Chapter 4
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Language in Use

4.1. Introduction

Linguistic studies envisage that the study of language can be approached through different parameters. These approaches emphasize on different aspects of language like the structure of language (phonetic, morphological, syntactic level, etc.), the knowledge of language by native speakers (linguistic competence), the study of language in use, child language acquisition, the linguistic and socio-psychological behavior of the speaker, the relationship between language and culture, the socialization process which takes place by the development of language by which he/she becomes the member of that particular social group, and the like areas.

Twentieth Century linguistics has received a major importance from the theories propounded by the linguistic scientists like Ferdenard de Saussure (1916), Bloomfield (1933), Harris (1951), Chomsky (1957) and others. Gleason describes the approach to language study in the following words, “… language has so many interrelationships with various aspects of human life that can be studied from numerous point of views. All are valid and useful as well as interesting in themselves. Linguistics is a science which is an attempt to understand language from the point of view of its internal structure.” (1916: 2)

Chomsky has developed the similar notion of language studies. Chomsky’s approach to the study of language “is based on the assumption that knowledge of language can be properly characterized by means of a generative grammar, i.e. a system of rules and principles that assign structural description to the linguistic expressions.” (Chomsky
This approach studies the language of ideal native speaker in a homogenous speech community. As Chomsky states, “Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogenous speech-community, who knows its language perfectly and is unaffected by such genetically irrelevant conditions as many limitations, distractions, shifts of attention and interest and errors (random and characteristic) in applying his knowledge of the language in actual performance.” (1965: 3). For Chomsky, the objective of investigation has been universal grammar discover the ability to produce grammatical sentences that are constrained by the principles and parameters. This theory later developed into linguistic competence. However, this approach to the study of language gives rise to certain question for many scholars. Like Bernstein finds out the limitations of Chomsky’s view and enunciates it as follows: “Chomsky’s own words reveal what is inadequate in this concept: the ideal speaker-listener in a completely homogenous speech community ... ideal speaker by definition do not exist, and completely homogenous speech community must be just a rare”. (1975:22).

Fillmore states, “The decision to define the set of grammatical sentences in a language as the data to be explained by a theory of grammar ... requires a reliance on certain sorts of intuitive judgments of native speakers. Unhappily, generative grammarian is that his students and his critics are forever conceiving situations in which the sentences he had need to believe were grammatical turned out to be completely appropriate.” (1972: 273-74). Therefore, is it possible to calculate the exact set of grammatical sentences in a language by the native speaker?

Second, is it possible to describe language without its use in actual situation or socio-cultural setup? For example, an isolated grammatical sentence which seems ambiguous can be disambiguated with the help of the context. Similarly, a grammatical sentence in its actual use seems to be inappropriate as even within the single speech
community there exists many varieties of language which are determined by geographical, social, religious factors etc. like if a person uses low form variety in formal situation is considered inappropriate. Therefore, Fillmore rightly says that “a theory of grammar must be informed by a theory of conversation ...” (ibid: 75)

Third, languages/varieties of language do frequently come into contact with each other under different situations and for varying length of time. As a result of such contact situations give chance to language to undergo through a process of change due to various contact phenomenon e.g., borrowing, code-switching, code-mixing, pidiginization, creolization etc.

Therefore, the study of language use in its social context emphasizes on the relation between form and the function; presence of different varieties of language(s) in a given area; the socio-cultural context of utterance; the relationship between the speaker and the hearer; the language attitude relationship between language and culture should also be the focus of the study of language.

The approaches developed so far for the study of language in social context vary slightly in their perspective for different scholars. The main exponents of variation based language study are Labov and Trudgill. Labov is the proponent of one of the major sociolinguistic theory which states that “there are no single style speakers” (1970:180). Labov (1966) investigated the variability in use of language in New York City where English was dominant language. Also, Labov (1966) and Trudgill (1974a) have worked with stable societies mostly and were able to introduce the concepts like variable rule. However, it did not take into account the variability of language use in more complex societies which are bilingual or multilingual communities. De Camp 1971, Bickerton 1971, Le Page and Tabourat-Keller 1979, Dittmar 1976 and others, who worked on unstable and complex societies, have criticized Labov’s concept of ‘Variable rule’.
Dittmar states that, “it is not clear whether they reflect speaker’s basic capabilities or merely temporary manifestations of their speech behaviour” (1976:184). In fact Labov himself was aware of the difficulties involved in the analysis of verbal behaviour of unstable and complex societies. He has quoted a passage with Code-mixing from the speech of a New York Peurto-Rican bilingual and states, “so far no one has been able to show that such rapid alternation is governed by any systematic rules or constraints, and we therefore must describe it as the irregular mixture of two distinct systems”. (1971:457)

Another important notion of ‘Communicative Competence’ was developed by Dell Hymes, which means the knowledge of using of linguistic forms appropriately. Hymes (1971b) states, “to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when, where, in what manner. In short, a child becomes to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitude, values and motivations concerning language, its features and uses, and integral with competence for, attitudes towards, the interrelation of language with other code of communicative conduct.” (quoted in Hudson 1980: 220)

Sociolinguistics is mainly concerned for accounting the linguistic diversity and discovers the principles that govern language use. Bright states, “although sociolinguistics derive much of their approach from structural linguistics, at the same time they break sharply with one linguistic trend. This is the approach which treated languages as completely uniform, homogenous or monolithic in their structure; in this view. Now coming to be recognized as a pernicious one, differences in speech habits found within a community were swept under the rug as ‘free variation’. One of the major task of sociolinguistics is to show that such variation or diversity is not in fact
‘free’, but is correlated with systematic social differences. In this and in still larger ways, linguistic DIVERSITY is precisely the subject matter of sociolinguistics.” (1966: 1). Similarly, Fishman and other developed another perspective on the study of language in its social context with sociological dimensions like Fishman defines ‘Sociology of language’ as “the entire gamut of topics related to the social organization of language behaviour including not only language per se but also language attitude and overt behaviours towards language and towards language users”. (1972:1). This statement of Fishman can cover several aspects like diglossia, bilingualism/multilingualism, anthropological linguistics, socio- psychological dimensions of language, language loyalty, language behaviour of mono/bilingual, etc. Fishman also (as mentioned in chapter 2), extended the notion of diglossia introduced by Furguson (1959 and 1960) to characterize different bi/multilingual situations.

4.2. Language in Use

Language is undoubtedly an indispensable tool for communication between individuals. At the same time, it “has no existence independent of those who speak it” (Le Page 1967:143). It does not only serve purpose of communication, but other important aspects of human life are associated with it. For example, the development of language is also part of socialization process by which a child becomes a member of particular group. Language use is related to ethnic, class, or gender identities. The socio-psychological factors operating by the use of languages or varieties of language for the process of socialization can also be developed by its active role in media, education and trade. Therefore, in the acquisition of the variations and characteristic features through languages in framework of cultural and linguistic identity, the use of the particular language in the domains like media and education becomes obligatory for these institutions.

4.2.1. Language use in Media
All the types of mass media are the means of communication. Communication is understood as disseminating facts, information, knowledge, thought, and beliefs. At present, the modern mass media which includes traditional media like the puppet show, concerts, drama, dance; print media like newspapers, journals, magazines, pamphlets etc, electronic media like radio, television, cinema, and computer and inter-personal communication media like post cards and cell phones, pagers, telegraphs, teleprinters, and telephones. All forms, language in one or the other form is used to communicate and all lay impact in language use. Therefore, the primacy in communication is for language in all most all kinds of mass media. Appropriate and effective use of a particular language will make it easy to attain the goal successfully for communication. There is a necessity about the issues related with the use of language. In the present hi-tech world it is necessary to understand more appropriately different issues related with the nature of language. Language is also considerably significant tool to invigorate media, therefore it is the need in the present global context to explore various dimensions of language related with media. Thus, language education is very essential substance for the effective and proper utilization of mass media. The effective media, be it electronic, print or traditional demands full competence in language so as to convey the message to the audience appropriately. The use of the communication through media acts as vital tool for the exchange of information among the people in this modernized world. Certain examples of the uses of media are: educating about the cultural heritage and tradition; importance of mother tongue which constitute essential part of culture; importance of rights and duties of a citizen; keep informing about the new trends of the life style; receiving current information about world; sets the agenda to discuss global issues; acts as entertainer; links to other members of the audience across different societies; and the like. In this perspective media becomes just one medium of expression of many cultural, political and social issues reveals many facts for example the communities political desires, cultural, linguistic or ethnic identity and the
socio-psychological setting. This founds the idea that mass media and language cannot be separated from each other. In recent years, one finds fast growth in the publication of Newspapers, expansion in cinema, tremendously expansion in radio and television technology, and most importantly entry of computer has far reaching effect on the societies. Radio, television, and cinema are accessible to both literates and illiterates. They entertain people in both major cities as well as remote areas that are not within the reach of newspapers. The listening to songs on 92.7 FM and vividh bharti’s, watching of Hindi/Urdu feature films and serial, live telecast/broadcast of cricket match has become common almost everywhere. However, computer and newspapers where the contents are presented in written form is accessible for those who have some percent of literacy. Thus the current horizons of media make one to feel that language education to the audience, readers, and spectators is very essential. In India, various languages and varieties of language are in competition with each other to draw the attention of the public. These forms range from the extremely informal style of speech found in the radio and the cinema to the formal styles found in newspapers and news broadcasts. Different styles of language(s) perform different functions in society. In monolingual communities the language of medium of instruction, education, administration, trade etc has also been uniformly followed as the language of media. The language of people is also the language of the media. However, in multilingual communities, it is relatively difficult to find the functions of languages played in different domains. For example, in India, Language use in mass media in turn “play[s] a significant role in and influence over the interplay of different languages in India. Broadly, there are three trends that are discernible today. English remains the vehicle for success and power and increasingly, the language of cultural expression of the elites; Hindi continues its forward march as a language commonly understood all across the country even if its official status and patronage has been counterproductive in many ways; and, the regional language (particularly those which are the recognized languages of particularly States) have been
thriving as language of education and administration as well as cultural expression reflected in the media.” (Gosh 2001:117). Subsequently, the styles of standard languages constantly undergo changes in status and development through the impact of various mode of mass communication in media.

Therefore media is acting as a source for formal education that extends institutional support for a language to survive and get standardized. It has proved as one of the most powerful motivation that can influence linguistic norms and linguistic attitudes. The different styles of language used in newspaper, television broadcasts, radio, cinema etc. add to the linguistic knowledge of audience. Interestingly as the language is a part of culture, the internalization of language through media exposure will also help in cultural awareness. Thus there is inter-relationship and reinforcement between language and culture. The measures of media exposure keep the literacy rate in check. This can be imagined by accounting the media exposure and penetration among people. For this purpose, the survey, National Readership Study (NRS), is conducted every year in order to measures the exposure and penetration in different sections of India. It has been found that, “The National Readership Study 2006 (NRS 2006) in India is the largest survey of its kind in the world, with a sample size of 2, 84,373 house-to-house interviews to measure the media exposure and consumer product penetration in both urban and rural India - and of course the estimated readership of publications. The study covers 535 publications of which 230 are dailies and 305 are magazines.” (http://www.hindu.com/nic/nrs.htm). Some of the important findings about increase in the demand, reachability, readability, accessibility and availability of the newspapers- daily and weeklies, magazines, satellite transmission, radio transmission, cinemas, internet, mobile phones in both rural and urban region of India are as follows:

*Highlights from NRS 2006*
• “The reach of the press medium (dailies and magazines combined) has increased from 216 million to 222 million over the last one year.

• As a proportion however, press reach has stabilized in urban India - at 45%. Press reach in rural India has also stayed the same at 19% --needless to say, on a much larger population base. The number of readers in rural India (110 million) is now roughly equal to that in urban India (112 million).

• Dailies have driven this growth in the press medium, their reach rising as a proportion of all individuals aged 12 years and above - which is the universe defined for NRS - from 24% to 25%. Magazines have declined in reach from 9% to 8% over the last one year.

• The time spent reading has remained the same - at 39 minutes daily on an average per day over the last year. But there has been increase in urban India (from 41 to 44 minutes daily) and decrease in rural India (from 36 to 35 minutes daily).

• Literacy as measured in the NRS has risen from 69.9% to 71.1% over the last year. The rate of growth has been marginally lower urban areas (84.4% to 85.3%) than in rural areas (63.6% to 64.8%). One would expect this to boost the market for the press medium.

• Satellite TV has grown considerably in reach - from 207 million individuals watching in an average week in 2005 to as many as 230 million individuals in 2006 - further expanding its lead over the number of readers.

• Radio is one medium that has shown considerable resurgence. Its reach has increased from 23% to 27% of the population listening to any station in the average week. Almost equaling the number of readers.
• Radio FM has driven this explosion in reach - from 76 million individuals listening in an average week in 2005 to as many as 119 million individuals in 2006 - a 55% increase over last year.

• Cinema has, on the surface, declined sharply from 51 million individuals going regularly to the movies (at least once a month) to 39 million. This has been the story for years now. However, the cinema audience seems to have been reversed in urban India - from 23 million regular theatre-goers last year NRS now estimates there are 25 million. As a proportion this means a marginal increase from 9.6% to 10.0%.

• The Internet as a medium seems to have paused on its growth trajectory. From 7.2 million users who logged in every week last year, the number has grown, though only to 9.4 million. As proportions, these represent 0.9% and 1.2% of India’s 12 years plus population. However, urban India has shown faster growth in internet reach - from 2.3% to 3.4%.

• Mobile phones must now be given their due place as media. Reach of this medium - as measured by the proportion of the population accessing value-added-features (VAS) at least once a week - has grown from 1.1% last year to 2.7% -- translating to nearly 22 million individuals.

• If there is one overall conclusion, it is that the press medium must watch emerging media closely. The NRS has the data points to indicate media consumption amongst consumers from all walks of life. It is also worth remembering that, socio-culturally speaking, India is like a couple of dozen countries with a total of sixteen official languages and wide disparities in living standards - the complexity of the Indian media market would rival those of Europe if taken as a whole.”

(http://www.hindu.com/nic/nrs.htm)
Importantly the survey also conducted on the growing interest of the audiences that is captured by different topics in mass media in both urban and rural areas. According to this NRS:

“Reader engagement is a growing concern for many media owners. With this in mind, the NRS has - for the first time in India - attempted to capture the topics that interest readers across different strata of society. Apart from News and Politics, Sports is the topic of interest among readers. This is followed by Films & TV Serials. While the level of interest among urban audiences is predictably higher than among rural audiences, it is remarkable that urban and rural up-market readers ... exhibit very similar patterns.” (http://www.hindu.com/nic/nrs.htm)

4.2.2. Language Use in Newspapers in India.

The government of India attempts to absorb the linguistic diversity spoken by common people by establishing and promoting to regional language press in India. The Press Acts against vernacular press in British India actually helped the people to seek greater freedom and ultimately independence from Britain. Political, social, and economic revolutions in India are closely related to the active involvement and development of newspapers in Indian languages. Yet the dominance of English in India is to some extent a continued policy. The readability of the information presented in Indian languages in newspapers always had been the focus. But language alone does not help a newspaper to increase its sale in the market place. Of the different mass media, newspapers assume great importance as they deal every day with dissemination of current information pertaining to issues related to social, economic, political and cultural, both at national and international levels.

A headline, in a newspaper abbreviates the news of the day in a summarized form, which facilitates the reader with quick look and comprehension. The choice of expression plays a vital role in making the headlines more attractive and effective. Thus
language plays a prominent part and it aims at educating the reader. The newspapers are educators of the literate public. Now-a-days the readability of newspapers is growing rapidly and widely. Thus there is the steady and expanding process of language education through newspapers. Most of the educated families in India make it a point to read the English daily newspaper in order to develop reading and understanding skills of English language. Some are of the belief that this practice will give the information not only about the world affairs but add the linguistic knowledge and awareness of the language(s). Language in newspaper will also help to promote their cultural/linguistic/religious identity. Many news agencies in the view the language attitude of the people towards language(s) of reader towards a particular language of the newspapers make language choice of language. This positive and negative attitude towards the languages is found in the selection of language(s) for newspapers. Moreover, if the native language of any society left out for print media or is given a limited space in print or electronic media adds more to develop the negative attitude towards the language. Therefore, the Government Press and Private News Agencies should aim at the language used for not only in terms of news content and language education but also in terms of linguistic awareness and development of positive attitude towards their native language. There is a tremendous increase in readability with increase in literacy in different languages. However, the increasing interest is limited to a few languages, global language, national language and in certain place regional language. National readership survey from time to time refreshes their records about the readability in different language and in different areas, and spent on reading as under:

“NRS 2006 - DETAILED FINDINGS

Press adds 7 million readers over the last year."
• Dailies continue to grow, adding 12.6 million readers from last year to reach 203.6 million while there has been a drop of 7.1 million magazine readers. It must be remembered that this refers only to mainstream magazines. A host of niche titles that continue to be launched regularly are not fielded and their collective readership estimate is outside the purview of the study.

• Over the last 3 years the number of readers of dailies and magazines put together among those aged 12 years and above has grown from 216 mn to 222 mn - a growth of almost 3% over last year.

• There is still significant scope for growth, as 359 million people who can read and understand any language do not read any publication. Of this 359 million, 68% read Hindi...

• The Hindi belt has been witness to intense activity from large dailies and is an indicator of the general growth in the vernacular dailies segment. To elaborate, vernacular dailies have grown from 191.0 million readers to 203.6 million while English dailies have stagnated at around 21 million.

• Magazines overall show a decline in the reader base, both in urban and rural India. The reach of magazines has declined from 75 mn in 2005 to 68 mn in 2006. Magazines have lost 12% of their reach since 2005.

**The battle heats up in English & Hindi Dailies arena**

• There are now two dailies that have captured more than 2 crore readers - Dainik Jagran (with 2.12 crores) and Dainik Bhaskar (with 2.10 crores). The gap between Dainik Jagran & Danik Bhaskar has reduced from 38 lakh readers to 2 lakh readers this year.

• The Times of India is the most read English Daily with 7.4 mn readers, but The Hindu has taken the second spot with 4.05 mn readers, pushing Hindustan Times, to the
third spot with an estimated readership of 3.85 mn. Though Hindustan Times adding 3.6 lakh new readers in Mumbai, it has but lost readership in U.P. and Punjab.

Press increases its share of urban media day

- Today the average urban adult spends 44 minutes per day reading dailies and magazines. The average reading time used to be 41 minutes.” [italics added] (NRS 2006 http://www.hindu.com/nic/nrs.htm)

4.2.3. Language use in Radio in India.

In multilingual, multiracial, multicultural and multiethnic nations, radio took an important role in cultural heritage. In India, “Like the other mass, radio has a dual role related both to culture and to information. In the pre-Independence period, the cultural aspect of radio was perhaps less significant than its use to convey news and information. This may have been partly due to the attitude of the British to Indian culture generally – applauding the ancient, promoting Sanskrit and Persian scholarship, but neglecting the excepting for the practical needs of day-to-day communication.

When the country got Independence in 1947, there were six All India Radio (AIR) stations and a few more broadcasting set-ups in some of the princely states. Today AIR has 114 Regional Stations and 73 Local (district) stations. The estimated number of radio sets in the country in 111 million, a substantial proportion of them being in the rural areas. AIR broadcasts programmes not only in all regional languages of the country but also in several tribal languages [Radio Kashmir is one of the example]”. (Gosh 2001:133)

Radio has greater potential in mass communication than the newspaper for two reasons. Firstly, it reaches even the remote corners of the country and has no physical barrier. Secondly, it imparts language education and provides entertainment and disseminates information to both literate and illiterate listeners. Previously, Radio was under Government control for fear use and influence. Recently various private
companies e.g. Reliance, have launched privately owned radio stations with their own programs of broadcasts all over the country. The range of programmes includes a wide variety of educational, cultural and entertainment items, aimed at a broad spectrum of classes of people.

In government-controlled radio stations, broadcasting is done in most of the Indian languages. Radio Kashmir, Srinagar broadcast programmes in 8 languages. It broadcasts programmes for farmers and workers, where the hosts use the rural or peasantry style of Kashmiri language. The use of Kashmiri language usually dominates the radio programmes in Radio Kashmir Station, Srinagar. The programmes in Kashmiri language show breakup into urban/rural speech, Pandit/Muslim, educated/uneducated speech. The style shift is consciously engineered by programme organizers to suit the linguistic taste of the audience to whom particular programme is found to be suitable. There is balance in the broadcasts that suit the audience for which these are intended.

But in the present global scenario, broadcasting language in private stations is not appropriate use of language for promotion and support of indigenous languages, as it should be. Radio has a major role to play in language education. As the language used in radio has got impact on new generation very much. News broadcasts and other entertaining programmes if broadcasted in indigenous languages educate people about using the formal and informal language. The practice by listening the newsreaders are also listened for the purpose of standard pronunciation values to the phonemes, words, phrases, and sentences.

4.2.4. Language use in Television in India

Television is the audio-visual media. The additional advantage of television is of being able to involve visual sense to reinforce the information being presented in both formal and informal spoken form of language. Even in this field, language education plays a vital role. The potential of television as an educative device is very great. But exploiting
This potential depends upon the choice of appropriate language. In 1990s, the television growth hit radio after the availability of satellite channels. There is hard competition between the terrestrial and cable and satellite channels. According to NRS (2006):

“The growth in C&S [cable and satellite] penetration is more than the growth in TV owning homes

- Television now reaches 112 mn Indian homes reflecting a growth of 3.2% over last year.
- Homes with access to C&S have increased by 12% from 61 mn to 68 mn.
- C&S reach has now penetrated 61% of all TV homes up from 56% last year.” (NRS 2006 http://www.hindu.com/nic/nrs.htm)

TV & C&S dominate in Southern States

- Tamil Nadu, Karnataka and Andhra Pradesh dominate the markets with TV reach of 76.2%, 76.2% and 78% respectively.

These States also have high penetration of Cable & Satellite i.e. 60%, 53% and 59% respectively. (NRS 2006 http://www.hindu.com/nic/nrs.htm)

Color TV now matches the rapid pace of cable and satellite growth

- Homes with color TV have increased from 58 mn to 64 mn in C&S.” (NRS 2006 http://www.hindu.com/nic/nrs.htm)

The satellite TV offers a dazzling array of channels and programme choices in many different languages. The language used in TV programs telecast through cables and satellites transmission, therefore will influence its audience also. The divide between the literate and less literate or non-literate classes is covered up in the television media.
Media discourse provides a fertile ground for traditional cultural learning, unfortunately, it provides opportunities to entertain and educate the viewers about the westernized culture in modern ways that work against traditional values. And, TV is more cinema-centered than radio. Entertainment takes precedence in TV. Privately owned TV channels often follow the models set by the international channels and presents their culture.

### 4.2.5. Language use in Cinema in India.

The language of cinema, on the whole, is more accessible to the average person than that of other media. The movies, in general, make use of colloquial style of speech. The language of the cinema, like that of other media, also shows considerable variation. The cinema, being closer to informal popular speech, has two advantages: (1) It appeals to mass audience, and (2) it portrays everyday situations, therefore, in such context, popular language is more appropriate than the more formal variety except certain classical films.

“Culturally speaking, Hindi films have created a pan-Indian audience notwithstanding the political alienation of other language groups, particularly in the south. The genre of the ‘escapist’ entertainment provided by the formula Hindi films has popularized the Hindi language so that it is today the most widely understood language in the country-albeit with regional variation and a smattering of local vocabulary. Hindi film music has also freely drawn from the rich cultural heritage of the regional folk music thereby fostering a sense of common identity”. (Gosh 2001:135-136). And Urdu songs based on Urdu poetry is also functional language in Hindi films. But on the contrary, very few regional language particularly Telgu, Marathi etc are competing with the current scenario that help in some standing position. There is, however, a serious problem with the other Indian languages. Otherwise it would have been useful for natives watching a
movie in their indigenous language(s) in order to improve the competence and positive attitude in mother tongue.

4.2.6. Language use in Computers

Internet is acting as an important instrument for circulating English around the globe. The consensus is that Internet users in languages other than English will exceed internet users in English-language within the next few years like French, Arabic, Spanish etc. However, As far as India is concerned, efforts are being made to develop contents especially in Hindi and other languages. And yet, it is a fact that the presence of Indian languages in the world-wide-web is more significant than any other group of languages in the developing world. The increase in accessing the internet by the Indian people as calculated by NRS (2006) mentioned bellow will help us to ascertain that to great extent exposure to a particular language for accessing internet also plays a significant role in language education.

“Internet reach now exceeds 12 mn

• The number of individuals who accessed the Internet in the last 3 months increased marginally from 10.8 mn to 13.0 mn in 2006. While 10.8 mn of these are in urban India, nearly 1.8 mn internet users reside in rural India...

Cybercafé is the new access point for Internet

• As reach of Internet increases, office is no longer the main place of access. As many as 34% of users now surf from cybercafé and 30% from home. About 20% of Internet users access it from the work-place”. (NRS 2006 http://www.hindu.com/nic/nrs.htm)

Certain Indian linguistic groups such as Telugus and Tamils seem to be more advanced in taking advantage of the computer revolution to improve their language education.
There is a significant impact in language use brought out by the use of e-mails, etc. cell phone and pager abbreviations become the determined code of urban young men and women these days. Languages are mangled or deconstructed in the form abbreviations and short sentences. On other side, computers helps with the inbuilt software of dictionary and grammars depicts the correct use of language. They furnish valuable information concerning various aspects of language use. They operate at high speed and provide opportunity for rectify and correct mistakes and errors. Thus the computer, mainly having merits, plays a very significant role in language education. It provides knowledge and information in almost all the major languages, both national and international.

4.3. Language use in Education, Administration, Court.

Education is an important tool for transmission of knowledge and values of life. Education is an “important medium for imparting not only pedagogic instructions but attitudes, values and behaviour”. (Black 1996).

Education is a medium that make knowledge of language, culture and moral values possible. That is why, every country provides full freedom for right to education. Like one of the international instrument, Article-28 of Universal Declaration of Human Rights have put thrust on not only facilitate imparting information and literacy but serving a wider purpose. Education shall be directed to the full development of the human personality and to the strengthening of respect of human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial, or religious groups and shall further the activities of United Nations for the maintenance of peace. (The 1948 Universal Declaration of Human Rights, Article-26)

Language in education, besides its role in communication and transmission of knowledge, it closely associated with the individual’s identity which is distinctively expressed through the mother tongue. It becomes easy for a particular group to express
its own culture and social identity through its language. An individual of a particular linguistic group perceives the world around through his native language.

However, in a multilingual setup, it is not possible for a single language to cater to all the needs of the learner. The consideration of language(s) in multilingual context for imparting education is an important issue. Multilingualism and multiculturalism in the language planning and policy, the language curriculum, language and knowledge, language and culture, and language modernization, may serve on one side as national resources but on the other side will lead to division. It leads to the development of institutional constraints. These constraints have been created by dominant groups over the linguistic minority from accessing social and political institutions. In such situations, correct language policies and planning, language curriculum, and modernization will help to check the unequal status of languages in society. All over the world measures have been taken that the minorities have the right to acquire knowledge of the world around themselves through the medium of their mother tongue. The Minority Treaty of the league of Nations, the Universal Declaration of Human Rights, the UNESCO Convention Against Discrimination in Education, etc., need to mention here, because all lay importance on the linguistic medium of education by considering language of the vital part of individual's identity principally minority. If a member of minority group is deprived of acquiring or leaving the mother tongue, it leads them to lose their language and the identity as well. The UNESCO held a conference in 1951 in Paris, in which the participants strongly supported the use of vernacular language in education on the socio-psychological grounds. “Psychologically, it is the system of meaningful signs that in his mind works automatically for expression and understanding. Sociologically, it is a means of identification among the members of community to which he belongs. Educationally, he learns more quickly through it than through an unfamiliar linguistic medium.” (quoted in Dakin et al. 1968:20). Therefore, the outcome of this conference
thus suggested that the education through the mother tongue is the most effective and comprehensive medium for expression of the student’s total behaviour and identity.

The UNESCO Convention Against Discrimination in Education supports the linguistic medium of instruction as integral to minority education. Article 5.i(c) of UNESCO Convention Against Discrimination in Education (1960) states that:

“It is essential to recognize the right of members of national minorities to carry on their own educational activities, including the maintenance of school and, depending on the educational policy of each State the use or the teaching of their own languages provided however:

i. That right is not exercised in a manner which prevents the members of these minorities from understanding culture and language of the community as a whole and from participating in its activities, or which prejudice national sovereignty;

ii. That the standard of education is not lower than the general standard down or approved by the competent authorities; and

iii. That attendance at school is optional.” (quoted in Thornberry 1993:6)

Similarly, there are provisions pertaining to educational, linguistic and cultural rights particularly the minorities in the Indian constitution (Appendix II). These articles in the constitution of India, provides the compulsory laws and rule regarding the promotion of language(s), use of language in education, administration, media, court, communication between State Governments, parliaments etc. Like Article 345-347 deals with the regional language(s). The constitution empowers, through Article 345, the State legislatures to adopt by law any one or more of the language(s) or Hindi as official language(s) in the State for official purposes. However, if the legislature of the state is
not choosing regional language otherwise provides by law, English will continue to be used for all the official purposes of the State for which it was used before the commencement of the constitution. Article 346, pertains to the official language to serve for communication between States among themselves and between the State in question and the Union. According to this article, the language recognized for the use in this Union for official purpose will also be the official languages to be used for communication among States and between them and the union provided it is Hindi otherwise English is the language of communication. Article 348 and 349 specify that the language of the Supreme Court and High Court, etc., shall be English. Similarly, the bill, the authoritative texts of Acts, Bye-Laws, Rules, Regulation, demands etc., shall also be English.

Keeping in view the linguistic compositeness of India, the national language-Hindi and the global language-English, the government realized the urgent need for institutional support and language planning of the country. thus it was realized that at least three languages, VIZ., the mother tongue or the language of region where child lives, Hindi the official language of the country and the modern European language i.e., English to cater the demands of international communication and to cope up with the demands of science and technology, be introduced simultaneously. For this purpose, The Three Language Formula was formulated by the Government of India in 1961. It was as follow:

a) the regional language and mother tongue when the later is different from the regional language;

b) Hindi or, in Hindi speaking areas, another Indian language; and

c) English or any other modern European language.

In 1968, the National Policy on Education adopted by the government recommended the three language formula in the following terms:
a) Hindi, English and a modern Indian language in Hindi areas, and

b) The regional language, Hindi and English in non-Hindi Speaking area.

But the present linguistic scenario in Indian context is different. English being the language for science and technology as well as language for wider communication has gained prestige and power in almost all the states of India. Thus English is being taught, learned and used even at the caste of set language formula of the nation. It was expected that the three languages will help in promotion by institutional support to be adopted and implemented by all the state governments. But at present, many of the state except a few, due to the process of globalization and modernization, most of the educational institutional have given primary preference to English medium. The mother tongue or regional language and the national language is playing subordinate role at present in the curriculum.

4.4. Language use in trade

The use of the regional or the national language as the language(s) of trade and administration in a State is by now an established policy. Although it is not followed uniformly in all the states of Indian union, where English serves the function of official language. The role of English with its recognition of increasing demands and importance as the language of global trade, finance and technology has grown into global language of international communication for trade in the 21st century. The intense globalization and human migration taking place across the world has increased the percentage of multilingualism. No doubt it has highlighted not only an appreciation of the linguistic and cultural diversities but also the significance of the ability to communicate effectively in global language with people across diverse linguistic/cultural/political and social barriers. The competence in English in the modernized world will increase the ability of people to communicate and exchange ideas and goods across borders. The English language skills have become a necessity to coordinate with the rest of the world for the
purpose of international trade, economic development and even in the use of new technology. For this reason, the developing countries like India will not ignore English in the language policies in order to establish the trading pathways. English for trading is considered to be the only one with strong significance. Efforts have been made by the government to encourage the internalization of the English as a second language. This has become a trend in many developing countries where courses like ESP (English for specific purpose are in demand.