Abstract

1. Nature and Scope of the Study

This thesis primarily deals with the postcolonial teaching of English in India. It analyses the present scenario of the global diffusion of English and its resultant diversification of English. It tries to explain the reasons behind the nativization of English, which in turn leads to the birth of varieties. The inadequacy of English to represent all the cultures is also probed into. Yet another area of its concern is the intelligibility issues arising from the nativization of the language. When English is transplanted to an alien land it adapts itself to suit the culture of the new soil. This adaptation along with the transfers from the local languages makes one variety of English different from the other-be it native or non-native. Thus, there can be causes of unintelligibility when users of two varieties communicate. This study also looks critically at the relevance of emulating the native speaker norms. It highlights the need to move away from exonormative approaches to more endonormative ones. Further, it presents some suggestions to teachers, curriculum developers, material producers, planners and testers and highlights the need to make the teaching of English more learner-centered and realistic in order to promote their (the learners’) communicative competence.

2. Significance of the Study

The significance of this study lies in the fact that there is an unprecedented need for international communication in the present world of globalization. People are on the move as never before and there is a lot of communication taking place among communities unknown to each other at one point of time. The medium of international and sometimes even intranational communication today is English. However, not all these communities speak the same kind or variety of English. Unless the Indian learners of English develop their
communicative competence, they are sure to fail on international platforms. There is a need to switch from bookish language to live language of real life. Intelligibility has to be maintained for successful communication. Moreover, they also need to be aware of the varying pragmatic aspects of the varieties of English. To achieve this there is a need to reorient the teaching of English in India. This study comes out with some proposals in this line, which I believe will be of importance to those involved in the teaching of English in the country.

3. Limitations of the Study

This study has not probed much into the major differences among the Indian varieties of English. A list of those differences would be helpful to minimize intelligibility problems among Indian speakers of English and thus promote intranational communication. The attitudes to the intranational varieties are also not a part of this thesis. It also does not talk much about the changes to be made in teacher training programmes. This study has left out the effectiveness of the English medium schools mushrooming in all the corners of the country. It also fails to test the intelligibility of General Indian English to speakers of other varieties.

4. Hypotheses and Research Questions

A) The objectives of teaching English in the postcolonial India cannot be the same as those in the colonial India. When the socio-politico-economic scenario has changed how can the objectives of teaching English remain the same? When there is a need to communicate in English, should not the teaching of English cater to that? Is it enough that the Indian learners
of English still talk of literature, literary periods and Greek mythology but fail to communicate in English in day to day life?

B) Nativization of the English language should not exceed limits. Nativization is unavoidable as English is inadequate to represent all the cultures. However, if nativization is unharnessed, will it not defeat the very purpose of English as an international language? What would be the use of mutually unintelligible languages called Englishes? Are there any core features of communication that can secure intelligibility? If yes, what are they?

C) There is a need to move from exonormativism to endonormativism. There was a time when English used to be the language of the English. But now, there are questions raised about the ownership of the language. Whose language actually is English? Do the three concentric inner outer and expanding circles of English users, as represented by Kachru, always remain the same? Should the native speaker be always a model to be emulated? What should be the role of the educated nativized variety of English in education? Can General Indian English be a model for the Indian learners of English? Should India still depend on imported materials and methods? Can homogeneous methods and materials be effective in all the cultures?

In short, this study tries to find out whether the global diffusion of English has had any impact on English as a language and if yes, what its implications on the teaching of English in India are.

5. Methods and Procedures

Keeping in line with the cumulative tradition in research, I have surveyed the works of many eminent scholars in ELT and sociolinguistics. I have problematized some of their ideas and tried to assess their relevance and suitability in the Indian context. I have also made reflective
observations of the ELT practices in the country. In addition, I have referred to many documents such as Macaulay’s minutes and NCERT reports on education in India. I have also interviewed both native and non-native speaker teachers of English mainly to test intelligibility related issues. Many articles published in the Internet are also referred to. The documentation style followed is that of APA 6th edition.

6. Implications of the Study
This study has its implications on many areas of English Language Teaching. Keeping the changed global scenario of decolonization, democratization and globalization as the backdrop, it discusses the changes to be made in the various areas of ELT. Through a discussion of a very broad spectrum of issues concerning second/foreign language pedagogy, it discusses the need to redefine the objectives of teaching English in India. It offers suggestions for teachers, curriculum developers, syllabus designers, material writers and testers and policy makers.

7. Synopsis
The present study is divided into five chapters. The first chapter mainly discusses two important issues. The first issue is that of the global spread of English. The diffusion of English can be described using the analogy of three concentric circles- inner, outer and expanding circles. The inner circle comprises countries such as Britain, The USA, Australia and Canada where English is the first language of the people. The outer circle consists of countries like India, Singapore, Kenya and Nigeria where English is nearly a second language. Countries like Korea, china, Japan etc., fall within the expanding circle where English is a foreign language. This chapter also looks at the various factors that worked
behind the global spread of English. It critically analyses the three-circle concept to see if there is a merging of the circles taking place. It looks at the status of English both as a native language and as a non-native language. The native speaker-non-native speaker concepts are also discussed in this part.

The second issue discussed in the first chapter is that of the attitudes to varieties of English. The new varieties of English are perceived positively as well as negatively. There are people (both native and non-native speakers) who think that the new varieties are substandard, inadequate and even contaminated. On the other hand, there are people who legitimize and even celebrate the new varieties. The second part of the chapter is a discussion of such differing views on the varieties. It also briefly looks at the changing views in the attitude to these varieties.

**The second chapter** is a discussion of the nativization of the English language. The outer and expanding circle countries have adopted and adapted English and have changed it to enable it to express native cultures. In other words, the English language has acquired new formal properties in order to be able to satisfy culture specific speech functions. Thus, English in these countries is a twice born language. It is nativized as per the needs of the new soil of its transplantation. This chapter first looks at the various stages through which nativization takes place. It also discusses the reasons for such nativization. It further discusses nativization at different levels such as lexis, grammar, phonology and discourse.

**The third chapter** elaborates on the issue of intelligibility. This chapter is an attempt to explore phonological, grammatical, lexical and pragmatic deviations, which may hamper
intelligibility of the new varieties. The chapter also explains the general notion of intelligibility and moves on to see how scholars differ in their opinions on the concept of intelligibility. It also highlights the shift from the one sided perspective on intelligibility to the two sided perspective on intelligibility. Earlier the onus of intelligibility was on the shoulders of the non-native speaker. As a result, it was the responsibility of the non-native speaker to approximate the native speaker English in terms of vocabulary, grammar, accent and pragmatics. The non-native speaker was expected to know the native speaker pattern of communication. The failure was always attributed to the non-native speaker. However, the one sided view of intelligibility is gradually being replaced by a reciprocal perspective on intelligibility. Hence, the onus of understanding non-native variety is equally with the native speaker. In other words, intelligibility is a common pursuit cherished by the native as well as the non-native speaker.

The fourth chapter focuses on the shifting of paradigms in English and English Language Teaching. In the postcolonial world of democratization and globalization, the onetime rejected varieties of English have emerged to prominence. As the colonies write back, the native speaker norms are not so much adhered to. There cannot be any universal pragmatics to explain each variety. Varieties are to be viewed within their own cultural frameworks and not in the framework of the native speaker countries. In addition, the extended use of English in the non-native lands and the amount of literary production taking place in English there have made the no-native varieties an unavoidable reality. Thus, they have moved from rejection to acceptance
There have also been changes in the teaching of English in the decolonized India, especially, in the wake of globalization and greater democratization. This chapter considers the shift from paradigms of dependence to independence and the move from external norms to internal norms.

The fifth chapter is the concluding chapter. The first part of this chapter presents the various implications of the issues discussed in the previous chapters on English Language Teaching in India. First of all, it highlights the need to redefine the objective of teaching English in India. It makes certain suggestions with regard to the framing of some new courses to the benefit of the exposure-deprived learners hailing from the rural areas of India. The chapter also proposes that there should be culture specific teaching materials and methodologies with a focus to develop the communicative competence of the learners. There are also suggestions to improve the system of testing. In general, it offers suggestions for curriculum developers, syllabus designers, material writers and testers.

The second part presents the scope for further research. It suggests a few ELT related areas such as the ELT pedagogy in India, the efficacy of the teaching/learning materials in equipping the learners with the competency required for the job market and the appropriacy of teacher training/development programmes in the globalized India.