CHAPTER 1
CHANGING PHASES OF ENGLISH LANGUAGE TEACHING IN INDIA

INTRODUCTION

Although the history of English Language is traced back to 31st December, 1600 but English education was in fact introduced in India in the middle of the 19th century when the 3 universities got established one each at Calcutta, Bombay and Madras in 1857. The Senate of the University of Calcutta adopted a resolution in 1861 that all examinations should be conducted in English and thus schools were compelled to introduce English at an early stage. When British introduced the modern system of English over a hundred years ago, the study of English was an important part of the liberal and humanistic discipline. The teaching of English in the Universities followed a set pattern of the traditional approach which received severe criticism.

The focus of our ELT program and the role of English in our Educational system is been changing over the years. In 1971 Calcutta university commission stressed the importance of the study of English as part of general education in India. The commission considered English indispensable to the higher education in India.

The teaching of English in our colleges received a major set-back after Independence because of the prevailing psychological attitude. The regionalization of the medium of instruction at the university level resulted in an adequate exposure to the English language. A number of commissions and study groups stressed the need for the rationalization of the English curricula, textbooks and examinations. The ‘service’ nature of the teaching of English has been largely realized and also the need of the diversification of courses to suit the divergent requirement of different categories of students of science, commerce and humanities and consequently of the
suitable changes in teaching techniques. In fact, the teaching of English then started aiming at developing the communication skills in students.

The Radhakrishnan Commission (1948) recommended the continuance of the study of English. The Kunzru Committee (1955) stressed the importance of the special methods in ELT and the study of linguistics as the essential prerequisite for ensuring adequate proficiency in English at the university level.

According to the recommendations of the official language commission (1956) English should be taught as ‘a language of comprehension rather than as a literary language so as to develop in the students learning it a faculty comprehending writings in the English language, more specially those relating to the subject matter of their specialized fields of study’. Kothari commission emphasized the role of English as a library language.

1.1 English in the Indian subcontinent

English teaching in India is the world’s largest democratic enterprise of its kind, an economic necessity and Indian have realized that they have the “English advantage” over many countries like China & Japan. India today is the third largest English using country in the world, after the United States of America and the United Kingdom. India has shed its colonial complies towards English and has come to term with the language; Indians have separated the English language from the English culture. This chapter discusses the status of English in India before independence and after Independence. Indians have now associated themselves in globalization process heavily with the help of English Language.
1.2 Origins of English in India

The British first arrived in India in the early 1600s and soon established trading posts in a number of cities under the control of the East India Company. By 1765 the company’s influence had grown to such an extent that British were effectively controlling most parts of the country. This date is often taken as the start of what is referred to as the Raj – a period of British rule in India that lasted until independence in 1947.

1.3 English in Pre-Independence India

English people came to India with the English language, culture and attitude. Since the English men had come here for the purpose of trade, in the beginning, they did not bother to encourage the teaching of English, and they concentrated their attention only on trade. But with them had come some missionaries who started schools where English was taught as one of the subjects. Initially they did not encourage teaching of English as they feared that they might lose their colonies in India as they did in America. However, after the battle of Plessey in 1757, the situation began to change. The trader found themselves in the position of rulers, and in order to govern, they decided to open educational institutions. Two such institutions were started at Calcutta and Madras in 1781 and in addition Benares Sanskrit College was founded in 1791. They were the institution of classical learning but they also made provision for the teaching of English. In this way, the teaching of English in India was begun by the British rule. In 1857 when the universities were established in Madras, Mumbai and Calcutta where English was incorporated as medium of teaching. 1869 Lord Napier’s Convocation address at Madras University spelt out the objectives of English teaching in India:

- To give a new basis for national unity
• To give better knowledge of India
• To enable self-Government administration
• To enable participation in the general intellectual movements of the world

The importance of English went on increasing with the passage of time, and a great demand for spread of English education begun to be raised from different parts of the country. To meet this demand Raja Ram Mohan Roy established the Hindu college in 1817. Soon, thereafter the missionaries opened a number of schools and colleges in which the teaching of English was given the utmost importance. In 1835 Macaulay, in his famous minutes strongly recommend that the spread of western language could only be possible through the medium of English language. It was in 1835 that English was formally introduced as a medium of instruction. Macaulay in his minutes on education (1835) set out the aim of his move. It was “to form a class of people who may be interpreters between us and the millions whom we governs, with different blood and color, but English in taste, in opinion, in morals and intellect……(English Teaching in India, Krishnaswamy & Shriraman pg. 12). He further argued that “English is better and worth knowing than Secularist and Arabic. He thought “it is possible to make natives of this country speak English through teaching good English by Scholars” (Minute by Hon’ble T. B. Macaulay, dated the 2nd February 1835.)

Macaulay’s recommendation gave such an impetus to the study of English as a result of which even the study of the regional languages got marginalized. By 1837, the missionaries had begun to provide a significant part of the facilities for teaching English. English then became the language of administration and judiciary in India even as the vernaculars continued to be used in several instances. Almost simultaneously subordinate level positions in the judicial and administrative institutions were thrown open to Indians by a Government
Resolution. “The English language in India was compared with the cow in India by a distinguished scholar. Both the cow and the English language are held in reverence and worshipped though for different reasons and with different expectations of reward. (English in decolonized India: A critical appraisal, pg. 9. Chapter 2)

In 1853, the year when the company’s charter was renewed once again, under the pressure of government personnel to manage the widening domain of its, “India activities” the company decided to open up its highest civil service appointments to Indians by allowing them to appear for a competitive examination set up for this purpose. This examination had English as a subject. As a follow up of the wood’s dispatch of 1854, the first formalized and formulated education policy statement of the East India Company the universities were established in 1857 at Calcutta, Mumbai & Madras. However, the Indian education commission (1882) expressed its dissatisfaction at the exclusive use of English as the medium of education. The Indian Universities Commission (1902) also raised its voice against the neglect of regional languages. The Calcutta University Commission (1917 -1919) tried to strike a balance by observing that, the educated classes in the various provinces of India were given option to be bilingual, to use their mother tongue for expression of life and culture and to use English as a means of intercommunication, necessary for the maintenance of the unity of India, and of touch with other countries.

Favoring the idea of encouraging the teaching of regional languages in schools and colleges the commission recommended, “we are emphatically of the opinion that there is something unsound in a system of education which leaves a young man, at the conclusion of his course, unable to speak or write his own mother tongue fluently and correctly. It is thus beyond controversy that systematic effort must henceforth be made to promote the serious study of
vernaculars in secondary schools, intermediate colleges and in the university. “as a result of
his recommendation, the medium of English was restricted only to the colleges and
universities from 1920 onwards throughout the country. India got independence in 1947.
Commissions and Committees and the leaders of public opinion took a close at the value of
English and tried to strike a balance between gains and losses.

Person like C. Rajagopalachari favored the continuance of English language. He looked upon
the English language as “Goddess Saraswati’s gift to India, as a blessing which Indians were
privileged to receive”. Henry Kissinger, in an interview (India Today, Feb 28, 1985) pointed
out “India, precisely because it speaks English, is a democracy and all of us know Indians,
we like and have easy relations with them.

There were people who thought that the colonial rule gave Indians languages with which to
talk to one another and to others in the world; may be if it failed to give them a song but at
least gave them a tongue for singing. “We got a tongue without a song! (English Teaching in
India, N Krishnaswamy & T. Sriraman). Indian nationalism and the renaissance of the arts
and sciences in India got the unexpected reversals due to the objective of British education or
its byproducts that provided the roots for questioning colonial authority and eventually got
subverted unintentionally.

But, there were persons who, under the influence of nationalism, advocated and proclaimed
that English should go with the English as it had come with them. They regarded English and
education in and through English as the symbol of our ‘eternal slavery’ and degradation, and
the cause of our loss of national and cultural identity. They argued that English being a
foreign language was responsible for the waste of student’s time and energy. They declared
that students could learn and express their idea more easily in their mother tongue.
Consequently, it was decided that regional languages should be developed and Hindi should replace English.

The University education commission (1949) suggested, among other things that English be replaced, as early as practicable, by Indian languages as a medium of instruction of higher education. The constitution of India, adopted in 1950 provided for English to continue as the official language of the country for a period of 15yrs to be replaced by Hindi at the end of that period. Parliament later decided to allow English to continue as the associate official language of the union till such time as Hindi began to be used for administrative purpose all over the country.

During the fifties the three language formula was formulated. It gives due importance to the regional languages and attempts to promote national iteration and national identity through a national link language, that serves as a “window of world”. In 1964 an Education Commission was set up to resolve the question of medium of education. The Commission discussed this question and proposed that mother tongue should be used up to the highest level of instruction, but English should be taught both as a subject and as a library language at higher levels. As a result the implementation of this proposal, mother tongue got precedence over English language and a state of stability has prevailed for two decades afterwards. The trend during the past two decades has however remarkably tilted in favors of English, with the result that English medium schools have cropped up like mushrooms in urban areas even at the cost of under qualified teacher. Since the students of such schools do not find exposure to mother tongue, their knowledge of mother tongue is very poor. They are being subjected to alienation from Indian culture and their cognitive development is also being blocked. English language teaching deserves and immense weight in the present age of
globalization, but equal attention has to be paid to a multi-dimensional development of children so that they may excel in all spheres.

1.4 Teaching of English in Post-Independence India.

English teaching in India is the world’s largest democratic enterprise of its kind. Even the staunchest supporters of learner autonomy would not demand as many approaches / methods as there are learners in India, it must nevertheless be recognized that any approach that is advocated must take into account, and must provide in some sense for, both the awesome numbers of learners and the amazing variety among them. Statistics of 1990-91 show that the total number of learners of English in India will be more than the total population of many countries in Europe. This can be seen from the popularity of the press and print media in country. According to an estimate in 1989, one third of all the published books are in English and one fifth of all the periodicals are in English. According to the 2011 census, the literacy rate in India is 65.38% and the English literacy rate may be about 6.5% this will roughly give about 25 to 30 million users of English in the country. By some others estimates there are now more speakers of English in India than in Britain, and their sounds range from the most “pukka” Oxbridge accent to the pidgins of the street. The speakers of English in India will outnumber the speakers of some Indian languages like Assamese or Punjabi. In others words, there are some who think that the colonial rule gave Indians a languages with which to talk to one another and to others in the world; may be, if it failed to give them a song, it at least gave them a tongue for singing! We got a tongue without a song! We can only say that Indian nationalism and renaissance of the arts and sciences in India are the unexpected reversals of the aims of British education or, at the most, the byproducts of English education that provided the roots for questioning colonial authority and, one actually
subverted it though it was not the intention of the rulers. Nobody sensible can say that even the tools of enlightenment were put in to the lands of the subjects by the benevolent masters at the risk of endangering their own position. There are those who pragmatically view English as window on the world and English education as providing Indians the intellectual and conceptual ability with which to evaluate all experience including colonial and post-colonial experience in the modern world. Fortunately, our society has managed to assign the right roles to English and Indian languages. Indian languages and English have certain complementary/ supplementary roles to play in our social context; there is no conflict, as visualized by some, between the two. This can be seen in the roles they have been assigned. English, which is not the language of agriculture in India is the language of agricultural universities because all modern knowledge on agriculture is available in English; English, which is not the language of day to day business in the market place, is the language of business management courses in the universities in India because English is the language of international business; English, which is not the language of daily transactions with the work force in a workshop, is the medium of instruction in the Indian Institute of Technology and others engineering colleges because English is the language of modern Technology. The complimentary roles of English and Indian languages have been properly understood by the society in general but it has not been well formulated and started by our educational planners. A careful analysis of the complex problem that often appears to be contradictory in a politically decolonized India will be very illuminating; the analysis of the complex multicultural and multilingual country like India has great theoretical importance in addition to its practical implications. As Bon’s I. Kluyer (1981), a Russian ideologists’ in his India National and Language Problem, points out,
Specific studies of national processes in developing countries, in particular in India are also necessary to avoid a possibly unproductive approach to these processes, considering them to be exclusive phenomena with specifying inherent only in certain regions of the world, or to be some sort of transitional conditions whose nature and trend of development have not been revealed with sufficient certainty, and therefore regarding them as peripheral phenomena in the general theory of nation.

The history of English education in British India, as has been stated by many, shows that the aims and objectives of teaching English in India were basically humanistic, having certain functions that are traditionally associated with literature and liberal education, for instance, the shaping of gentlemen, the moldings of character, the development of the aesthetic sense, the cultivation of ethical thinking etc.

The English education Act of 1835, which followed the famous minute of Macaulay in the same year, clearly outlined the purpose of English education in India of those days. Macaulay in his minutes on education (1835) wrote when English was formally introduced as a medium of instruction. “To form a class of his own who may be interpreters between us and the millions whom we govern; a class of person, Indian in blood and color but English in taste, in opinion, in morals and in Interaction.

Indian in post independence India will certainly not agree with what Macaulay said in 1835; when we look back in anger, we may feel insulted and humiliated but one should accept that Macaulay very clearly and unambiguously stated the aims and objectives of teaching English in British India. The English language in India was compared with the cow in India by a distinguished scholar. Both the cow and the English Language are held in reverence and with different expectation of reward. The English language if worshipped.
A planned system was required that meets the aspirations of the people and at the same time changes the outlook of society towards English. This education system should truly educate people. No doubt to achieve this, the system must produce highly competent professionals and train them to critically examine and question professionalism without social commitment. This is a dual responsibility the components of which are complementary. The social component is to make the professionals as conscious as possible of the dangers of professionalism, without any social responsibilities. Education must be market oriented and not society oriented.

The colonial pattern of education, which was meant to promote and protect the interests of the rulers, was a transplanted model that was implanted in India without taking into account the earlier systems of education that were ‘native’ in character; the colonial system was not a continuation of the older system but had different aims & objectives. It was an imported model that conditioned us to live on received theories and received knowledge. The new system of education must reactivate and recognize the knowledge systems of the subcontinent and make them relevant and beneficial to our present day world.

The alternatives we are to think must make use of modern technology and science and even colonial legacies like western knowledge and the command of English to our advantage with the population crossing the one billion mark. An enormous pressure is brought on the resources of the country. Secondly the present day bureaucracy was not present in the ancient past. There was no University Grants Commission in those days and Universities like Nalanda and Takshashila did not have Accounts Officers, Controllers of Examination or Registrar. The problem of numbers must be taken into account in our planning and we must strike a balance between the old and the new and get the best of both. Thus, the interactive discourse in education must take place among the various linguistic groups, religious communities, and regions and between the
urban and rural people. Only then the unity in plurality will emerge. Only such a discourse will prevent the hegemony of one over the other. In a land of multiple modular, no one system or layer can be privileged over the other.

Another important task in the new educational system is the bridging of the gap between the languages of India, on one hand English and the English-educated Indians on the other. English knowing Indian must be made to realize that English literature is no longer central to our educational or cultural enterprise.

Taking into account all the factors mentioned above, the roles assigned to English in contemporary India need to be reformulated depending on the needs of the changing conditions. Indians need English but it depends on what they are going to do with it. The changing scenario from colonialism to globalism entails a shift in the aims and objectives of teaching English in India. They can be stated as follows:

- The market driven utilitarian function (i.e. taking into account the global market, English must be taught for Global communication).

- The welfare driven social functions i.e. using English as a ‘source’ for Indian languages Indian knowledge systems and the lives of vast majority of people who have marginalized end exploited so far.

- The ideology – driven identity projection function (translating and projecting India so that English becomes a “window of India”.)

1.4.1. Market driven utilitarian function:

English is necessary for morality, career advancement opportunities and social and economic purposes. English is the language that opens the door of a global market. As an international language, English has a lot of ‘surrender value’ throughout the world and
learners of English can cash in on that, Today there is great demand for courses on spoken English, written English, business English, management English, English for information and technology, technical writing, medical transcription, communication skills in English and so on. That is why it is necessary for English department in universities to change their content and style to suit market conditions, otherwise they will be marginalized or left behind the competition.

1.4.2. Welfare – driven social functions:

English learners have realized that English is a ‘window to the world’ an access to the growing fund of knowledge in science and technology with our long tradition in English usage we should be able to exploit the richness of this language to the advantage of major Indian language. The English language has the necessary information in every branch of knowledge – agriculture economics, commerce, business, engineering space technology, bio-technology, information technology, consumer product, etcetera. English is an exploding language, to reveal potential of technology. In the world of ‘information explosion’ we need to profit from the stock of knowledge and information in English. Indians know that English is needed for technological purposes and for modernization. That is why English is retained as a medium of instruction in agricultural universities, engineering colleges, management institutes like IIM’s and IIT’s. Now days English has become day to day language for business transactions or workplaces. English has acquired a very strong position in these fields and it has become a powerful market language or a street language, the language of transactions and symbol of modernization (not westernization).

We need to intelligently use the resources of English to enrich major India languages. The need of the hour is to percolate the use of English from laboratory to land as a source
language. English has started playing a catalytic role or a socially transforming role in contemporary India. The progress of India will be done by also allowing English to become the language of rural India. Rural India must also be empowered with English and the masses must set the advantage of Technological advancements. The teaching and learning of English in India should become an agent of social change and social transformation.

To achieve these goals, it will be necessary to produce competent people in the fields of art and science for transformations. Indians need to create original texts in Indian languages, particularly in science, technology and commerce.

1.4.3. Ideology – drive identity projection functions.

English learners in India have realized that English is necessary to talk about their own identity, their languages, literatures, cultures, values etc. and this projection of one’s identity can be done only effectively in an international language like English. This ‘Identity projection’ function is one of the important objectives of teaching English in India. This, in a way, we need to reverse the role of English as being ‘a window on world’ to a ‘window on India’ to that India is viewed differently learning the age old images of snake charmers, maharajas, magicians and beggars.

In addition to being a storehouse of talent in software and low cost human power, India is a land that offers alternative lifestyles, alternative medicines and alternative human values. India is a land of intellectual giants, who can engage the best in western thought.

We need to translate India in the eyes of the world. It is meant to translate India to the west and to translate and interpret one’s own community to the rest of India, so that a proper understanding and interaction may take place at various levels. Only competent Indians with expertise in English can do it and the departments of English in our
universities should realize that we have to create a common wealth of literature. This
dynamic model of English teaching can promote the creative process. An indigenous
approach based on our own needs and requirement, on our own wisdom, suitable to a
multicultural and multilingual context for teaching English in India.

43. India & its English

The changing role of English, the liberalization of the economy, the opening up of the market
and increasing employment opportunities for English knowing educated Indians have made the
English language acceptable to a vast majority of Indians in contemporary India.

Familiarity and competence with English has become the selling point of India in the World
market. It definitely enjoys the ‘English advantage’. Today the whole of India is at peace with
English because it has become the Global Language.

The change in attitude towards English does not mean that Indians have becomes less patriotic
and more pragmatic. Indians very soon realized that English has become a goldmine, being the
legacy of colonial rule. Indians in due course of time also realized that English is no longer a
symbol of colonialism but it has a tool for international communication and key to employment
in the global market.

Now a day’s English language is perceived not as one with its cultural baggage but as a
culturally neutral tool of communication since this language is used all over the world. People in
different countries have made it a medium to express their own cultures. The culture is
considered as a free concept of language that has freed English from the narrow and limiting
view of language- culture connection. In a way, this concept has made the English language
more acceptable to the majority of people who are learning of people who are able to understand
people using English all over the world. People realize that modernization and learning English to communicate do not mean westernization and one need not lose one’s identify by learning English.

English literature does not have any hold on English as a technology oriented communication tool. Unfortunately the university system in India is not sensitive to the changing needs of society. Departments of English have also not cashed on the changes that are taking place in the world. A bigger contribution from Department of English is needed to change and accept the modern English by introducing Communication Skills and Business English as a part of the syllabus to generate teachers with adequate knowledge on communicative language, business English and technical English.

During the struggle for India’s independence, Departments of English in universities and colleges continued to be treated as ‘colonial islands’; while the rest of India was using English differently for business purpose.

The outside world is using English for international, intra national and intercultural communication and technological purpose. Colleges and Universities in India still follow the Macaulay syllabus and teach texts, texts that neither the teachers nor the students understand.

The situation in the world outside is very different; English for communication is the mantra everywhere. Outsourcing centers, call centers, medical transcription centers, book keeping for various multinational companies in different parts of the world, software development etcetera. Thousands of jobs are created all over India, in these sectors. Outsourcing arena is going to create millions of jobs in the near future for English knowing educated Indians.
Economic globalization is bringing the global market to India in a big way, and knowledge of English is helping this process. Thus India is able to provide employment to many people in BPO’s (Business Process Outsourcing). The IT – enabled services have reduced unemployment in India and provided the motivation for becoming computer and English literate.

English teaching in India has become a big business as well. Every street corner has institute for spoken English and grammar. Many centers are appointing English trainers to train people for the appropriate use of English, style polishing, accent sensitizing, accent neutralizing, fluency, and cross cultural communication. Medical transcription centres are also appointing English teacher’s, graduates who are good at spoken and written English, and are absorbed in the media and print journalism.

Highly qualified Indians are teaching English in many parts of the world- The Middle East, Africa, Hong-Kong, Singapore, Malaysia, Brunei and even the USA and the UK. it can be safely said that, English is being exported from India. It is true that competent and trained Indians are available at a “Low Rate” but considering the total population of India and the rate of educated unemployment in the country, one can readily say that computer technology, computer enabled services and English have proved to be a boon to many English educated Indians.

Moreover the English language has created a market for Indians and Indian ‘Products’ all over the world whether it is Yoga, Herbal Medicines, Indian spiritualism and Indian writing in English. There is global market for their products, provided they are marketed in English. An Indian, who uses English very confidently have become globetrotters. India has become a product in the world market and, it is said India will soon become an economic superpower due to all round progress. It is reported that many foreigners are coming to India FOR the computer
software experience, medical treatment, to learn yoga and even for employment. All because India speaks English.

1.6. Indians English

With the changing scenario and globalization it is not only the attitude and contexts that have changed, but also the content and style of the English that Indians use.

During the British rule the interaction in English was between the Indian rulers with their politicking intrigues and internal feuds for maintaining territorial control. The political usurpation of the Indian states which gave the territorial control to trade, which inducted the use of English for some restricted written functions, like writing petitions, commercial dealings, advertisement by Indian merchant etcetera. As the political domain weekend; the British bureaucracy usurped the powers of the native rulers and consequently, the communication within the domain of bureaucracy between Indian and the British. The highest officials, with their clear administrative policy, formed the bureaucracy. This helped in strengthening the link between an English education and British bureaucracy. The use of English is the print media and is literary writing started earlier than formal English education is India. The urban ‘minority use’ of English started during this period. English was then learnt and used only as foreign language in India.

There was a higher degree of comprehensibility in bureaucratic writing during this phase. The availability of English education and changes in the policy, resulted in the opening of bureaucratic jobs to Indians and the increasing bureaucratic correspondence with the British bureaucratic firmly established the bureaucratic register. The print media was used to publish essays, annual reports of colleges, others write ups and commercial advertisements. Major
domain of the use of English in India emerged during the transportation and consolidation phase. The domains were bureaucracy education, print media communication commercial and some intellectual/ literary writing.

English education, during this phase and in the consolidation phase, enabled Indians to use English to set job in the Government. English education besides feeding into the bureaucracy domain, also induced communication needs in the print media.

The crown took over from the EIC and the British Government with its various departments, and bureaucracy gradually got firmly established in the subcontinent universities. This resulted in the expansion of the use of English and its ‘show-off value’ in society. English became the language of the Government and the Indian subjects accepted the language of the rulers. This resulted in the stabilization of English and its further expansion and dissemination. English as in the previous phase was learned and used only as a foreign language and communication was between English educated Indians and the British Bureaucracy.

English language did not interact with the ‘finer and inner’ areas of life like religion, arts, social customs etcetera. Moreover English was confined to urban areas and did not make any impact on the rural/ native civilization of the subcontinent. Even in the urban areas, Indians had the problem of accommodating English with its socio economic advantages and also with the native socio cultural patterns. The bureaucratic domain became the typical ‘module’ for the impersonal style of communication and this ‘modular function’ became an important pointer to the development of English in India. The domain mainly concentrated were bureaucracy, education, print media communication, commercial, socio-intellectual and literary field.
During the dissemination phase (1904-1947), with two factors like the world wars and English going international, the intense political activity in India, the freedom struggle and the swadeshi movement changed the role and the character of English in India. During the swadeshi movement, English was gradually becoming more of a second language and being used for communication between Indians from different parts of the subcontinent.

On the third phase, Indians took a definite stand on the role of English in India. English in India was detached from the polemics of cultural confrontations and was treated as one ‘module’ in the multilingual subcontinent, according to the needs of the users. Indians handled many languages in the past and by extending the same strategy, Indians made English a domain restricted language in India.

With more and more Indians using English more Indian entrepreneurs in business and with the number of English newspapers on an increase, the use of English increased in all the domains of life. Indian writing in English also became more powerful and this included prose, poetry, fiction, non-literary, intellectual and academic writing. Thus India induced writing was on the increase.

More and more Indians were using English among themselves even in social domains. The general domains like bureaucracy, education, print-media, commercial communication, intellectual and literary writing and social communication continued in this phase, with their judiciary, legislature and other general departments, and also with their own department specific register. This also brought in the usage of number of expressions from Indian culture in Indian English.
After India’s independence, during the identity phase, the full blown bureaucratic network, a legacy of the British, was fully taken over by the English educated Indians. An institutionalized English education within the framework of the Macaulay system, particularly in higher education, started producing more and more English educated Indians to be fed in to the outer domains. The elite Indians, who struggled to oust the British, established their power over the vast majority of the masses.

There was a phenomenal expansion in areas like education and mass communication with the increase in the national and international market for English in print as well as the electronic media, and in many other domains like the commercial and social. There was a great demand for English-educated people and western technology. India was forced to catch up with the rest of the world and the English in India became more ‘internationally oriented’ than ‘British oriented’.

With the advent of the IT revolution, the movement ‘English for the masses’ gained ground and the expansion started taking place without the proper infrastructure, trained teachers and effective material. English was everywhere in India. One could come across all varieties of English in India, from a clear native variety to the bazaar variety from the standard variety to amusing specimens.

English was used as module, the English of Indians was neither a foreign language, nor a second language nor a dialect of English…… it was a ‘Modulate’ a ‘lect’ that works as a module.

English affected many literary forms in Indian languages. English is responsible for creating forms like the short story and the novel in Indian languages. In the electronic media, many programs like soap-opera, talk shows, and quiz contest are modeled on programmers in the
channels in the western process. The Indianization of English and the Englishisation of Indian languages has become part of our daily lives.

This is a continuous process that was accelerated by the onset of Globalization. It is getting more and more rigorous with more Indians going abroad and some Indians coming back to India. Even the rural areas got affected by the English wave. English in India has truly become one more tongue through which all Indian can express their multifaceted culture.

1.7. The changing role of English

Due to widespread use of English the very character of the English language is changing. During the 19th century and the first half of the 20th country English was more of a culture, race and class marked phenomenon, the IT revolution stripped the language to its bones. Now English is a tool for international communication. English is not attached with any culture but it has become international. English as the language of the information age has in a way, become culture neutral. This very apparent neutrality of the English language and its global market value has made it desirable and acceptable to a vast majority of people all over the world.

Though English was introduced in Indian colonies basically for study of culture and life stature, the market value for literary studies went down steeply in the present day world. Only effective Communication Skills in English – both spoken and written have a market value. All multinational companies, corporations and outsourcing centers ask for competence in Communication Skills and everyday use of English.

English for professional purposes, like facing interviews, writing resumes, writing reports, conducting campaigns, writing letters, participating in meetings, seminars, conferences and
discussions is in great demand. English for social roles and interacting in social contests is considered essential.

Call centers also appoint English trainers and conduct accent sensitizing and accent neutralizing programs. The ability to communicate one’s idea in English and attitudes are the expected skills from person. It is Communication Skills in English that has a worldwide market as English has become the language of business and commerce, trade and technology, journalism and media, with internet enabled services. If an individual has good and proficient communicative English then the world market is open for him for progress and business. A person with internationally intelligible language proficiency and with the gift of the gab in English will reach he learners of the world. English Literature is only one specialized subject in the field of English which is opted only by few people interested in English. There is a market only for Communication Skills in English. This situation is also been aided by institutionalism of linguistic, applied linguistics, language teaching in its various form like EFL (English as foreign language), ESL (English as a second language) & TESOL (Teaching English to speakers of others languages) etc.

1.8. English as a Global Language

With the onset of IT revolution followed by its urbanization capitalism and consumerism, life of an Indian has become urban and migratory. Men and material constituted the capital and individual became a machine. The Euro-centric universe enraged and Western nations and they became universal. Industrial life itself became accepted as a universal concept even in areas where there was no Industrial revolution. The world became Euro-centric and the two World Wars helped the establishment of Western hegemony.
With Western hegemony came IT revolution; repetitive task were shifted to machines and human beings were left with more time for self-articulation, critical and creative thinking. The electronic revolution gave birth to the postmodern world with its virtual reality. The world started ‘shrinking’ and became a ‘global village’ in terms of communication.

English as language became a part of IT revolution and with English as a language IT was by then set to conquer the world. English today is spoken by 1.5 billion people in the world and 850 million people use it as their mother tongue and rest as a foreign or second language.

‘David Crystal’s “English as Global language (1957)” gives the estimate about users of English taken from various sources. According to these estimate, of the 1.5 billion people who ‘know’ English in some or the others form, about 337 million use English as the first language (L 1) and about 350 million use it as a second language (L 2). In countries like India, Pakistan, Singapore, Malaysia and Philippine, Nigeria and Sri Lanka, there are another’s 1.5 billion people who are actually learning English. Even the European countries have started using English as common language for communication calling it ‘Euro-English’. The fact that English has become a global phenomenon has resulted in a family of its own with all kinds of varieties within the family.

The information explosion in the world that happened because of English language became the language of the info-age. English became a global commodity like oil, petrol & microchip and without which the world would come to a halt. It no longer remained the language of two nations. English has become the world’s way of communicating internationally and inter culturally just as the Christian calendar is the world’s way of tracing time, Arabic numbers are the world’s way of counting and first as the metric system us the world’s way of measuring. English language is not a language of national or cultural or class identity; it has become the language of technology, and communicational necessity.
English is the language that contains all the knowledge and information regarding all disciplines in the world and it is easier for anyone to learn one language, English in order to get access to knowledge and information, and get job opportunities anywhere in the world. English has become the language of capitalism in the present century.

1.9. Globalization and English

The spread and impact of English gave birth to another kind of colonization. Colonial rule crippled the thinking of many Indians; western values got deeply rooted in India that most educated Indians started getting enlightened by the West. The term ‘Global English’ is product of the process called globalization meant delocalization and denationalization. In the name of globalization there was only economic globalization. Global English endangered local language & culture.

Another important notion that was built up by the English using ‘Inner Circle’ nations was the myth called the native speaker. This myth was one of the pillars of the new English empire and of globalization.

The west, particularly the English speaking world wanted to keep the English-teaching industry in the hands of small group of Anglo American native speakers of English. This English itself is standard and it is race/class marked. The hegemony of the native speaker of English is felt all the time by non-native users of English.

The English tsunami came with an economic incentive backed by modern technology and had a global sweep. Employment opportunities throughout the world, the media and internet leveling status that goes with a command of English made English a sought after commodity. Today
English phenomenon has become a challenge to the strategies of the people of the Indian subcontinent.

1.10. The goals of teaching English in contemporary India

English education is fast becoming a large scale industry in post-colonial India, and English medium schools are mushrooming all over. Students are opting for English even in states where English is optional. Political parties publicly say that English must be thrown out, send their children, grandchildren to English medium public schools and they themselves use English as medium of interaction. Even literary scholars those who attack Indian writing in English do so in English.

Some observations made are as under:

- English learners in India have realized English is needed for mobility and social and economic success, English is the language of opportunities because it takes one's own community, to places where more opportunities are available for professional and economic reasons. There is a great demand for English; it has a list of surrender value and learners want to cash in on that, unfortunately our curriculum designers have not realized this and that is why there who are profit minded are doing very good business, selling English.

- English learners in India have realized that English has just about everything the human race does and all modern information in any branch of knowledge, agriculture, economics, political science, computer technology, space technology etc. It is an exploding language in a world of ‘exploding information’. Our learners are fully aware of the modernizing role of English in India,
In addition to gaining information advantage, modernization will also involve ‘The power to change the world that changes us’ times are changing and the world is changing. There are new global realities that entered in the structure of our lives, realities with profound implications of teaching and learning, for business and politics, population and environment, for human rights and human conflicts. With all these new ways are to be advised, and this means re-reading and re-writing of English texts to meet the demands of modernization. We do not want English literary culture to which was imposed on us British colonial dominations, to be put in the service of westernization and perpetuate cultural colonialism; neither have we wanted English education to perpetuate the clerk producing culture in the name of education.

The study of English should become a medium of change and produce a class of Indians, Indians in blood and color, but post-colonial in tastes, opinions, in attitudes and in intellect, and those who can talk about them in English too. Thus we can summarize the three goals of teaching:

a. English in contemporary India are Mobility
b. Modernization
c. The Projection Principle.

And as these being the long range goals of English teaching in post-colonial India, a sincere attempt is to be made to find alternative materials, methods, and evaluation systems that will promote the goals.

With above goals English learners need to search for alternative materials, methods and modes of testing in the area of English studies in post-independence India. In the field of English teaching alternative materials that will be in tune with the new perception, changing
realities, and post-colonial objectives will have to be evolved. A non-conventional approach will have to be looked beyond the classroom, beyond the textbook, and beyond the examination based on ‘prescribed texts. Ideally speaking, only skills and abilities are to be specified at the school/college level without any reference to the texts prescribed. Teachers and learners are so used to the prescribed texts that they cannot imagine teaching English without prescribed texts’. Now what is needed at this stage is a different kind of textbook that will be more of a pretext than a text a textbook that will be self-subversive so that it can ‘wither away’ learning the learners to drive confidently outside the protected area. A textbook that must stop reduction and reproduction, the text should expand and go beyond the classroom with several sub-texts in it so that the resourcefulness of teachers and learners is fully exploited. The textbooks and the texts selected or written must be so open ended that no crib writer can predict probable questions and answers.

1.11 Reasons for teaching English Language in India

The extensive spread of English necessitated the need of English Language Teaching and developments of methods and materials for its better teaching. The teaching of ELT can be divided into three distinct phases of differing lengths. The first is the foundation phase (1900-46) which covers nearly half the century and deals with the merging of four contributory strands which came together between 1915 and the start of the Second World War.

In 1946 the outcome was publicly recognized as English Language Teaching (ELT). The second phase (1946-70) is a rather complex middle stage which started with the consolidation of earlier initiatives that had been disrupted by war, following this the time after 1960’s by a period of change which radically altered the scope and structure of ELT.
In the first phase, one of the most far-reaching causes of change was the alteration in the socio-political landscape with the growing influence of the United States alongside the attainment of Independence by most of the remaining major colonial territories between 1960 and 1965.

A second cause was the arrival of applied linguistics as a source of new ideas and priorities at the same time.

The 3rd phase (1970 onwards) was with the dominant theme of the way that instruction is a new language could be designed to meet the needs of learners intending to use it for real life communication. Towards the end of the period, however, there was a growing concern for the relationship between English, now the unchallengeable global super language and the rest of the world community of languages.

Currently around the world an enormous number of people, native or non-native, young or old, are involved in the study of English. There is no doubt that English is the most widely taught, read, printed, and spoken language that world has known. It is estimated that there are approximately seventy-five regions where English is spoken either as a first language, or as an official second language in some areas of government, law and education (Crystal, 1997). In more other countries English is a priority in foreign-language teaching, even though this language has no official status. This rapid worldwide spread of English has contributed to the phenomena of diversification and varieties in English despite the recognition of English as a lingua franca, or as a standard international language that is used to communicate commonly in both a global and local sense.

Few centuries ago, English was spoken by five to seven million people and the language consisted of dialects spoken by monolinguals. Today there are more non-native speakers of
English and English has become the linguistic key which helped in opening borders: it is a global medium with local identities and messages (kachru1996:11,14). English has become the world language spoken by at least 750 million people. It is more widely spoken and written than any other language. It is indeed the first truly global language. It is the leading or additional official language in over 60 countries. English is recognized as the overall language policy of the nation.

The language has penetrated deeply in the society which has resulted in several varieties of English in India. The development of the new varieties is connected with historical and social factors. The new English’s had all their own contexts of function and usage and in turn has affected the native varieties of English.

Indian English is mainly used by the Indians and it is not their native language. It is a minority language, but yet a language of national affairs, and its status is often called into question by as Bailey puts it “not only by foreigners with their ideas of proper English, but also by Indians who remain ambivalent about its distinctive features and uncertain about its future” (Bailey 1991: 45).

The spread of English across different cultures and languages has meant the diversification of English which leads also to the problems of standardization of English.

English is widely regarded as having become the global language and will return its pre-eminence in the 21st century. The press release for the launch of the British Council’s English 2000 project in 1995, summarizes the position of English as :

“Worldwide there are over 1400 million people living in the countries where English has the official status. One out of five of the world’s population speaks English to some level of competence. Demand from the other four fifths is increasing......... By the year 2000 it estimated that over one billion people will be learning English. English is the main language of
books, newspapers, media, airports, air traffic control, international business and academic conferences, science, technology, diplomacy, sports, international competitions, pop music and advertising”. (Www English 2000, http://www.britcoun.org/ English enge2000.htm)

As the world is in transition so is the English Language and has adopted new norms since its inception. English has changed substantially in the 1500 years of its use, reflecting patterns of contact with other languages. The changing communication needs of English in India is taken into the fabric of social life, it acquires a momentum and vitality of its own, developing in ways that reflects local culture and languages. English in India is also used for more purposes than ever before. It is at the leading edge of technological and scientific development, new thinking in economics and management, new literatures and entertainment genres. This gave rise to new vocabularies, grammatical forms and ways of speaking (Hinglish) and writing. Internet is the best example to see the development of new English.

Many trends in the English language teaching are not simply driving forces; they appear to be leading in contradictory directions. On the one hand, the use of English as a global lingua franca requires intelligibility maintaining and sustaining the standards, on the other hand the increasing adoption of the language leading to local forms leads to fragmentation and diversity. Thus these competing trends gave rise to a less predictable context within which the English language will be learned and used.

As David Crystal has commented:

“There has never been a language so widely spread or spoken by so many people as English. There are therefore no precedents to help us see what happens to a language when it achieves genuine world status”. (Crystal David, 1997).
At present we have entered a period in which language and communication plays a more central role in economic, political and cultural life. The country like India promotes the global use of English is burdened with new social responsibilities, more complex public agenda, including ethical issues relating to linguistics human rights. There is an assumption that the world will eventually speak English and facilitate the cultural and economic dominance of native speaking countries. However, by the growing assertiveness of countries adopting English as a second language, that English is now their language, through which they can express their own values and identities, create their own intellectual property and export goods and offer services to other countries.

The shifting patterns of the trade and new working practices which follow globalization are affecting the use of English language in complex ways. At present there is a considerable increase in the number of people learning and using English. As the number of people using English grows, so second language speakers are drawn towards the inner circle of first language speakers and foreign-language speakers and as a result the English language diversify and countries emerge to compete with native speaking countries in both the English language teaching industry and in the global market for cultural resources and intellectual property in English.

David Graddol comments about the late modern English (c. 1950) “with Britain’s retreat from the empire local and partially standardized varieties of English have emerged in newly dependent countries”. ELT has become a major private sector industry. The US English became the dominant world variety. Worldwide English language TV channels began with the invention of internet in 1970’s. English acquired new electronic forms. (David Graddol: The Future of English ;)

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By the end of 19th century, English language got established as a global language. Communities and English speakers were settled around the world with established patterns of trade and communication. For the spread of English, the aftermath of World War II was decisive. There was a complex mix of the economic, technological, political and cultural evidence in the international domains of English at the end of the 20th century. The major international domains of English are

- Working language of International Organizations and Conferences.
- Scientific Publications
- International Banking, Economic Affairs and Trade
- Advertising for Global Brands
- Audio-Visual cultural products (e.g. Films, TV, Popular music).
- International Tourism
- Tertiary Education
- International Safety (air speak, sea speak )
- International Law
- As a Relay Language in Interpretation and Translation
- Technology Transfer
- Internet Communication.

English has been spread as a world language not only via political initiatives but also key financial institutions have been also established in the 20th century. English is now the international currency of Science and Technology. Journals shifted to publications in English language rather than in national language. A study in the 1980’s showed that nearly two-thirds of the publications were in English. Some disciplines also got affected due to globalization of the
language. Physics was the most globalized Anglophone followed by other pure sciences. Not only in the scientific publication but in book publications also English has the supremacy. Maximum number of intellectual property got produced in English language in an IPR era.

1.12. Early changes that came into Teaching of English in India:

British government’s education policy did not suggest any methodology for teaching English in India. In Missionaries, vernacular medium schools and grammar translation method WERE adopted. This method did not demand any teaching aids.

The earlier parts of 20th century saw the influence of Palmer, Sweet and Jesper on teaching of English in India. The result was the development of direct method helped in gaining proficiency in the language. English was taught incidentally in the other classes as well. Thus learners in the English medium schools became proficient communicators in the language.

During British rule English firmly got transplanted into the Indian soil. Its status was raised to official language and became a predominant medium of instruction for higher education. English became an official language but it could never attain the status of national language. Thus English other than official language was also reserved for relatively cosmopolitan behavioral situations.

In this context it would be more realistic in our approach if status of ELT be defined from a psycho-linguistic, socio-linguistic and pedagogic point of view. Thus the status of English got established somewhere between second language and foreign language more than a foreign language because of varied communicative functions performed by English and due to the fact that it is a language which has been Indianized to a considerable extent over the years of its existence in India. Less than a second language, because it is the Mother Tongue of an
insignificant minority of population, it is also now the language for the expression of our emotions.

The functional role of English as the language of Intellect and as an Intra-national and International link language is very much appreciated. No other vernacular language is going to replace English. Today everybody is eager to put their ward in English medium school and people show concern at the family standards of the language.

Since 50’s structural approach was adopted to teach English officially. The approach based on the premise that once the structures are introduced in a graded manner and these are drilled through constant practice the learners would be able to use the language in communicative situation. With this intention specialized material were created keeping in mind the structures known by the learners and the structure being introduced in that particular lesson, but the result of this method was not very good. Nothing changed and the teacher-textbook situation continued. And thus some remedial measures were introduced where Widdowson (1968) recommended introduction of communicative language teaching for ESP courses in Science and Technology.

1.13 A brief history of changing phases of Language Teaching in India:

- **1853-2003:** Here we can trace down the phases of ELT the most well-known approaches and attitudes to language in the second language classroom over the last hundred years or so. Many of the themes recycled in different forms, but each time a ‘new’ approach developed that slightly added a different perspective and expanded our understanding of ELT. All these approaches worked at some point and thus somewhere still they hold
some place in the grand pantheon of language-teaching approaches, and aware experienced teachers do use them to some extent at any given time.

• **1850 -1950:** How language was taught in most schools, grammar was taught as a set of rules after the classical languages, Latin and Greek, practice was done through written exercises. The medium of instruction was mother tongue, vocabulary was learnt via translated lists often related to the comprehension of written texts. Written text was seen as the real language, superior to the spoken version and were translated and composition in L2 was regarded as the apex of language ability. Speaking and listening were seen as less important, and mediated via ‘conversation classes’ which were tagged on as extras to the main course.

• **1890 To Date: Direct Method:** In this method teaching and listening were the most important skills; the medium of instruction was English; students learnt the most important skills; the medium of instruction was English; students learnt sequences of strictly-chosen (i.e. centrally scripted) grammatical phrases by listening and repetition; grammar rules were avoided, and replaced by phrases which of course had grammar disguised in them; vocabulary was learnt either incidentally, as part of the phrases being taught, or via lists grouped under types of situation; its modern incarnation survives in the omnipresent language phrasebooks, and the method is still the basis of lower-level teaching and successful in language schools.

• **1960 to 1970: Audio-Lingual method+ Structuralism view of Language:** A scientific version of the Direct Method; the new science of linguistic suggested that language was a set of structures and grammar rules were an illusion. It became important to focus more on these structures and vocabulary was seen as an adjunct to the structures; speaking and listening were the most important skills; the learning method was based on
behaviorist psychology- stimulus response learning; language exercises for speaking were mostly listed and repeat, and repeat (i.e. drilling), and repeat and repeat and extend; language exercises for writing were multiple choice and gap fill; thinking was discouraged, automaticity of response was favored; the language laboratory epitomized the audio-lingual approach and was meant to revolutionize language teaching. The reason that it did not do so was simply, as with computers nowadays, that most learners need people as teachers, not machines; a lasting legacy for this approach is the much loved substitution table.

- **1960 -1980: Structural –Situational Method:** This was a pragmatic version of audio-lingualism; the key difference from the audio-lingual approach was that the language presentation and practice was situationalised and so was always given social meaning; speaking and listening were the most important skills; this approach gave rise to the idea of PPP (presentation, practice, production). It was assumed that what was taught during these three stages was that the students should learn, and pundits remained focused for decades on how to optimize this process; this equation of teaching and learning is now seen as a false goal. PPP has been rubbished recently by task based methodology.

- **1970 and 1980 Humanistic Approach:** This assumption was based on the assumption that language classes were places of fear for language learners; specifically associate with: the silent way, community language learning, suggestopaedia, and total physical response. The philosophy of the humanistic approaches was valuable, and since then, it has become an essential percept of language teaching that students assimilate things best when they are talking about themselves, something now called personalization. The humanistic approach was rather dictatorial in their conference demonstrations.
• **1970 -1990: Functional syllabuses- Communicative Language Teaching:** Developing from the work of the Council of Europe in the 60’s the first tranche of the communicative revolution was based on the idea of grouping bits of language according to communicative functions like apologizing, requesting, and advising; it was rare for a direct relationship between function and language to be established because functions can be expressed by a vast range of expression and non-verbal cues; however, where a clear direct relationship could be found, it was regarded as a matter of convention only, to be used for teaching purposes, not for authentic linguistic description; these bits were called exponents so a number of conventional exponents covering the range from formal to informal, could be related to each key function, students were taught these exponents often misguidedly at the expense of grammar! No obvious method was suggested by defining the language in this way, so the listen- and –repeat, and repeat- and – extend methods persisted, and rightly so, because, as such phrases depended for their usefulness on accurate rhythm and intonation, various forms of drill lent themselves well.

• **1975-NOW: Communicative Methodology- Communicative Language Teaching 2**

The second tranche of the communicative ‘revolution’ really took off by the early 80’s, mostly radiating out from the UK; the key principle was the separation of classroom work into accuracy work and fluency work; accuracy work was for concentrating on learning new bits of language; fluency work was for getting the students to speak freely; much confusion was caused when teachers were trained to see these closely linked together, with accuracy work leading to fluency work, which is actually not possible as the basic principle of all communicative activities in the classroom, whether accuracy-based or fluency-based, was the information gap, has been very profound and real, and
has coursed every aspect of method, whether accuracy or fluency oriented; as an example of the accuracy-oriented information gap we can have communicative drills, and as an example of fluency oriented information gap students can have discussions on current topics and teacher takes a note and gives them feedback.

• **1980- Till date: Test- Teach- Test:** ‘Test- teach-test’ was an inventive variation of traditional PPP, particularly appropriate to teaching functional exponents but also adaptable to grammar points and lexis; the students are given a task such as a role play, without any prior teaching of the relevant language points, and thus this is the first phase, and if the student has problems and makes mistake, the teacher knows that they have to teach the biggest errors, and this teaching also known as presentation is the teach phase. This is followed by students further practicing these target items and this is the test phase, all in all, this is a popular and resilient piece of methodology which brings together a number of principles, and has stood the test of time.

• **1985- Till date: Negotiated Syllabus:** Mostly relevant to business and executive English students where needs are specific and focused; it has become the norm for many professionals language training organizations; based on the principle that we first find out what students want and test them to find out what they need, and then negotiate the syllabus with them; it had a good impact on general English classes also. It is especially good when the syllabus is emerging and flexible and is being negotiated on a regular basis during the whole course; because it is diametrically different from school-set syllabuses and examination oriented syllabi, it has to be applied carefully, depending on whether it is appropriate to the specific content.

• **1985- Till date: Task Based Approaches:** This is very relevant to business English teaching, and has been solidly part of business English teaching since the late 80’s; since the mid-90’s it has become much more established in General English Teaching. It is a
methodological idea which attempts to get away from Preparation Practice Presentation altogether. Students are not taught language points in advance, but rather are given communicative tasks to prepare for, these tasks require them to ask the teacher to give them whatever language bits they might need in order to fulfill the task. In Business English context, teachers tend to use the task based approach as a matter of routine, with telephonic conversations, meetings, negotiations and presentations. But this task based approach dominates teaching to the detriment of the other methodologies which have equal qualities and thus it poses a danger to other methodologies.

• **1990- Till Date: Lexical Views of Language:** As early as the 1970’s, academic linguists noticed that the language was full of set of phrases and these set of phrases are actually part of a memorized store of pre-fabricated chunks which once learnt, each native speaker has automatically at their disposal; when speaking, they said, we appear to use these chunks like single vocabulary units; since then, notably through the writings of Michael Lewis in the early 1990’s, the lexical view of language became a central plank of both business and general English teaching. It particularly affects what we teach, lexical chunks rather than single items of vocabulary and some have argued, lexical chunks in lace of grammar. Nowadays it is normal to see lexical expressions as the main lexical content of a textbook unit; a big challenge which still remains is how to prevent the lexical approach dominating teaching to the detriment of the other components of the language learning task, such as grammar, syntax and phonology.

• **1995- Till Now: Output- Feedback:** This approach mainly in the Businesses English field, is more of an attitude of mind, based on the idea of an immersive bath of communication from which useful language focus then arises, if we simply set our
students off in authentic communicative activities in the classroom, we can use the ensuing language output as data for feedback. This feedback is one form of language focus, and can take many forms such as individualized feedback sheets, overhead slides full of errors for class discussion, full scale remedial presentations. A really interesting extension of this idea is ‘Reformulate Output Lightly but Often the role of a teacher (Emerson, 1990); the teacher listens to the students discussing something, notes the problems down, and then goes through a sequence involving eliciting concept questions and guiding questions, so that the students come to a reformulated version of the selected language from their discussion. The corrected errors get recycled in a similar way if not checked, and often get repeated, over the next few lessons.

- **1995 – Till Now: Noticing also known as Conscious Rising:** Some studies into the psychology of classroom language learning showed that there is little relationship between what the teacher teaches in one lesson and what the students learn in that lesson as conscious learner; William Rutherford (1980) in the mid 80’s put forward the using of the classroom to raise students awareness gradually about the target language rather than imagine that teachers can teach it for active reproduction by endless practice. What this means, that when we do presentation and practice with students on any language item, all we are actually doing is raising the noticing ability of that language in the minds of the students. In other words, we are helping the students to notice it the next time and the next time, and little by little to take it on board in a process of successive approximation, or layered noticing. We are not teaching it for immediate active production. This awareness, i.e. raising, is therefore only the first stage of the series of stages by which the language item, and the language awareness surrounding it, passes into the
unconsciousness of the students. The concept of reformulation is very much connected with the idea of raising notice ability. The process of assimilation by the student is an unknowable and invisible process, so we don’t need to concern ourselves with it. The PPP has an important place in language teaching, not to teach the language points but to raise their notice ability in the minds of the students.

1.14 The role of modern integrated teacher today:

ELT is taught by teachers through use of all the methods today as based on the demands of the students and also with respect to the role of Globalization. All these methods are integrated for may be a specific class or group of students. Depending on the proficiency the students require merit. Teachers use translation method as it is quick and efficient to get the message across. Still grammar is taught even though no longer is it the starting point, but more as a reference point; drilling is an efficient way for students to get their mouths round the sounds and rhythm of a useful expression. Practice exercises is used to raise students’ awareness of common lexical expressions, when students listen to the tape model of a telephone call. The functional expressions are used in almost all the accuracy and fluency work; personalization is used almost all the time where the students are practicing language, preparing for a role play, or reading the newspaper. Task based approach is used when students are set for discussion role and are require to prepare their positions in groups, asking for language help from the teacher as they go along. Teachers use output- feedback for a conversation activity to produce student output and then feedback on language errors. Test-teach-test are a set of short telephone call role-play without taking much time to prepare, and this is taped and followed up with focus on telephonic phrases, which are then followed by another role-play. Noticing activities are used almost all the time, as any activity in which students are being invited to put their attention on an
aspect of language is a noticeable activity. Till date Grammaticisation activities to check the student’s individual internal grammar is progressing.

It has been a curious tendency in ELT for both the perpetrators of new ideas and for many teachers who want to dispense with the old to make way for the new. This cannot always be right. The modern teacher is able to use any approach from the past experience as long as it is appropriate and useful for the students and the syllabus demands the same. Here the term principled eclecticism is used where it suggests picking separate things from the selection available, whereas the term principled integration is more appropriate as integration, forces us to remember that everything has come from what has been before, and everything has gone before it remains relevant today.

1.15 English Language Teaching problems and issues:

From the despised instrument of oppression to the reluctantly adopted Lingua Franca to the status symbol of the upper classes to its position today as a second language, English has come a long way. As the status of some languages underwent constant reinvention, the whole ELT paradigm also travelled the complete gamut of modification. In the closing years of 20th Century, English emerged as a global language; the English classroom got transformed because of the change in the environment of the learner and also due to increased number of learners. There have been problems in adopting English as our own language because of the way it came to India. Due to its association with the British Colonizers, English started with its birth in India as not just a foreign language but as a much hated language. It still carries the baggage of Colonialism. Thomas Babington Macaulay’s goal of having a class of persons who would be “Indian in blood and color, but English in taste, in opinion, in morals and in intellect” could only be offensive. We remain apologetic about our usage of English even though our own strains have
enriched it. Our elite, including nationalist Jawaharlal Nehru, had received his education in English and conducted our dialogue for independence in English. Western education on the contrary provided Indians the ideological tools to defeat colonialism. It has become the language of the social and the elite. The number of English language institutions, particularly in smaller towns has increased and English speaking is regarded as a ticket to social and economic advancement.

The liberalization of the Indian economy brought in all kinds of reasons to learn the language, as a whole new spectrum of job opportunities opened up. New call centers, which called for trainers to equip their employees with communication skills, multinationals started recruiting marketing staff who needed to be taught spoken English. Medical transcriptions’ needed efficient translators and reporters. Those desirous of immigration to the West needed professional help for clearing tests like the TOEFL, IELTS. Hence the avenues where ELT came to be required in India are unlimited today.

The first change was observed at the social, political and economic levels. English was now not solely for the upper crust as a status symbol. The middle class reserved it for official purposes and social occasions where they wanted to leave an impression. The lower classes thought that English was beyond them and government schools made no effort to teach spoken English. However, around the year 1995, the whole paradigm began to change. The liberalization of the economy led to the advent of multinationals resulting in many developments like varied job opportunities that demanded a command on English, more English channels on the television, new media strategies, and increasing number of English publications and international lifestyles became part and parcel of Indian population heading to change trends of English Language Teaching.
1.16. Slow pace of Language development in India:

The development and evolution of ELT in India, as in any other EFL country is linked with factors that are not pedagogic alone. Today, English is not termed as a foreign language and its teaching had to take cognizance of all the factors, pedagogic or otherwise. In India, ELT pedagogy depends upon the subtle and not-so-subtle ways in which the status of English keeps changing.

There were many reasons why the developments in ELT took time to take root in India which can be studies as:

- Only around the 1980 did English achieve adequate attention from policy makers, administrators and teachers. The complete importance of English was realized only after three decades of Independence.

- There was no formal training given to teachers to teach ELT. They depended only on the available material.

- The Indian education system only concentrated on grades and not the fluency of the language. The institutes are aware and practicing CLT (Communicative Language Teaching) through available multimedia technologies. The teachers too played the role of facilitator of examinations rather than teachers of fluency and proficiency.

With the above reasons still India had the following reasons for the continuance of the language (Chandra S. (1992):

- English the Lingua Franca of the World

- English is the only link language with different parts within the country;
- English has been declared the State Language in some states like Nagaland, Mizoram in the North-East-India;

- English is preferred for inter-state communication particularly in the Southern India where linguistics diversities are greater than in any part of the country;

- Knowledge of advancements in the fields of Science and Technology made by Western countries is available in English.

- It is the only language of Trade and Commerce within and outside the country

- The West has passed through various revolutions, upheavals and crises, whereas the East has remained comparatively static and stagnant, hence backward.

- It is a language of intellectual link for West and East

- Knowledge of English enhances status and prospects;

- India has a historical association with England as they ruled our country for 300 yrs.

- A section of Indians committed to the cause of English in India;

- Development of Indian English and the availability of a sizeable literature written in English by Indians.

In spite of the slower rate of evolution, English Language Teaching in India achieved a considerable position and adopted new methods and approaches. Today ELT in India is in step with the rest of the World in elitist institutions, with the state aided system continuing the use of classical approach. Classical approach helps when classics are to be studied because in earlier times there were no texts.
ELT in India went through three major changing phases, based on its levels of the paradigm and its demands:

i. The institutions run by government had a goal and that is to provide education at an affordable and subsidized cost to the public. ELT cannot be placed at the widest end of the cone as the teachers there do not have access to latest research and materials due to their economic as well as geographic reasons. These institutions only adequately fulfilled the basic requirements. It is in the urban areas, that upgradation through teacher training revised syllabus and access to resources has taken place.

ii. The second level institutions are the semi-government (in terms of Grant in Aid) and also institutions run by private managing bodies. Mostly graduate colleges and post-graduate colleges fall into this category. Here growth and development is seen in spurts. Teachers use the latest multimedia technologies. They are aware of the learners needs and adjust their methodologies according to their needs. In these institutions, there is a mixed bag of methodologies adopted by teachers i.e. the traditional as well as the new methodology of multimedia. This is based on the economic conditions of the institutions. These are the institutions which have been equipped with state of the art language laboratories and there are institutions where no infrastructure of the smallest kind is available.

iii. The third level of institutions comprises pure Private Sector academics of commercial nature that undertake to make learners proficient English users within a stipulated period. These are the sectors that are equipped with the latest materials like interactive multimedia software. Here the teacher’s profiles are comparatively younger, resulting in increasing amounts of innovation and experimentation as far as methodology is
concerned. These institutes basically cater to the needs of students planning to study abroad and give competitive exams like IELTS, TOEFL, GRE, GMAT.

One of the changing phases of English Language Teaching was to openly adopt the new innovative teaching aids. Earlier, any kind of change in the course composite or teaching methodology would result in stiff opposition. Now this is a radical change, especially if one looks into the past. When communicative language was introduced in India in the 1980’s, it had a miserable failure for the first few years because of the lack of the right context for which it was used. This context stands established in India today, so learners are receptive and are actually encouraging more learner centered classes.

The concept of whole teaching situation started changing around the year 2000. Socio economic factors played a major role in this change which are dynamic even today. The liberalization of the Indian economy led to the entry of many International brands into the learner’s mindset, call centers, malls and trade fairs where all need young and professionally fluent speaking in English. The institutes’ and academies started mushrooming and these began offering a whole range of teaching proficiency in English from clearing the IELTS, TOEFL to speaking fluently.

The Internet played a major role in creating the resource rich environment by giving wide range of exposure to English. Becoming web savvy emerged as the need of the day and this became possible only through English. There are just a few factors that have created a panacea for the deadlock that CLT (Communicative Language Teaching) had found in itself.

1.17 Conclusion:

Today in India a whole new generation is coming up; a generation that travels a lot in English speaking countries and seek job or go for pursuing higher studies. They are moving to places
where English is the Lingua Franca and as a result, carries home to other generations the same English as a means of communication. Thus the teacher teaching English needs an empowerment in the teaching process. Unless the context is supportive to upgrade English performance of the teacher, which should be inclusive of communicative competence. No teacher training or upgrading of methodology can be productive and fruitful otherwise.

The results of all the changes reflected in the classrooms where CLT is still practiced. The whole process of curriculum change is riddled with cumbersome time-consuming procedures in India. In spite of the limited success of CLT, it has not been removed from courses, this has proved better in the long run because on one hand teachers have been able to familiarize themselves with its approach and methodology and on the other hand, the changed and the changing context has encouraged its growing success. Learners are a part of the whole context and are aware of the growing needs for proficiency, both linguistic and communicative skills in English.