CHAPTER VII

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This research has been a modest attempt to prove the hypothesis, “English is the most suited language for international integration and global communication.” As stated in the introductory chapter, it is difficult to ‘measure’ exactly the effectiveness of English, as a medium of international integration. ‘What is tangible and measurable is the number of people using or learning English currently, in various parts of the world.’ Hence, most of the chapters have dealt with estimating the presence of English in the world today, in various forms, in the backdrop of Globalization, chiefly. If English is proved to be more global than any other language now, it is to be inferred and deduced, that English is the most suited language for international integration and global communication.

As can be seen from the arguments presented, the focus of the study has been the spread of English in those countries where the attitude towards the English language was rather negative in the past. So the attitudinal changes seen in the peoples of France, Russia, China, Japan, Italy, Spain and Portugal, especially their present eagerness to learn English, are highlighted, with the help of the available data. The other major aspect dealt with, in this research is the impact of Globalization on global English. All these and the general trend noticed
all over the world will vociferously proclaim that English is the lingua franca of the global village we are in. However, before we arrive at this conclusion, it would be worthwhile to review the present position of English in some of the countries where it already had a stronghold, so that the verdict would be more convincing. Similarly, we would also look into the global presence of English in some of the countries that are not dealt with in the earlier chapters, and thereby have a panoramic view of the fast expanding ‘English-world.’

To begin with, we could review the status of English in India today and compare it with the situation in the past. During the days of British rule, English was the official language of administration and higher education. The objective of the English education as proposed by Thomas Macaulay in 1835 was “the creation of a local elite which was to be Indian in blood and colour: but English in taste in opinion, in morals and in intellect” (Gramley 438). Such policies of the British only created division in the society. The small group of ‘elites’ with English education were aliens to their own people in their own land. English was considered the language of the ‘classes’ and not the language of the masses.

After independence, it was natural that many of the freedom fighters and ‘Swadeshis’ were against the continuance of English as the language of administration and education. However, there were others who realised that English could not be rooted out of India, as it had already entered every aspect of
our common life, and even culture, to a great extent. It was at this stage that the Central Advisory Board of Education (1956), came out with a viable solution – the three language formula in School education (Bose 4). The three language formula was to promote national integration, and to provide wider language choice in the school curriculum. The three language formula was hailed as a masterly solution – a compromise between political pressure groups and the demands of a developing multilingual democracy (Hohenthal 3).

The status of English in administration was ‘associate link language’ or associate official language, until Hindi was able to take the place of English in all fields of administration, education and documentation. However, Hindi has not succeeded in taking the place of English to this day and there isn’t any sign that it would in the near future.

Much water has flowed under the bridge since then and English has emerged as the lingua franca of India, linking and integrating the people from Kanyakumari to Kashmir. Certainly English commands a greater respect today than Hindi. To consider one example, newspapers in English are published / circulated from every State and Union Territory while newspapers in Hindi are not in circulation in many States, in India.
India holds her head high today, in the midst of developed and developing nations; the political and the economic power she is wielding is on the increase day by day, thanks to the added advantage of her knowledge of English.

What was once thought of as the ultimate colonial deceit by the British to control India is now turning to be a boon in disguise for Indians, as India is fast becoming the call centre, IT and BPO capital of the world. A number of fresh university graduates in India are able to find jobs with call-centers.

India is rightly called the Asian giant today, not merely for the geographical size or the population that is exceeding a billion, but more for the innumerable IT experts, doctors, engineers and experts in every field, who render valuable service all over the world. In trade and business India is close behind China, and in some sectors of business she is ahead of China. “Large Asian business centres are increasingly interested in India, China and Vietnam, while their appetite for investment in the United States is starting to fade, according to a survey of chief executives in Asia” (“India China Emerge as Favorites for Investment”). According to reports 85 percent respondents favored China, 51 percent opted for India, and only 36 per cent investors opted for US. Nikita Doval, in her article, ‘Temptation India’, says that the world wants to know ‘what makes the country tick.’ Everyone is eager to know about India these days, especially about its cultural wealth. This interest in India is associated with the emergence of
India as significant global power. “Earlier the curiosity was whether India would survive. Now it is about where India will be tomorrow” (“Temptation India”).

What is implied here is that the rise of India to power will automatically raise the status of global English as well, not only in India but also worldwide. As it is observable, more and more countries are eager to have more trade contacts with India, these days; diplomats and representatives of France, Italy, US, Britton, Japan, Russia and many other countries visit India often in this connection. In the process English is increasingly becoming the medium of communication. One of the major features of ‘Globalization of labour’ has been the outsourcing of services to countries with cheaper labour costs. In this regard global English has helped India to have a competitive edge over other countries (Graddol, *English Next* 34). Now those countries who were lagging behind in learning English are taking the cue from India – they are busy, learning it now.

As stated already outsourcing is a predominant feature of Globalization. In earlier years the entire work of a firm was carried out in one location but now it is broken up into units, and each unit is outsourced to various centres in the world, which are able to complete the work more efficiently, and above all, more economically. According to the available data, more than two third of the outsourcing comes from English speaking countries like USA, UK, Australia and
Canada (Graddol, *English Next* 34). The implication is that knowledge of English is a prerequisite to avail the outsourcing. India is not only equipped with the knowledge of English but also able to execute the work at a lesser cost. Let us consider the following report:

**Homework tutors in India**

Each day at 4.30 am 20 well-educated Indians start work in their call centre in Kerala, India. They provide one-to-one tutorial help in subjects such as Maths and Science to Californian school children. One recent estimate suggests that over 20,000 American school children now receive e-tutoring support from India, usually through US service providers (Graddol, *English Next* 35).

It is evident that the number of people who are able to communicate in English is steadily on the increase, in India; though it was fluently spoken by a small number of elites during the colonial period, after independence it started spreading among the masses. During the 1980s, according to Braj Kachru’s estimate the percentage of people speaking English in India was between 5% but a 1997 India Today survey suggested that about one third of the population has 33% of English knowledge (Crystal, “English in the New World”).
The following chart indicates the yearly growth in the number of Tamil medium High Schools and English Medium High Schools (School Education 3):

<table>
<thead>
<tr>
<th>Year</th>
<th>Tamil Medium</th>
<th>English Medium</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991-92</td>
<td>2373</td>
<td>979</td>
</tr>
<tr>
<td>1994-95</td>
<td>2438</td>
<td>102</td>
</tr>
<tr>
<td>1998-99</td>
<td>2802</td>
<td>1406</td>
</tr>
<tr>
<td>2000-01</td>
<td>2859</td>
<td>1641</td>
</tr>
<tr>
<td>2003-04</td>
<td>2934</td>
<td>1925</td>
</tr>
<tr>
<td>2005-06</td>
<td>2918</td>
<td>2128</td>
</tr>
</tbody>
</table>

There is a significant and steady increase in the number of English Medium schools when compared with the number of Tamil Medium Schools.

The number of children attending English Medium Schools is on the increase, while those attending Tamil Medium Schools are on a declining note, inspite of the special allowances extended to them like free text books, free bus pass, free cycles and above all, the nominal school fees.
India is no more a recipient of English but a contributor to this language

Starting from Tagore, the Nobel laureate of 1913 (*Gitanjali*), to Kiran Desai, the Booker Prize winner of 2006 (*The Inheritance of Loss*), Indo-Anglian writers have been glittering in the literary firmament. Jawaharlal Nehru’s, *Glimpses of World History, Discovery of India, and An Autobiography*; Sarojini Naidu’s *Golden Threshold, and The Broken Wing*; Mulkraj Anand’s *Coolie, and Untouchables*; R.K. Narayan’s *Swamy and His Friends, The Guide* etc. are but a few samples of classics contributed to literature in English.

Some of the contemporary authors and their works may not be as widely known as the above mentioned. Here, I would like to specially mention 10 books of the contemporary authors that I have read and relished; these could be a pride and priceless possession of any of the libraries of the world:


“Indian Writing is drawing a lot of attention abroad and among publishers too” says Marina Budhos, who is teaching at the William Patterson University, USA, where one of the courses is on Indian fiction.” Salman Rushdie and Amitav Ghosh brought the first wave of interest and it has intensified now. Recently Vikram Chandra’s *Sacred Games* was released, and Suketu Mehta’s work was also a big success in the US.

There is a huge interest in India, not just for economical reasons but because the country seems to be excelling in every aspect, that there are enough reasons for the second generation Indian Americans to be proud of their Indian roots.

Considering the number of books, journals and newspapers published from various parts of the country in various languages, undoubtedly India is a champion in this field. What is striking is that in the world of English book publishing, India ranks third in the world, after the US and the UK (Kiderlen 4). By merely looking at the number of newspapers published in English we can get a picture of the status of English in India:
List of newspapers in English published in India:

1. The Indian Express
2. The Hindustan Times
3. The Hindu
4. The Times of India
5. The Statesman
6. The Pioneer
7. Deccan Herald
8. The Telegraph
9. The Tribune
10. The Sunday Observer
11. Deccan Chronicle
12. Business Line
13. Business Standard
14. Central Chronicle
15. Daily Excelsior
16. Dainik Sonar Cachar
17. Dayafter
18. Economic Times
19. Gomantak Times
20. Greater Kashmir
21. Kashmir Times
22. Kashmir Observer
23. Lokmat Times
24. Mid Day
25. Ranchi Express
26. Star of Mysore
27. The Asian Age
28. The Assam Tribune
29. The Financial Express
30. The Satyam Times
31. The Sentinel

All these facts indicate that the spread of English as a global language in India has been steadily on the increase, and more and more importance is being
given to the study of English. The Government of Tamilnadu has made it very clear that teaching of English will be given due importance, whatever be the changes brought about in educational policies.

In ‘The Report to the Nation –2006’, submitted to the Government of India, the Commission headed by Sam Petroda, has strongly recommended the uniform implementation of introducing English right from Standard I, in all the States and Union Territories of India. The Commission felt that in the background of Globalization it has become imperative to improve the standard of English, so that every student who completes +2 will be proficient in at least two languages – in mother tongue as well as English. The Commission also pointed out that inspite of teaching/learning English in Schools for the past 100 years or so, our students are not able to communicate in intelligible English at the completion of their school life. Hence, the commission has recommended to the Government to pay utmost attention to the selection of teachers handling English.

**English in Singapore**

Singapore is traditionally associated with international trade and tourism. Being a cosmopolitan city, English enjoys a privileged position in Singapore. As Singapore is a multilingual society (Chinese, Malay, Tamil), English is gaining popularity as a link language.
Although Singlish is being recognised internationally as a variety of English the Singaporeans are making earnest efforts today to stick to a common standard, so that they may be understood not only in Singapore but beyond Singapore as well. The Government has set up a Committee to monitor the “Speak Good English” movement, and annual seminars and conferences are arranged by the Committee to promote ‘good’ English. The following are just two extracts from the speeches at Speak Good English Movement – 2006:

This year, the Speak Good English Movement continues with its mission to encourage Singaporeans to speak Good English… English that is intelligible to English speakers all over the world. It is not about accent. It is about speaking grammatically correct English, so as to be understood, as our tag line this year puts it, “not only in Singapore, Malaysia and Batam” (Ann I).

In conclusion, I would like to encourage each one of us to make a conscious effort to use Standard English. To speak English well requires some conscious effort but I am sure the benefits will be worth it. Then, we will truly “Be understood. Not just in Singapore, Malaysia and Batam”. It is now my pleasure to launch the Speak English Movement 2006. Thank you” (Yew I).
Through the ‘Speak Good English Movement’ Singapore is not only updating themselves with the correct use of English but also setting an example to other countries, and reminding all about the need to speak the correct English which is intelligible internationally.

**Place of English in Israel and Palestine**

Israel and Palestine are located in a strategically significant, war torn area. They have been on war with each other, for over three decades, and this has brought in the involvement of US, UN and other peace keeping agents, and in the process, English has played a significant role as a media of communication.

After 1948, the Zionist movement has brought Jewish settlers from all over the world to Israel and along with them came the language of the regions where they were in exile. This may explain why English is gaining popularity as a lingua franca more than Hebrew or Arabic. Now there is also a fear that Hebrew may be replaced by English. Hebrew-English bilingualism is also becoming a possibility for the future in Israel (Spolsky 5).

English is the most popular language in Israel: some 80% of people learning foreign languages in Israel register for English language courses, making it the most studied foreign language, in the country, as data reveals. Spanish ranks second with 10%. French, Italian and Chinese make up the rest of the list (Yefet 1-2).
In Palestine, the role of English grew after the conquest of Palestine by British troops and between 1917 and 1948 English was the main language of the government. British rule provided a solid base for English, which has remained the Principal foreign language. As mentioned earlier the Israel-Palestine conflicts have directly and indirectly become instrumental in globalization of English in this area.

As the birth place of major world religions such as Christianity and Judaism and a place of religious significance to Islam and Bahai, Israel attracts tourists and pilgrims from all over the world. In the process Israel also becomes an agent of globalization of English. I was privileged to visit, as a pilgrim-tourist, Israel and parts of Palestine, in the year 1998. Whether in Israel or in Palestine English was the lingua franca for tourists and tourism. All the guides, shop owners or everyone in general feel at home with English, while interacting with tourists. Similarly, all the literature (leaflets, guide books, etc.) related to tourism and tourist spots in Israel as well as in Palestine-controlled territories, is in English.

The Tree of Zacheus

(Israel)
As seen in the picture (above), the history of the tree of Zacheus is explained in English first and in Arabic below that. No other language is used in communication for the benefit of those tourists who do not follow English.

As seen in the photo, other than the two local languages (Arabic and Hebrew), only English is used for the benefit of tourists. Neither French, nor Spanish nor any of the European languages (other than English) are seen at any of the tourist spots, in this area.

The place and significance of English in Hong Kong

After 156 years of British rule, Hong Kong was handed over to China on July 1, 1997. Hong Kong has been a favourite tourist spot, and so it is cosmopolitan in nature, though the population is chiefly Chinese. Being a former British colony, English is commonly used in communication.

The result of Hong Kong's merger with China could be linguistically significant: in the sense, English may be replaced by Chinese in Hong Kong, or Hong Kong may influence mainland China to learn English as a foreign language. The latter appears to be closer to the truth than the former – all evidence indicates
that the Chinese nation is busy learning English on a massive scale more than ever before (as seen in Chapter V).

To a great extent the standard of English in Hong Kong can be judged from the publications in English. *South China Morning Post, International Herald Tribune,* and *The Standard* are just a few of the leading newspapers in English, published from Hong Kong; they are of international standard (Hong Kong Newspapers 1).

**Entry of English into Madagascar** (a former French Colony)

Madagascar, a former French colony in the Indian Ocean, had only Malagasay and French, as official languages, till 2004. But the present pro-English President, Ravalumanana, has announced English as an additional language, since the year 2005. Since, then, English is introduced as a second language at the primary level, in all the schools.

The case of Madagascar is not an isolated one; countries where French had been enjoying the status of first foreign language are reconsidering their language policy now, at least in some countries. “In 1996, for example, English replaced French as the chief foreign language in schools in Algeria, a former French colony (Crystal, *English as a Global Language* 5). Pondicherry and Karaikal also could be considered as examples of places where French has been replaced by English. Being a former French colony, we would normally expect to see more number of
French medium schools than English medium schools in Pondicherry; on the contrary, there are more than 70 English medium schools here, while there are only two French medium schools. However, we do not come across any example of the reverse trend, i.e., English being replaced by French or any other language, in any part of the world.

**Papua New Guinea**

Lying to the east of Indonesia, Papua New Guinea is a group of islands occupied by more than 800 tribes, whose tribal languages are unintelligible to one another. In the version of Brother Packiaraj who has served the people of this land as an educator for many years, “The tribals of Papua New Guinea, particularly, living in the interior of the island, may wear no clothes or bare minimum clothes, but they all speak reasonably good English.” This is an example of the penetrating power of English today.

The tribals of Papua New Guinea may wear no clothes or bare minimum clothes, but they all speak reasonably good English.
This is also applicable to remote regions of Africa as well as Asia – English is spreading everywhere as never before. As in the case of India, our neighbours, Pakistan, Sri Lanka and Bangladesh are also learning English today, much more than they did there a couple of decades ago:

India, of course, is not the only Asian country which counts English as a colonial legacy. Pakistan, Bangladesh, Sri Lanka, Malaysia, Singapore, Brunei, and the Philippines all now exploit their Anglophone heritage to attract offshore contracts. As regional trade grows, encouraged by ASEAN, English is becoming an ever more valuable lingua franca in Asia (Graddol, English Next 94).

The following are a few important points from BBC’s ‘World language’ forecast:

- Researcher David Graddol says two billion people will be learning English as it becomes a truly ‘World Language.’
- This growth will see French declining internationally, while German is set to expand, particularly in Asia.
- In the year 2000, the British Council says there were about a billion English learners – but a decade later this report says, the numbers will have doubled.
- The linguistic forecast points to a surge in English learning, which could peak in 2010.
The evidences enlisted so far explicitly prove that English is the lingua franca of the world – the global village of today. The ripples of protests or propaganda raised against the emergence of English as a ‘mono lingua franca’ are too weak to stand against an English wave, that is gaining momentum at an amazing rate. There is no uncertainty regarding the global status of English; what is uncertain is the future form/forms it is likely to assume in the hands of its new masters – the global speakers. Well, variety is the spice of life; it is applicable to variety in language as well. Needless to say that the native speakers have become a minority, and as such the global English or ‘globish’ is likely to emerge as the popular version. However, care should be taken by everyone to maintain minimum common intelligibility if global English is to serve our purpose – global communication and international integration.

And finally, what is specifically ‘new’ in this thesis that has not already been proved by other researchers?

The following three points have been proved in this thesis:

1. English is being learnt, taught and used in communication by more number of people today, than any other language. Well, this point has been already proved to a large extent by many scholars. What is newly focused in this thesis is the magnitude of the momentum reached in the growth of English as a global language. While the progress of English was projected in terms of arithmetic
progression in the past, this research has highlighted the global growth of English in terms of geometric progression.

2. Again, this research has particularly made a study of the ‘attitudinal change’ noticed among the peoples of France, Japan, China, Russia, Germany and other countries, whose interest in learning English has made a significant tilt in the language balance.

3. A special concern of this research has been global communication leading to international integration. The suitability of English or any other language that can facilitate this process of integration was examined. English has been proving its internationality and accessibility, right from its inception to our internet days, and as such, deserves to be the lingua franca, more than any other language. Global English is at the disposal of the global speakers of today, willing to be of service as a medium of international integration and global communication. It is up to us to acknowledge the advantages of English and avail them for a better tomorrow.