy access to knowledge; concepts- all levels and forms of education; creation- effective creation of knowledge; applications- of knowledge systems; and services- like egovernance. The commission says;

"In a multi-lingual country like India language is relevant not only as a means of communication or a medium of instruction but also as a determinant of access. Increasingly an understanding of, and a command over the English language, is perhaps becoming the most important determinant of access to higher education, employment possibilities and social opportunities. School leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. And those who do not know English well enough, find it exceedingly difficult to compete for a place in our premier educational institutions. This disadvantage is accentuated further in the world of work, not only in professional occupations but also in white-collar occupations". (http://knowledgecommission.gov.in)

The Working Group on Language Policy in the Knowledge Commission says that for creating suitable ground conditions for India to become a knowledge society in the new millennium, it is essential to make the best possible school education available to all sections of society, bridging the gap between English medium and regional language medium instruction and that between the rural and the urban as well as the government schools and privately run schools.

For the tertiary level the Working Group recommends:

"At the undergraduate level we recommend a course called 'Critical Understanding, Thinking and Expression' that would be taught to all students regardless of the other subjects chosen by them. The aim of this course would be to equip the student with the multiple skills of comprehension, logical thinking, examining different views on a topic to arrive at an informed and independent position and the ability to express oneself clearly and effectively". (Krishnaswamy and Burde, 1998)
The question of medium of education is not raised with respect to the undergraduate level however they recommend that;

"At a higher level of learning (post-graduate and professional courses) the student will have the option to be taught in English or the regional language, and every state will create adequate opportunities to make both options available". (Krishnaswamy and Burde, 1998)

The recent commission on policy making also does not address the responsibility of the system in making knowledge at the tertiary level available in the vernacular languages or of ensuring a smooth shift from regional medium to English medium education at the undergraduate level.

Discussion

The language policy in India has been closely linked with the issue of English language education, above and beyond the attention due to the multiplicity of languages already available in India. What began as a post colonial predicament continued specifically in the Indian context as an asset to rely on at the level of both intra-national and international communication. The three language formula at school level represents the diversity and complexity of the language situation here which is both an advantage and a hitch. Further, what is noteworthy here is the continuation and importance given to English language education in tertiary institutions at the level of policy.

Thus, as anywhere in the world, educational policy is confronted here with particular problems in the following areas: governmental or social enforcement of the use of particular languages; tendencies towards linguistic standardization; the consequences of colonization, migration, economic globalization, and developments in communication technology; and finally the political inter-relationships between states. Yet, the case of India is exceptional in terms of the lead it has with respect to English in the global context. It is increasingly growing to be an important player in business and knowledge
outsourcing because Indian English is comparatively more intelligible than that of the other Asian counterparts besides which, India is arguably, the largest English speaking country in the world. Therefore, the language policy in India is supported by the general ideology prevalent in the Indian society towards the importance of English. However, addressing the divide between policy and practice in this context necessitates, accessing the hidden curriculum through researching the lived experiences of the students and the belief structures of different stakeholders of the curriculum. The following section continues this discussion of the importance of English from the point of view of globalization in the world with a focus on importance of English in India.

1.2.3 Globalization and the Importance of English in India

Richardson, Pikay (2000) says that Globalization refers to;

"the growing economic interdependence of countries worldwide, through the increasing volume and variety of cross border transaction in goods and services and of international capital flows and the rapid and widespread diffusion of technology. For nations and their enterprises, it means a new world of international mega-competition." (p. 44)

Richardson further identifies three main factors that stand out, as the driving forces behind globalization. The first is the digital revolution or what is commonly referred to as the revolution in information technologies. The incredible advances in communication technologies have rendered the notion of time and space virtually irrelevant and obsolete. Advances in transport technology have also reduced costs of transportation substantially. The second driving force has been the collapse of the communist system or, the failure of the socialist ideology and the sweeping wave of economic liberalization and market reforms taking hold around the world. The third force has been that of a synchronization of economic power in Europe, North America and East Asia, with these centers achieving strategic economic parity. The implication of this state of affairs is that no single country or region can claim pre-eminence, nor justify dictating
what is right or wrong or what ought to be. These forces which increased from the early 1980s have combined to bring the world closer.

Therefore as Schmenk (2005) notes, ‘globalization’ refers to more than merely a global spread of ideas, it denotes a “shift or transformation in the scale of human social organization that links distant communities and expands the reach of power relations across the world’s major regions and continents” (Held and McGrew 2003 as quoted by Schmenk 2005: 110). It entails new sorts of global stratifications, two distinct social groups, the globals and the locals. Further, as Bauman (1998) says, “the cultural hybridization (or “globalization”) of the globals may be a creative, emancipating experience, but cultural disempowerment of the locals seldom is” (as quoted by Schmenk 2005: 111). This emancipating spell can be more pronounced vis-à-vis owning a globally acclaimed language. This is because language is the main tool for global communication.

Language globalization implies a shared linguistic code. Block and Cameron (2002), outline globalization in terms of language, tracing the idea to Bourdieu’s linguistic capital and argue that in the context of globalization “the commodification of language affect both people’s motivations for learning languages and their choices made by the institutions (local and national, public and private) as they allocate resources for language education.”

In the global scenario, now, the trend is to displace the “native speaker” with alternative terms like “language expertise, language inheritance, and language affiliation” to allow us to address educational questions of language ability and language loyalty alongside a broader view of society (Rampton, 1990).

Here in India, as anywhere in the present world scenario, it is argued that English loses its association with particular Anglophone cultures and is instead identified with the powerful forces of globalization. Thus, the desire to ‘integrate’ loses its explanatory power in many English language-learning contexts. In the minds of the learners, English is associated with a spreading international culture incorporating business, technological
innovations, consumer values, democracy, world travel, and the multifarious icons of fashion, sport and music. Individuals aspire towards a 'biculural' identity, which incorporates an English-speaking, globally-involved version of themselves in addition to their local L1 speaking self (Lamb, 2003).

Pennycook (1995) presents the matter of how English seems to be bound up in all the global changes with his phrase: "English is in the world and the world is in English". He maintains that a fair attempt to understand the relationship between the English language and its position in the world should be done in such a way that:

"neither reduces it to a simple correspondence with its worldly circumstances nor refuses this relationship by considering language to be a hermetic structural system unconnected to social, cultural, and political concerns" (p. 35).

To consider that the usefulness of English and its neutrality are the causes of the spread of English according to him is recourse to a functionalist perspective. In saying this Pennycook implies that there are relations between global inequalities and the English language.

The predominant paradigm of investigation into English as an international language, Pennycook says, lacks sorely, a broad range of social, historical, cultural and political relationships, a consideration of which calls for critical views on English in the world. However he suggests that we move further, even beyond a view that the word as made up of competing states or as reducible to a set of socioeconomic relations, in favour of a view that also tries to account for diverse cultures and discourses constituting our subjectivities, so that then it starts to become clear that language, and especially any international language, may play a far greater role in the world than had hitherto been the case. Importantly, this view suggests that people around the world are not merely passive consumers of culture and knowledge but active creators.
In more and more countries, as in India;

"English is perceived by some as the language of oppression, as yet another way to exclude large populations from participation in vital national decision making process, and from various educational, political, and scientific domains. In other words, the argument goes, English has introduced a language bar in regions that are still fighting against the traditional "caste bar" or "tribal bar". Kachru (2001)

This reaction to English is particularly reflected, Kachru says, in the non English language press, political pamphleteering, party manifests, and in uncontrollable language riots that take place in different parts of the world.

In India, as elsewhere, politicians of different hues exploit the language issues and invariably paralyze the educational and administrative systems. However, the more pragmatic among them see to it that their own children are able to get an English education. Is this, then a case of linguistic schizophrenia? The answer is yes. Thus in anti-English circles, there is one policy for the home and another for outside; the language policy is designed for specific consumers.

As the battle over the role of language in education and other privileges continues to be fought largely in the political arena, Tully (1997) says "all the linguistic laws and educational laws are by-passed by the ever-expanding English-medium private sector." Also, whether English wins the race of becoming a link language in India or not, English has proved to be Indians' obsession number one and education is synonymous with acquiring English. In fact, Agnihotri and Khanna (1997) point out that in India there is

"an increasing mystification and deification of English socially and pedagogically."

Mark Tully suggests, ‘... This dominant role of English is not just an unhealthy hangover from colonialism, but also a means of continuing the suppression of Indian thought, and of preserving an alien, elite culture’ (1997). Agnihotri and Khanna (1997),
however, suggest that the motivation for English in India is 'located not in a desire to identify with an English speaking western group in the U.K or North America, but an Indian elite group in power and should therefore be interpreted more as desire for social mobility and power-sharing than a desire for an alternative socio-cultural identity.'

It is argued by Sridhar and Sridhar (in Kachru 1982) that teaching English in India is not a second language situation but that of an indigenous variety of English teaching situation. They suggest therefore that the plateau of ability of many should not be looked at as fossilized interlingual competences but as a normal language in its own right (which means we are talking of natural/ascribed bilingualism in India and not school/ cultural/ achieved bilingualism).

However, Kachru (1986) also notes that now English has acquired "regulative, interpersonal and innovative" functions in India. He adds, "we have begun to take seriously the 'socially realistic' linguistic frameworks and their methodology to language teaching-learning, which is "itself new awareness and a new direction". This means again to look at bilingualism with English in terms of local norms and not purist norms. For the present this fact remains,

"the real power of English is in its "vehicular load" in the attitude to what the language, and in the deep and increasing belief in its power of alchemy linguistically to transmute an individual and a speech community" (Kachru 2001)

Further, Kachru, quotes Raja Rao (1978) who says:

"...as long as the English language is universal, it will always remain Indian... it will then be correct to say as long as we are Indian- that is, not nationalist, but truly Indians of the Indian psyche- we shall have the English language with us and amongst us, and not as a guest or friend but as one of our own, of our caste, our creed, our sect and our tradition". 
The "alchemy of English (present and future)", according to Kachru, provides "social status", "access to attitudinally and materially desirable domains of power and knowledge", and "a powerful linguistic tool for manipulation and control".

"In addition, this alchemy of English has left a deep mark on the languages and literature of the non-western world. English has thus caused transmutation of languages, equipping them in the process of new societal, scientific, and technological demands. The process of Englishization has initiated stylistic and thematic innovation, and has modernized registers. The power of English is so dominant that a new caste of English using speech fellowships has developed across cultures and languages" (Kachru, 2001).

Discussion

Opposing views of looking at English as an advantage at the global level and looking at it in terms of how it creates a social divide in certain contexts denying a level playing field for many who lack resources to acquire it have been presented. In these days of the world being reduced to a global village, English surely is a very valuable asset and we should expect that every student would like to capitalize on the existing bilingualism of English and Indian languages. However, our rationale for language pedagogy here should be as Pattanayak (1981) says, ‘... not a question of English or Indian languages but English and Indian languages’. Our concern should be that, voiced by Graddol (2001), when he questions, "How... can the teaching be brought within a more ethical framework?" and "What social responsibilities are associated with the promotion and teaching of English?" In answering these he says, "a more sensitive approach will be needed in the future, which recognizes that English is not a universal panacea for social, economic and political ills and that teaching methods and materials, and educational policies, need to be adapted for local contexts". These questions of ethics and social equality in terms of creating a level playing field for everyone become paramount when we consider the tertiary situation in the urban contexts.
1.2.4 The Tertiary Learner in the Urban Context

The urban context in India, the city and metropolis are changing with a blooming of a fast growing network of private colleges with hiked fee patterns with the promise of offering English medium education. However, the quality of experiences they provide to students at the tertiary level is far from satisfactory.

Usha Prasad’s study, focusing on “Learner Strategies in the Large Classrooms at the Tertiary level”, summarizes an important feature of the tertiary level classes in India. In the study the researcher’s profile of the large classes reads like this:

“A small enclosed place, a large group of heterogeneous, unmotivated and passive learners numbering from 50 on a lean day to about 150-200 on a peak day....” (Usha Prasad, 1997: 178)

The largeness of the class may be due to she says, lack of space or few teachers and also;

“...indifferent attitude towards English as compared to the greater importance given to scientific and technical subjects. As a result, English is sidelined and students who have opted for various subjects are herded together in the English class making it large and unmanageable for the teacher” (Usha Prasad, 1997: 178).

The teacher in this situation is therefore reduced to the role of a performer and a classroom manager, and the learner is almost always passive. Another issue here is that the language is taught as another subject and not as skill based.

A further issue is that at this level a lot of learners who have studied their schooling and Junior College in the vernacular or regional medium, suddenly encounter the problem of coping with English as medium of instruction for the first time, as a result of which they fall under the category of low achievers (Eapen, 1987).
The tertiary level is significant since it is a turning point which leads to job opportunities and higher education, and English becomes a qualification in itself, the proficiency in which takes them places in terms of working conditions, pay packages or in other words, a better condition of life itself. At this level a lot of students shift and try to cope with English medium education for the first time because of somebody's encouragement or because of a new awareness of the predicament that glares at them at this point.

What we produce lastly because of these and many more factors is as Mathew (1997: 167) says "disillusioned teenagers" not suited for jobs with their fate of the "worst of both the worlds" Tully (1997: 162), lacking proficiency in English as well as their L1.

To address the problem of falling standards in the proficiency levels in English at both school and the undergraduate levels resulting in students being ill equipped for jobs which require a knowledge of English, the English curriculum at these levels has been revised by experts.

New trends

The earlier curriculum, which was characterized by a heavily content-based syllabus, has been complemented by a text dealing with listening and speaking, and thus aims at enabling students to acquire the communicative use of English. The traditional anthologies of English poets, playwrights, and short story writers, specially prepared to introduce the learners to the best literature, have been complemented with contemporary authentic texts of different kind suitable for functional language teaching.

In Andhra, English Language Teaching has become a matter of important discussion since the Andhra Pradesh government is making concerted efforts to train manpower to cash in on the ITeS (Information Technology enabled services) wave. APCHE (Andhra Pradesh Council of Higher Education has taken up activities ranging
from state-wide promotion of English language to providing ITeS-specific training in rural areas to setting up a virtual university to train three hundred thousand students by 2010. The state has been in the forefront, along with other southern states like Kerala and Tamilnadu, to prepare the present and future generations for the job.

English speaking manpower is a key prerequisite for the ITeS/BPO sector. One of the key initiatives made by the Andhra Pradesh government is its commitment to improve the quality of teaching English communication skills in the state’s education system. It has also initiated a teacher training programme for improving communication skills. In fact, the curriculum and evaluation methodology has been suitably changed to promote communication skills. All graduate colleges have already been shifted to the revised curriculum. More than 12,000 English teachers have been trained so far. This apart, the government has already recruited 2,400 English teachers in the last academic year and plans to re-designate another 5,600 more as English teachers.

To meet the needs of local and multinational corporations and technology companies, APSCHE recommends the Graduate Employability Test (GET) assessment to measure a student’s proficiency in communication skills and problem solving, both analytically and quantitatively developed by Educational Testing Service (ETS) USA. ETS (designers of the GRE, TOEFL etc.) has agreed to develop and maintain, and conduct GET within the state of Andhra Pradesh." (expressitpeople.com)

The Graduate Employability Test (GET) assesses whether students are positioned to get a job in the ITeS industry. If the GET result shows poor performance by a student, the II.TEST (Institute of IT Enabled Services Training) offers Communication Proficiency Enhancement Programme (CPEP). It is a course in communication skills offered by APSCHE, along with its training partners, for candidates appearing for jobs in ITeS companies. Students can join the CPEP after going through the GET. This course is aimed at grooming aspirants in business etiquette and training them in English, apart from fine-tuning various skills. This in fact brings India to share with English speaking world a hold on the business of teaching English.
CPEP is an 11-week course costing approximately Rs: 5,500. IITEST has tied up with the State Bank of Hyderabad (SBH) for providing loan to eligible candidates (up to Rs: 4,000 under the Udyog Bandhu Loan Scheme). The institute is also collaborating with Linguaphone of UK to provide world-class course material. An audio-lingual kit developed by Linguaphone will be given to the candidates.

To meet the ever-growing demand for trained manpower required for this segment, the Hyderabad Software Exporters Association (Hysea) is planning to introduce a six-month short-term course, involving the state government and academia. At present, logistics are being worked out, and after taking feed back from the pilot projects, it will launch a full-fledged course, hopefully from the next academic year. This course focuses on English accent, telephone etiquette, apart from communication skills.

This study aims to draw implications for English Language Teaching in the context under study. The social- psychological profile of the students in this context points to the need to reconsider the focus given to different aspects of language and the methods and techniques adopted in language teaching. It calls for an approach that is sensitive to learners' subjective needs of social psychological nature.

Discussion

The context of the city Hyderabad, in Andhra Pradesh provides the right field to study the influence of social psychological factors given the tensions of globalization, urbanization and curriculum reform.

The issue that complicates the matter further is the reliance on globalized models of language education than considering the local resources. What is interesting is to see that the Tertiary institutional set up does not recognize local resources to meet the demand for English Language Teaching in the context. It has been importing models of teaching and assessment of language from America through the company ETS. The Central Institute of English a teacher training university with a pan Indian and global reach, located within the city is completely sidelined in this crucial enterprise of teaching
English to the local students here. It seems therefore, that we are fixed with an ideology that the native speaker's norm has supremacy over our standards. Even in the face of the global spread of English we still try to appropriate to the native speaker's norm.

The need of the hour is accommodation of the procedures that illuminate the social psychological factors in this particular social context. This necessitates involving local teachers in informing the epistemological bases of language teaching theory. This not only empowers teachers' to solve problems unique to their context but also helps create a good social order. (McNiff, 1992)

By providing descriptions of the classroom discourses and by maintaining a continuous process of personal reflection, teachers will become aware of the personal and cultural values, and beliefs that underpin their own and other people's actions within the language learning project.

Conclusion

In the above section (1.2.1 and 1.2.2), we have discussed the background to the study by describing the Socio-Linguistic milieu and Language policy within this context. The multilingual milieu gives an understanding of the intricacy of language policy here. The trends of globalization and the importance of English provide the background to position ourselves for researching on education at the Tertiary Learner in an urban context. The complexity and of the enterprise of language education within this context thus provides a rationale for studying and finding answers though an examination of the Social-psychological factors in language learning in this context. The theoretical orientations and research design adopted for such an endeavour is presented in the next two sections.
1.3 Theoretical Orientation to the Study

Language teaching and learning is multifactor, multidisciplinary, and multilevel in character. This calls for acknowledgement of the complexity of language teaching in both individual and contextual terms. It tends to remove second language study from a purely educational realm, and instead places it at the center of social psychology.

The insights especially from the fields of Sociology and Psychology contribute to a greater understanding of educational practices. Education is concerned not just with theories of instruction, but with learning to learn, developing skills and strategies to continue to learn, with making learning experiences meaningful and relevant to the individual, with developing as a whole person. This perspective of education as opposed to mere language instruction and how to transform language learning experience into a truly educational one is crucial to this study.

Sociology provides the span of a "sociological imagination" (Mills, 1959) to study social phenomenon. It gives an understanding of the relationship between the social and the individual in society. Different paradigms in sociology provide different ways of understanding this dialogic relationship between the two from structural, historical or biographical points of view.

Psychology helps develop a language teaching theory from the perspective of the individual language learner and the process of language learning. Firstly, from a psychological point of view, the role of language is viewed as a central factor in determining the cognitive and affective states of the individual. On the other hand, a psychological approach to language behaviour brings about recognition of the complexity of that behaviour throwing light on the psychology of the learning process itself. Thus, psychology offers the framework to study how individual differences operate through social psychological factors of attitudes/ beliefs, motivation, anxiety and self assessment.
An interdisciplinary approach applying both the fields of sociology and psychology gives insight into the social-constructivist zone in which the individual operates. The contribution of both the social and the individual in creating social reality is affirmed. This approach further informs the research paradigm adopted in this study which is discussed in the next section.

1.4 Research Orientation to the Study

The study used an eclectic approach of both Quantitative and Qualitative methods of data collection. This combination of methods was used because a single method was limiting the scope of the study. Since quantitative method is conclusive while qualitative method is exploratory, a combination of the two gives a wider scope to the study.

The quantitative method of a Questionnaire Survey was used to get an overall picture of the population by using a Researcher Administered Questionnaire to elicit opinions and beliefs about language learning. This method helped to draw generalizations about a large sample of students.

The qualitative method offered the study an ethnographic approach of ‘Semi-structured interviews’ to explore in depth the social psychological factors. Working within the qualitative paradigm, another method of data collection used was observation of classrooms at the tertiary level, to get a picture of the teaching methodology used, levels of participation of students in the classroom and modes of interaction patterns while teaching and learning. These procedures of research will help in an in-depth analysis of a social factors.

1.5 Overview of the Thesis

Chapter one has provided an overview of a discussion of issues that are assumed as sources of the study. Chapter Two presents the theoretical framework with which this
study proceeds. The Sociological and Psychological perspectives are adapted to Language Learning. The need for a consideration of the process of Language learning with in the contextual factors is brought out. The social psychological factors are considered at societal and individual levels to illuminate the way they influence language learning.

Chapter Three describes the procedure of the study, by elaborating upon the Data Collection modalities: the sample, tools employed and the procedures/modes of data collection involved. Further, the analysis procedure is explained.

Chapters Four and Five report the results and present discussion of results from both quantitative and qualitative analysis of data against different categories that the research questions yielded. Different sections present results arrived at, through different levels of analysis. Chapter Six winds up the study with a conclusion, putting forth the implications and suggestions derived from the study.