PREFACE

In the curricular structure introduced by this University for the students of Post-Graduate degree programme, the opportunity to pursue Post-Graduate course in a subject is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation. I am happy to note that this university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade 'A'.

Keeping this in view, the study materials of the Post Graduate level in different subjects are prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholarship is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing, and devising of a proper layout of the materials. Practically speaking, their role amounts to an all-out involvement in 'layout of the materials and an involvement in 'invisible teaching', as well. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials, the easier will it be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great deal of these efforts is still experimental—in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor

Netaji Subhas Open University

Post Graduate Degree Programme

M A in English Language Teaching (PGEL)

Course Code : PGEL- 8 A(Elective Course)

Course Title: English as Language of Empowerment : Opportunities & Survival

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Module No	Unit No	Course Content Writers	Course Editors
1	1,2,4	Durbadal Dutta	**Dr S Mohanraj** Professor of ELT, NSOU
	3	Saibal Chatterjee	
2	5–8	Sohini Dutta	
3	9–12	Sohini Dutta	**Dr S Bandyopadhyay** Assistant Professor of ELT, NSOU
4	13–16	Swati Basu	**Dr S Mohanraj** Professor of ELT, NSOU

NSOU Board of Studies

Dr Sumana Bandyopadhyay
Assistant Professor in ELT
Netaji Subhas Open University

Dr Jaysankar Basu
Associate Professor in ELT
Netaji Subhas Open University

Dr S Mohanraj
Professor in ELT, NSOU

Mrs Syamashree Chakraborti, *M.Litt,*
Former Head of the Department of English,
Bethune College, Calcutta (External Member)

Dr Swapan Kumar Banerjee
Former Director, School of Humanities &
Social Sciences (External Member), NSOU

Professor Manan Kumar Mandal
Director, School of Humanities, NSOU

Notification

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PGEL–8A
ELECTIVE PAPER

PGELT- 8A : Elective paper
Course Title: English as Language of Empowerment : Opportunities and Survival

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PGELT-8A : Elective paper

Course Title: English as Language of Empowerment : Opportunities and Survival

MODULE-1 : ENGLISH AS A SECOND LANGUAGE

Unit 1 ❑ History of English in India (1600-1947)

Structure

1.1 Objectives

1.2 Introduction

1.3 History

1.4 Charter Act of 1813 and the Beginning of State Intervention in Education

1.5 Oriental Occidental Controversy in Indian Education

1.6 Macaulay's Minute (1835)

1.7 The Charter of 1833 and after

1.8 Other Milestones up to 1947

1.9 Summary

1.10 Review Questions

1.11 References and Reading List

1.1 Objectives

This unit has been designed to serve the following purposes:

i. To take into account how the East India Company's stand shifted from maintaining neutrality to spread of English education;

ii. To trace the foundation of English teaching and learning in India;

iii. To evaluate the establishment, diffusion and gradual development of a stable foundation of English teaching and learning; and

iv. To give an account of the British contribution to the spread of English in India.

1.2 Introduction

The unit provides a broad overview of the introduction of English education in the colonised India. Though there were strong recommendations to implement the grant-in-aid system (Charles Wood 1854), the major responsibility was taken up by the Christian missionaries. They established schools which were popularly called 'convent schools' and used rigorous methods of teaching English. There were different approaches to education that co-existed in India along with a fair share of indigenous learning methods. The period from 1600-1947 has witnessed many landmarks in English education in India and this unit will unfold these in a chronological manner.

1.3 History

The story of English in India is not so simple as to be explained in easy terms like "the British came, colonized, and imposed their language" (Graddol, 2010:62). Rather it is actually more complicated. Portuguese, Dutch, French, Spanish and Danish missionaries came to India since Vasco de Gama paved the path in 1498. They came in the form of Christian Missionary, started schools as the Centre for spreading their religious message. Their only aim was conversion. But the British arrived in India in the early 17th century in the in the form of East India Company. Initially they were more interested in trade than imperial power. But gradually the situation changed with renewal of the Company's Charter. The Company's main activities shifted from trading to ruling India. Because of this shift in interest the Company was entrusted with the tremendous task of educating a section of the subjects to be appointed for manning their offices in India. Amidst much debate and discussions English established itself as both medium of instruction and a subject of study.

Task 1 Pre-test for self-evaluation

i. When did the missionaries come to India? Why did they come?

ii. How much important is the battle of Plasseyin the social and cultural history of India?

iii. Which period can be considered 'pre-colonial' period?

iv. What was the role of 'indigenous education' in India?

v. In which year did Vasco de Gama land in South India?

vi. What was the aim of the earliest missionaries who came to India immediately after Vasco de Gama?

vii. What initiative did the East India Company take for better understanding between the Company and the people?

viii. Why did the East India Company try to maintain neutrality in interfering cultural and social life of the subjects?

ix. What is the significance of Charter of 1813?

x. What was the purpose of the missionary societies which came after 1813?

xi. What is Macaulay's minute?

xii. How did the systematic state education system develop?

xiii. What is the significance of Wood's Despatch?

Task 2 Read the following passage and try to imagine what might follow this:

The end of the Mughal period witnessed general disorder in the country. Educational institutions were forced to close down because of the conditions in the country and the lack of support for their maintenance. The Hindu system of education and its institutions which had continued to function during the period of the Muslim rulers, inspite of efforts to close them down, had to do so now because of the general disturbances in the country. …

The Moghuls and the British co-existed for a time at the helm of affairs in India, and the former actually entrusted the task of collecting land revenue to the East India Company only in 1765, which can be considered the starting point of British administration in India. (Ramachandran, P and Ramkumar,V :*Education in India*, NBT, 2005. Pp-48-50)

Task 3: Preview of Milestones in English Education in India under British Rule (1600-1813)

Choose the point/points that you consider to be important in the origin and development of English in India. Arrange them in chronological or spatial order to note

down gradual development of English education in India. You may add points of your own.

i. During the pre-colonial period (mid 1700s to the beginning of 1800s) indigenous education flourished in India. The purpose of such education was deeply rooted in religion. It was spiritual in nature.

ii. While indigenous education flourished, the East India Company had been functional, but it was not interested in education since its primary concern was trade.

iii. *Tols and chandimandaps* (in Bengal), *pathsalas*(in western India), *pyols* (in South India), *chatuspaties* (in Bihar) were schools for the Hindus. Sanskrit was the medium for studying scriptures under the supervision of *Brahmin pundits*.What was Sanskrit to the Hnidus, were Arabic and Persian to the Muslims. In *maktabas* and *madrassas*, Muslim children were taught under the guidance of*maulivies*.

iv. While education was sharply divided for the Hindus and the Muslims, a few missionary schools came up for the purpose of conversion. The medium was different depending upon the patrons, place of operation, and the need of the situation.

v. Portuguese Missionaries concentrated on Bombay, Goa, Daman and Diu, Chittagong and Hooghly. Children of the converted families were taught Portuguese and local language, Christianity and Arithmetic. Later the Portuguese were overpowered by the British. The Dutch set up schools in Chinsura,Hooghly, and Nagapattinam in South India. They also established a college in Ceylon (today's Sri Lanka). But their goal was not proselytisation. Like the Portuguese, the Dutch efforts faded away. The French set up*kuthies* in Pondicherry, Yanam and Karaikal in South India, and Sreerampore in Bengal. In their schools French and Christianity were compulsory subjects. Local languages were also allowed. With the British attack the French endeavour was withdrawn.

vi. In the Charter of 1698, a clause was inserted for engaging ministers of religion at the Company's factories. For this almost every ship brought a Chaplain. The goal was to spread Christianity among the employees of the Company. As a consequence many charity schools were established and English began to enjoy

a special status, in limited sphere, as a medium of instruction. So missionary activities ran side by side with Company's new attempts.

vii. From the early 1700s, the situation changed considerably. Attempts were made for imparting proper education, as opposed to 'Christian' education. The aim was to promote better understanding between the Company and the people. Missionaries who took up educational activities in India since 1702 promoted the use of English. Zieganbalg, Kiernander and Schwartz set up schools in South India to teach the Gospel in the vernacular and also in English. They opened a printing press and an institution for training the teachers. The credit of Kiernander lies in founding schools in Madras and printing press in Bengal. Schwartz established a school in Trichy around 1772 and an English Charity School in Tanjore.

viii. Famous among the missionaries who worked for Bengal towards the end of the 18th century were known as *Serampore-trio*. This group includes Dr. Carey, a great propagandist; Ward, a printer; and Marshman, a school teacher.

ix. What the missionaries did was significant both in quantity and quality. Although, with the best of their efforts, they could touch only a very small part of the population, they made significant contribution. They introduced printing press in India and promoted printing of books in Indian languages. Along with this, they also made English popular among the Indians by promoting its use.

x. As soon as the Company emerged as the political and administrative force in the second half of the 18th century, the Company began to maintain neutrality with regard to religious and social affairs of its subjects. They decided not to interfere with the traditional cultures of the people. As a result the Company no longer supported the religious goal of the missionaries since the Company was apprehensive that conversion might offend the common lot. So they started to discourage the missionary activities and it was a shocking set-back for the missionaries.

xi. But in England, William Wilberforce, Charles Grant and others raised their voice for the revival of missionary pursuits in India. Charles Grant, a junior Officer in British East India Company, drafted the original proposal for mission in 1786-87. He sought for neither money nor manpower, but an official endorsement of the Company. The situation turned so much that an agitation brewed against the East India Company. The Company was held responsible for opposing

Christianity and neglecting the education of the Indians.As a consequence, Company's Charter was renewed in 1813 and a new clause was incorporated. Clause 43 of the Charter of 1813 stated that a sum of one lac of rupees in each year shall be setapart and applied to the revival of literature and education of the Indians.This marks the beginning of the State system of education in India under the British Rule.

Tasks 4

a. What was the pre-colonial period?

b. What sort of education flourished during the pre-colonial period?

c. What was the purpose of indigenous education of that period?

d. Was there any religious bent in education? How do you come to know?

e. What were the schools for the Hindus? What was taught there?

f. What were the schools for the Muslims? What was taught there?

g. Why were missionary schools set up?

h. Where did Portuguese missionaries establish their schools? What did they teach there?

i. How was the Dutch different from the Portuguese in their mission?

j. Where did the French establish their *kuthies*? What were the compulsory subjects there?

k. What new clause was inserted in the Charter of 1698? What was its immediate consequence?

l. When did English begin to enjoy a special status?

m. What significant changes did take place from early 1700s?

n. What role did *Serampore-trio* play?

o. How did the East India Company begin to change its role after 1757? (**Clue:** Company rule in India started in 1757, after the battle of Plassey – began to maintain neutrality – withdrew support from the missionaries, etc.)

p. What was the impact of withdrawal of support from the missionaries?

q. Why was a new clause (Clause 43) inserted in the Company's Charter of 1813?

1.4 Charter Act of 1813 and the Beginning of State Intervention in Education

Let us go through what Clause 43 of the Charter Act of 1813 states:

It shall be lawful for the Governor General-in-Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil, and commercial establishment and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India.

Task 5: Now, try to interpret the Charter in the light of the following:

i. The Charter shows the commitment of the Company as well as the British Government.

ii. Thanks to the zeal of Grant and Wilberforce, for the first time in India the State intervened and agreed to spend a sum of rupees one lac for literature and learning.

iii. The objectives are threefold: revival and improvement of literature, the encouragement of learned natives in India, and the introduction and promotion of knowledge of science among the inhabitants of the British territories in India.

iv. Does the Charter specify any method to achieve the goal?

v. What do you consider to be inevitable outcome of the vague clause?

1.5 Oriental Occidental Controversy in Indian Education

The surplus 'territorial' revenues accrued in the year 1821 and it gave rise to the question of utilization of the fund. Holt Mackenzie, the Secretary to the Government in the Territorial Department, extended his support to both oriental and European education. He suggested that the fund should be utilized chiefly for the instruction of those who would themselves be teachers, translators or compiler of useful books. At his suggestion

a General Committee of Public Instruction was formed. This Committee was very much in favour of promoting classical literature. As a result Sanskrit College was set up in Calcutta in 1824 and Calcutta *Madrassa* was reorganized. Sanskrit and Arabic books were printed on a large scale. Oriental scholars were employed to translate useful English books into classical languages.

However, a debate arose on whether the allotted money would be spent on Oriental learning or western science and education. One group, including Warren Hastings and Minto, pleaded for the Orientalists or Classicists. They demanded promotion of Indian education through the medium of Sanskrit, Arabic and Persian. Many, including Raja Ram Mohan Roy, stood in favour of western education. There was still a third group who wanted Indian languages as the medium of instruction. So the situation demanded a resolution of the tri-polar controversy.

But how can this be resolved since the goals are so diverse and the state allocation is so paltry a sum in respect of the population!

Task 6

a. When did the question of implementation of Clause 43 of the Charter of 1813 arise?

b. What did Holt Mackenzie suggest regarding utilization of surplus 'territorial' revenues in 1821?

c. What gave rise to the Oriental Occidental controversy?

1.6 Macaulay's Minute (1835)

During this violent controversy Macaulay came to India as a Law Member of the Governor General's Executive Council, became the President of the General Committee on Public Instruction, and drafted a document which is known as 'Macaulay's Minutes on Education'. In this document he advocated education of the upper classes in India and made a strong plea for spreading western learning through the medium of English. Macaulay was asked to adjudicate on a single legal point: whether the money set aside in the Company's 1813 Charter renewal for public instruction could be diverted from supporting classical Indian languages to funding the diffusion of 'useful knowledge' through English.Keeping in mind both sides of the arguments—Anglicists and Orientalists — Macaulay made the point very clear:

… it is impossible for us, with our limited means, to attempt to educate the body of the people.We must at present do our best to form a class who may be interpreters between us and the millions we govern – a class of persons Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect.

According to Graddol, Macaulay's Minute is "far from being a central one in the history of English-medium education in India". It has been given more importance than it actually deserves. He considers the wider socio-economic and political context in which English rapidly became so dominant in India (Graddol, 2010:63).

Task 7

a. What is the most significant part of Macaulay's Minute?

b. How much important is Macaulay's Minute in the history of English education in India?

1.7 The Charter of 1833 and after

The Charter Act of 1833 played a pivotal role in the history of the East India Company. Out of its trading business the company emerged as the administrative agency for the British Crown. This Charter attracted missionaries from Germany and America as India was opened up for people all over the globe. Among the well-known missionaries working in between the renewal of the Charter (1813-1833) Alexander Duffcontributed much. He started an English school in Calcutta in 1830 following the Company's 'Downward Filtration Theory' and he felt that the upper classes, being benefitted from education, would take it to lower stratum of the society.

In order to minimize the administrative cost,Lord Bentinck, the Governor-General, intended to employ local clerks in place of the clerks brought at great expense from Britain. Apart from proselytisation, the British rulers favoured English education for some practical and economic needs. It was mainly to hire cheaper human resource from India. This shift to local recruitment in the Company opened up scope of well-paid new jobs for the English-speaking Indians in public service. Naturally, a craze for white collar job motivated the aspiring youths to go for English-medium and English gained the status of medium of instruction all over India.

Task 8

a. What role did Alexander Duff play in promoting English education

b. Why did the British rulers support English education?

c. How did English gain the status of medium of instruction all over India?

1.8 Other Milestones up to 1947

Let us trace the trend of emerging demand for English education all over India:

i. Wood's Despatch(1854): Charles Wood's Despatch of 1854 stated that there was no intention of abolishing the local language education. The Despatch introduced grant-in-aid system, pleaded for Anglo-vernacular schools and secular education, and stressed the need to establish institutions for professional education. So the indigenous system of education faded out gradually giving place to English education for white collar job. Spread of English education gave birth to the Indian middle class which demanded English education. The aspirations for employment and good fortune gradually attributed English the status of a powerful medium of instruction under the British rule.

ii. Establishment of Universities: In 1857 Acts of Incorporation were passed for establishing universities in Calcutta, Bombay and Madras. Later Punjab University was established in 1882, Allahabad University in 1887, and the Aligarh Muslim University from the Mohamedan Anglo Oriental College (established in 1875). All the universities were examining bodies. Teaching was carried out in affiliating colleges. However, the medium was English.

iii. Hunter Commission (1882-83): Missionary schools faced tremendous competition in the wake of public demand for government schools and English education. So the missionaries created agitation. To dissolve the problem the **Hunter Committee**, **the first Indian Education Commission**, was appointed. Ironically, the report of the commission went against the missionaries and endorsed secular education in government schools. It recommended that the state should concentrate on elementary education in vernacular. All schools were to function under the local government. The Commission made progressive recommendations for promotion of girls' education and of Muslims. Following this the number of colleges by voluntary agencies shot up producing so many graduates. At the turn of the century there were 191 colleges, including Fergusson College in Poona and Ripon College in Calcutta.

iv. **Problem of Educated Unemployment:** In the beginning of the new century a new class of 'educated unemployed' was created and the spreading of English education in India came under scanner in Britain. Although the **Downward Filtration Theory** proved fruitful in creating an educated class, it failed to take education to the masses.

v. **Lord Curzon and the Indian Universities Act (1904):** When Lord Curzon became the Viceroy in 1898 he felt the need for reforms in education. He wanted all universities to be teaching universities, and not merely examining bodies. So in 1902 he appointed the **Indian Universities Commission** to evaluate the present condition and to suggest ways for improvement. Following the recommendations of the Commission, Curzon got the Bill drafted and subsequently passed as an Act in 1904. This Act marks the beginning of qualitative reform in higher education. Curzon's educational reforms include: use of vernacular as medium of instruction up to 13 years of age and starting English thereupon; application of the Direct Method in teaching English; introducing diversification in subjects and inclusion of practical training to make the learners fit for job market; improving the quality of teaching and examination system; introduction of technical and vocational education; allowing the schools of Art to grow; framing policy for education in Agriculture; and so on. It is ironical that Curzon's attempt to improve the educational scenario in India was greatly resisted by the educated Indians. As people went against Curzon for partitioning Bengal in 1905, his progressive educational policy failed to achieve its immediate goal. But Curzon's educational ideas play a very significant role in marking the defects prevalent in Indian education even today.

vi. **National Education Movement:**As Curzon's policy fanned the nationalist flames, the anti-partition movement turned to Swadeshi Movement and the National Education Movement gained momentum. All the renowned figures of Bengal, including Rabindranath Tagore, pleaded for mother tongue as the medium of instruction. This movement played a significant role in kindling patriotic feeling and a sense of nationalism.Many new universities – Mysore University (1916), Banaras Hindu University (1917), Patna University (1917), Osmania University (1918), Aligarh University (1920), Dacca University (1920), Lucknow University (1920), etc. — were set up. Some of them were to promote indigenous education. But it could not undermine the importance of English.

vii. **Sadler Commission (1917-1919):** The Calcutta University Commission or the Sadler Commission, named after Michael Sadler, Vice-Chancellor of Leeds University, was appointed to take stock of the situation. It recommended the starting of Intermediate Colleges to provide a two-year bridge course before stepping into college education. Intermediate course was actually a passport to higher education. Although mother tongue was recommended as the medium of instruction English was attached a special importance.

viii. **Hartog Committee(1929):** Headed by Sir Philip Hartog, a Committee enquired into all aspects of Indian education. In its report in 1929 the Committee recommended consolidation and improvement of education, giving importance to primary education. It deplored the poor standard of English at higher education level.

ix. **Abbot-Wood Report (1936-37):** Apart from recommending technical education as an integral part of education, this report laid emphasis on mother tongue as medium of instruction at high school stage. But it suggested that English should be a compulsory subject and the teaching of English should be made more realistic.

x. **Gandhi, Hossain and Tagore:** In his new approach to education, popularly known as Basic Education, Mahatma Gandhi laid emphasis on mother tongue as medium of instruction. The Wardha Scheme (or, "NaiTalim'), as proposed by Dr. Zakir Hossain, aimed at complete development. In the report of Zakir Hossain Committee (1938) the proper teaching of the mother tongue was considered the foundation of all education.In his educational scheme Rabindranath Tagore, influenced by naturalism, discarded the paths of western education.

xi. **Sargent Report (1944):** It was the first comprehensive educational plan formulated by Central Advisory Board of Education. It focused on free,compulsory, and universal basic education in mother tongue for all boys and girls between the ages of six and fourteen. English was regarded as compulsory second language.

Task 9

a. What did Wood's Despatch state? What was the result?

b. What role did the universities play initially?

c. Why was the Hunter Commission set up? What did the commission recommend?

d. What gave rise to educated unemployment?

e. How did Curzon try to reform university education?

f. What instigated the rise of National Education Movement in India?

g. Which Commission recommended intermediate colleges? Why?

h. What is considered the first comprehensive education plan in India? Why?

1.9 Summary

The missionaries and the East India Company attempted to educate the Indians for three distinct reasons. The first reason was obviously proselytization. The second reason was to produce a class of educated youths to be engaged by the Company for managing administration. The third reason is to impart western learning to make savage Indians civilized. Charles Grant considers it to be true cure of darknessby introducing light. But this spread of education,especially English education, ignited India into an integrated nation. Lord Bentinck could imagine this future. "Macaulay himself", as Graddol thinks, "seemed convinced that British efforts to improve Indian education would eventually result in independence."

1.10 Review Questions

i. What role did the missionaries play in promoting English education in India?

ii. When did the state take the responsibility of education of the Indians? Why?

iii. Macaulay's biographer , John Clive (1973) suggests that the 'much of the battle of the over English education had, in fact, been fought and won before Macaulay ever set foot in India'. – Do you agree with Clive? Give reasons.

iv. Do you support the view that Occidentalist-Orientalist controversy strengthened the foundation of English as a medium of instruction? Justify your answer.

v. Identify the socio-economic, and political context in which English rapidly gained dominating position.

vi. What was the impact of Wood's Despatch on the Indians?

vii. What is the Downward Filtration Theory? What role did it play in spread of English education during British rule?

viii. What do you consider to be the most significant outcome of English education? Why?

ix. How did English become the medium of instruction in Indian education?

x. How did the British create an English-speaking elite in India?

1.11 References and Reading List

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Unit 2 ❑ Status of English

Structure

2.1 Objectives

2.2 Introduction

2.3 Markers of a global language

2.4 What does 'status' mean?

2.5 Status of English: An overview of the world scenario

2.6 Why is English a global language?

2.6.1 Concept of Global language

2.6.2 Geographical Spread of the Language

2.6.3 Historical Factors

2.6.4 Socio-Economic and Cultural Factors

2.7 Status of English in India

2.8 Growth of English in India

2.8.1 Functions of English in ESL setting

2.8.2 Future of English in India

2.9 Summary

2.10 Glossary

2.11 Review Questions

2.12 References

2.13 Reading List

2.1 Objectives

This unit is concerned with the evolving position and role of English. Here, we will take into account the following aspects of the gradual development of English as a powerful instrument of social change. Our goals are:

i. To decode the meaning and implication of the abstraction 'STATUS'.

ii. To take a stock of the present world scenario

iii. To explain why English is the global language

iv. To explore how English has become the global language

v. To focus on the role of English in multilingual context

vi. To trace the continuous shift in the status of English

vii. To predict the future status of English in a rapidly changing world

2.2 Introduction

As a powerful medium of administration and education it has gained widely different status in different parts of the globe. Even in the same country it is looked upon from different angles at different points of time. Its status has been shifting continuously giving rise to so many questions regarding future of English and other indigenous languages.

2.3 Markers of a global language

Standing on the COVID 19(early 2020) infested world today we can think of the vision of John Lennon's 1971 masterpiece "Imagine". Especially, this part of his influential song:

A brotherhood of man

Imagine all the people

Sharing all the world…

What took the English language to do in four centuries, the Corona Virus could do it in four months. Unfortunate, though this is, it is true.While COVID-19 has bound the whole world with a threat of utter helplessness and despair, English has bound almost all nations in a thread of linguistic 'brotherhood'. This linguistic brotherhood has given English the status of a global language. Passing through different stages of growth and development, leaving behind a long and glorious history of its expansion, English has established itself as an essential language in all spheres of life, especially communication. Its vibrant presence in global economy and culture is evident. What makes English so

important today? It cannot be explained without taking into account the historical, political, socio-economic, cultural, media-related, communication and technological factors. These factors are instrumental in lending English the status of a global language. The most commonly used markers of status are: *First Language (L1), Second Language (L2), Foreign Language (FL), Global English, Common Language, Lingua Franca, Library Language e*tc.

Task 1

i. What is your mother tongue?

ii. What is first language? What is your first language?

iii. What is second language? What is your second language?

iv. How did English come to India – through the missionaries or the East India Company?

v. Why do we learn English?

vi. Why do the children of England learn English?

vii. Have you gone through "*BanglataThikAse Na*" by Bhabani Prasad Majumder? How does the narrator show a disrespect or contempt for mother tongue?

viii. What was the language of the ruler during the British rule in India?

ix. What language can enable you to be a citizen of the world?

x. Which language, according to you, captures major part of social media – *Facebook, WhatsApp, Twitter* etc.?

2.4 What does 'status' mean?

Let us look for the meaning of the word 'status'.

Oxford Advanced Learners Dictionary (9th edition) has given 5 meanings of the word 'status':

i. The legal position of a person, group or country

ii. The social or professional position of somebody or of something

iii. High rank or social position

iv. The level of importance that is given to something

v. The situation at a particular time during a process

Which one will you accept as meaning of 'status' in the context of 'status of English'?

2.5 Status of English: An overview of the world scenario

Let us examine the scenario as presented below on the basis of data collected from different sources:

WORLD SCENARIO

- Acts as an international link language.
- Language of international politics, trade, commerce, and industry.
- Mother tongue of more than 300 million people.
- More than 700 million people use this language.
- One out of ten persons in the world knows English.
- Over75% of the world's mail and 50% of the world's newspapers use English as a medium.
- Over 50% of the world's radio stations and TV channels use English.
- Over 50% of the world's scientific and technical journals and periodicals use English as medium of expression.
- English is one of the six official languages of UNO.
- Link language of the commonwealth countries
- Creates better understanding among the nations.
- Medium of cultural exchange among the nations of the world.
- Facilitates mobility of teachers and students from one country to another.
- Opens up worldwide chances for employment.
- Language of empowerment
- Pipeline for the stream of knowledge in all branches of learning.

Task 2

a) What idea do you form about the status of English in the world? (Clue:You can guess the position of English today and predict what it could be in future.)

b) Which of the above data do you consider to be 'Demographic Factor'? (Clue:Demographic factor refers to geographical spread of a language and the number of speaker it has)

c) Which of the above information may be grouped as 'Cultural Factor'? (Clue: 'Cultural Factor' refers to the use of language in literature, science, and other fields.)

d) What reflection on 'Economic Factor' do you get from the World Scenario? (Clue: 'Economic Factor' refers to the usefulness of a language in the job market, in trade and commerce.)

e) What do you consider to be the 'Political Factor' behind the status of English? (Clue: 'Political Factor' is concerned with the status of the users, specially, the rulers.)

2.6 Why is English a global language?

In his illuminating study, *English as a Global Language*, David Crystal presents a lively and factual account of the rise of English as a global language and explores the whys and wherefores of the history, current status and future potential of English as the international language of communication. Not only David Crystal, there are many scholars who advocate English as a global language. Let us take into account the general perception of English as a global language:

2.6.1 Concept of Global language

What is a global language? A language which is used by the highest number of speakers in the world? Or a language used in almost all countries? Chinese is used by the highest number of native speakers but it is confined to the geographical territory of China. Can we call Chinese a global language? We can't. The status of 'global language' is given to a language that plays a special role in every country. We must take into account: What is the special role? Does English play that special role globally? The

'special role' includes such functions as use by a large number of people as a mother tongue, second language, and foreign language; as the official language in many countries; adoption by other countries as a powerful medium of communication and education; language of trade and commerce, management and administration, media and entertainment; acceptability in the job market; and so on. Today English qualifies genuinely for the status of global language.

Task 3

a) In which country English is used as a mother-tongue?

b) Name a country where English is used as a second language?

c) Do you think that English fulfils all the conditions of a global language? Justify your answer.

2.6.2 Geographical Spread of the Language

English has travelled far and wide throughout history. It has resulted in geographical spread of English all over the globe. Now it is used as the first language in 23 countries, official or joint official language in about 50 other countries, where it is used along with the indigenous language for a wide variety of public and private functions. In countries like Malaysia and Bangladesh English is used as a second language without enjoying any official status. Countries where English is a first or second language are located in all the five continents. In a country like India English has multiple status. To some, especially to the elite, it is the mother tongue; to an average Indian it is a second language; and to a small fraction it is a foreign language. English is also a language of inter-state communication. Now the growth of number of speakers of English is steadily growing.

Task 4

1. What is the status of English in China and Japan? (Clue: Other than L1 & L2)

2. Which four countries are considered main English speaking countries?

3. Which country plays the key role in geographical spread of English? (Clue: Refer to establishment of British colonies all over the globe – role of traders, missionaries, and settlers)

4. Which of the two — British English or American English — is more homogeneous? Why? (Clue: American – in grammar and vocabulary; grew separately – set a new standard – less conservative – easy mobility)

2.6.3 Historical Factors

How did English reach a position of pre-eminence all over the world? This issue demands a close study of the historical account of spread of English around the world. It began with its pioneering voyages to the Americas, Asia, and the Antipodes. This expansion of the British Empire continued for a long period establishing English in every continent and in islands of the three major oceans – Atlantic (St Helena), Indian (Seychelles) and Pacific (in many islands, such as Fiji, and Hawaii). This large-scale spread of English makes the application of the label 'global language' a reality(David Crystal 2003:29). Most countries where English is a second language are former British colonies, such as India and Nigeria. It is used in various public functions: public transaction, in government services, in the court of law, in broadcasting, in social media, in the press, and in education. Even after independence English plays a dominant role in many African and Asian countries English as a means of interpersonal communication.

Task 5

a) What was the status of Latin in medieval Europe? (Clue: same as English today – in academic, scientific, and cultural spheres)

b) Which language was the most dominant language in Europe in the eighteenth century? (Clue: French)

c) Which language is regarded today as *lingua franca* of most academic and scientific writing? (Clue: *Lingua franca* means link language)

2.6.4 Socio-Economic and Cultural Factors

The importance of English is so deep rooted in public life that people in many walks of life now depend on English for their economic, cultural and social well-being. Today English has gained inevitable access into the global domains of political life, business, safety, communication, entertainment, the media and education.

2.7 Status of English in India

Do all people of all British colonies speak in English? What role does English play in India? Let us go through the fact and figures to extend our knowledge.

i. Position of India among English-speaking Countries

In the world, English is the most widely used language. But in respect of number of native speakers Chinese comes first. It is true that about 25% of the world population speak in English. English is a mother tongue in the U.K, USA, Ireland, Canada, Australia, New Zealand, South Africa and the Caribbean. These are called ***mother tongue countries***. English is used as a first language (L1) in the mother tongue countries. One survey, conducted by Lok Foundation and Oxford University, shows only 6% of Indian population speak English regularly. The 2011 census records that over 10% of Indians are able to use English. This gives India the status of third largest English-speaking country after the UK and the USA. In publication of books in English India enjoys the same status. India offers over 3000 daily newspaper in English.

ii. English after Independence

Since independence Hindi became the official language and English remained as an associate official language for the country. According to the 2001 Census, 12.6% of Indians knew English; about 86 million Indians reported English as their second language, and another 39 million as their third language.

iii. Indian Human Development Survey (2005)

According to the Indian Human Development Survey (2005), conducted on 41,554 households, 72% of men did not speak any English, 28% spoke at least some English, and 5% (17.9% out of those who spoke at least some English) spoke fluent English. The corresponding percentage among women were: 83% speaking no English, 17% speaking some of English, and 3% (out of those 17.6% who spoke at least some English) spoke fluent English.

iv. DISE Report

According to DISE (District Information System for Education) of NUEPA (National University of Educational Planning and Administration) enrolment in English-medium schools in India rose to 29 million in 2013-14 from 15 million in 2008-09.

v. Census 2011

According to the 2011 Census, 129 million (10.6%) Indians spoke English; 259,678 (0.02%) Indians spoke English as their first language; 83 million as a second and another 46 million as third language.

vi. Linguistic Landscapes

Linguistic landscape is an indicator of linguistic choice of the people of a locality, district, province or state. It offers a first diagnostic of the language situation of a particular area — be it a street, village, town, city, building, country, or online environment. India is a multilingual country. So English is found in linguistic landscapes as a means to overcome language barrier. Recent development of tourism and hospitality management has made English popular. It is evident in posters, billboards, notice boards, milestones, road-directions and where not. Be it a hotel or hospital, a college or a shopping mall, railway station or airport, your vision is sure to be obstructed or attracted by linguistic landscapes. Recently some new words, such as 'covidiot', 'smishing' are used in social media.

Task 6

a) Has demand for English increased recently? Why?

b) What does the DISE report indicate?

c) What is the present position of English in India?

d) What clue does linguistic landscape provide for us?

vii. Indian Vision

- Rightly observes Radha Krishnan Commission: "*It* (English) *is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut ourselves from the living stream of ever growing knowledge."*
- According to Graddol: "*Throughout India there is an extraordinary belief, amongst almost all castes and classes, in both rural and urban areas, in the transformative power of English.English is seen not just as a useful skill, but a symbol of a better life, a pathway out of poverty and oppression. Aspiration of such magnitude is a heavy burden for any language and for those who have responsibility for teaching it, to bear. The challenges of providing universal access to English are significant, and*

many are bound to feel frustrated at the speed of progress. But we cannot ignore the way that the English language has emerged as a powerful agent for change in India.Its impact has already been felt in government policies, in new electoral dynamics, and a whole new sector of the economy that has provided an engine of economic growth (2010:124).”

- National Curriculum Framework (NCF) -2005 states

  “*English in India today is a symbol of people’s aspirations for quality in education and fuller participation in national and international life. … The level of introduction of English has now become a matter of political response to people’s aspirations, rendering almost irrelevant an academic debate on the merits of a very early introduction*.” (*Position Paper: National Focus Group on Teaching of English, P-1*)

2.8 Growth of English in India

Let us look at how English is imagined in India and recent trends that encourage English:

English is imagined as	**Trends encouraging English**
A library language	The growing middle class
A link language	Increasing urbanization
A language of enslavement	The shift to a services economy
A language of liberation and liberalism	Widening access to higher education
A language of modernity and development	(from 12% participation rate to 30% in a decade
A defence against Hindi	Increased vocational training
A transactional ‘vehicular’ language	Improved communications/mobility
A language of geographical mobility	More children attending private schools
A language of social mobility	English taught in government schools
A language which brings money	from Class 1
The language of the ‘new Brahmins’	English-medium streams opening in government schools

(*Graddol 2010:64)*

Can you guess how much English has sparked off our aspirations? Actually, English is now closely associated with our wider social and political aspirations. Once the British created an English-speaking class of the elite, now demand for English is coming from lower castes and rural areas. On December 28, 2018, West Bengal government has declared that English medium teaching would be introduced in 65 schools. Of them, 44 are in primary section and 21 in the secondary section.

2.8.1 Functions of English in ESL setting

English is now supposed to have five main functions in an ESL setting in India:

- **Instrumental:** As a medium of instruction.
- **Regulative:** As a language of law and administration.
- **Interpersonal:** As a means of interpersonal,inter-state communication
- **Commercial:** As a language of trade and commerce
- **Creative:** As a medium of creative writing in various genresincluding print and electronic media.

2.8.2 Future of English in India

There has been a major shift in perception regarding English in India. The status of English is changing with growing demand for English. It can be predicted that English will be used by more people for more purposes than ever before. Three main drivers of this greater use of English are: education, employment, and social mobility. The demand for English-medium schools is increasing. This is because English can widen the scope of entry into higher education, including Medical and other branches of professional and vocational education. In job market good English skill, also known as Soft Skill, is now required in organized sector. At present English is regarded as an access route to middle classes and geographical mobility within India and beyond. But there is acute shortage of properly trained English teachers to promote English at all levels.

2.9 Summary

During the twentieth century English firmly established itself as a global language. Almost all the British colonies gained political independence gradually. Some of them, like Malaysia and Kenya, attempted to overcome linguistic slavery. The spirit of nationalism grew so much that a section of people supported the move for indigenous

language as national language. In some countries, like India, English continued to enjoy the status of official language along with a national language. But the need for a common language, specially a *lingua franca*, the emergence of the USA as an English-speaking superpower in all spheres, existence of English in all corner of the globe, and the introduction of speedy communication system based on internet, computer, mobile phone, and digital life, and many such socio-economic, and cultural factors have recently proved the supremacy of English. In fact, English has made the world one. National Knowledge Commission (2009) has rightly observed: "*The time has come for us to teach our people, ordinary people, English as a language in schools*."

2.10 Glossary

Foreign Language: English as a foreign language refers to a situation where it is taught for certain specific purposes viz. … reading, scientific works, translation, communication, at certain levels and for certain purpose only.

Linguistic landscape: Refers to visible signs in public place. Language is part of physical environment. Any visible language that occurs in public space, both online and offline, constitutes the linguistic landscape. It includes printed, written, carved, sprayed or otherwise visible pictures, logos, signs, graphs, message, traffic signals, shop windows, flags, banners, graffiti, menu, T-shirts, tattoos, and other meaningful signs. Facebook, Twitter, Instagram, Blogs, Websites, WhatsApp are virtual places where linguistic landscape data can be found.

Second Language: English as a second language refers to a situation where English is used widely for purposes of administration, education and as a common link language.

2.11 Review Questions

i. Why do we require a common language for intra-provincial (i.e. between the provinces in India) and international communication?

ii. Which language serves the purpose of a common language?

iii. English is now no longer the language of mother tongue countries, like England and America. It has acquired the status of an international language. Do you agree? Give reasons in support of your point of view.

iv. Modify the following statements, if you find any discrepancy:

a. In India a majority of people will become bilingual with English as their second language.

b. In respect of status of English, India is a mother tongue country.

c. English and French are official language of Mauritius.

d. Most countries with second-language speakers of English are former French colonies.

e. British English is more homogeneous than American English in vocabulary and grammar.

v. Indigenous population of many countries had to adopt English as their first or second language. Why? (***Clue:*** *British acquired territories throughout the world – British settlers dominated the country politically as well as linguistically*)

vi. Apart from English, which other languages have had the status of world language? What were the geographical areas of their dominance? How does English differ from those languages in terms of geographical expansion? (***Clue:*** *Latin in medieval Europe, especially, in scientific, academic and cultural spheres; French in the 18th century Europe – supremacy of French and Latin was confined to Europe, English all over the world*)

vii. Give three reasons for the rise of English to its present status.

viii. *Tourism sector in India is witnessing a boom. It is creating a potential demand for the workforce at managerial, supervisory, skilled and semi-skill levels.* – What role can soft skills (i.e. English communication skills) play in this situation?

ix. How can communications in the form of computer networks, call centres, mass media, mobile phones or even road building play a significant role in reshaping demand for English? *(**Clue:** growth of IT-BPO opened up new jobs for those meritorious candidates who can speak English – employment potential 2-6 million in India –English dailies are the second most read – film industry and television create demand – IT is transforming Indian society—internet, mobile phones, social networking etc.)*

x. Is Hindi the national language of India? What is the status of Hindi in India? What is the status of English in India? (***Clue:*** *No – Hindi, official language – English, associate official language*)

xi. Topic for discussion

a. In a study, conducted by a TV channel, 57% felt that English is making us forget our mother tongue. How far is this from reality?

b. Dalit activists such as MeenaKandasamy from Tamil Nadu, and Chandra Bhan Prasad from Uttar Pradesh, claim that English is a key to Dalit emancipation. Do you agree?

c. In India there is a surging demand for English among the common people. Parents and employers want it. In view of that public policy increasingly accepts the need to provide universal access to it. Is it possible to provide opportunities suitable for learning English?

2.12 References

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2.13 Reading List

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Unit 3 ❑ Distinctions Between SL and FL

Structure

3.1 Objectives

3.2 Introduction

3.3 Second Language Vs Foreign Language

3.3.1. Foreign Language

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3.5 EFL and ESL

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3.1 Objectives

After going through this unit you will be able to:

a) Understand the basic concept of 'second' and 'foreign' language along with the points of difference between the two

b) Understand the basic concept of 'first' and 'second' language and how they differ from each other

c) Understand how English as a second language (ESL) differs from English as a foreign language (EFL) in respect of teaching implications

3.2 Introduction

We all know that language is the most significant aspect which makes human beings different from all other species. Accordingly, language acquisition is the most impressive aspect of human development both from psychological and cognitive perspective. We know that all normal human beings acquire the language they first encounter as children. Then they may proceed to learn multiple languages but those languages will always be different from the first language they acquired by being exposed to. So, it is evident that there are a lot of differences between the first language and the second language of a person.

It is noteworthy here that the field of language learning is indeed a complex domain of study: it can vary according to different criteria related to the field's four main pillars: the learner, the teacher, the learning context, and the target language. Researchers in the field of language education have clearly stated that second language education is not the same as first language education, and hence, today, second language teaching/learning receives as much attention as first language teaching/learning does from language educationists. However, often when researchers in the field of language education deal with foreign language education, they tend to ignore the equally important distinctions existing between first and second language acquisitions on the one hand, and foreign language acquisition on the other.

In the current era of globalisation every individual who is aspiring to work in a multicultural society needs to learn/acquire a second language. It is very essential for all of us as *inter* and *intra* language communications are becoming inevitable among nations, states and organisations which create a greater need for knowing another language. The uses of common languages are in areas such as trade, tourism, international relations between governments, technology, media, medicine and science. Therefore, many countries such as Japan and China have created education policies to teach at least one foreign language at primary and secondary school level. However, some countries such as India, Singapore, Malaysia and Philippines use a second official language in their governing system. Today many countries like China are giving enormous importance to foreign language learning, specially learning English Language.

3.3 Second Language Vs. Foreign Language

Let us now try to understand the fundamental difference between the two concepts - second and foreign language. Technically, foreign language refers to a language which is not the native language of a large number of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc.

3.3.1. Foreign Language

Generally, a foreign language has no direct link with the person's immediate social or personal environment. The selection of a target foreign language is thus largely a personal choice of the learner, except in cases where children and adults are compelled to learn foreign languages for academic or professional reasons. Like first and second language education, foreign language education too is a heterogeneous notion composed of different forms of learning. The underlying criteria for such diversity are linked, once again, with specific features of the learner and teacher profiles, and the given learning context: For example, foreign language learners can belong to different age groups and can have different learning objectives and capacities; they may have as teachers, native or non-native speakers of their target language; they may learn in learning environments that are favourable or unfavourable to language acquisition, etc. Despite their intrinsically heterogeneous forms of existences, all the three -first, second and foreign language learning- each has its typical representative group of learners: First language learners in their vast majority are toddlers and small children while the most representative groups of learners for second languages are young children and adolescents. Foreign language learners on the other hand are generally adults. Although it can be argued that children continue to learn their first and second languages even after growing up, the society does not consider adult learners of first languages to be formal language 'learners'. Although second language learners do at times continue to follow lessons of their target language even as adults, such cases are comparatively limited in number. Thus, interestingly, while first and second language learners are hardly represented by outsiders to their typically representative age groups, foreign language learners, despite being represented primarily by adult learners, also include a considerably large number of young children and adolescents. In this sense, foreign language learners are the group of language learners which includes the most varied range of learner age groups. Foreign language learners could further be distinguished from each other according to the type of learning context they are in: while some foreign language learners study

their target language in places where it is used for day-to-day communication (endo-lingual learning contexts), others learn it in places where the use of the target language is more or less restricted to the language classroom (exo-lingual learning contexts); although this difference in learning contexts is also applicable to first and second language learning contexts, it is in the case of foreign language learning that its significance becomes more apparent: while almost all first and second language learners learn their target languages in either fully or semi-endo-lingual contexts, foreign language learners are to be seen pursuing their goal in both types of contexts.

3.3.2. Second Language

Second language, in a broad sense, refers to any language learned after one has learnt one's home or local language. However, when contrasted with foreign language, the term refers more narrowly to a language that plays a major role in a particular country or region though it may not be the ûrst language of many people who use it. For example, the learning of English by immigrants in the US or the learning of Catalan by speakers of Spanish in Catalonia (an autonomous region of Spain) are cases of second (not foreign) language learning, because those languages are necessary for survival in those societies. English is also a second language for many people in countries like Nigeria, India, Singapore and the Philippines, because English fulûls many important functions in these countries (including the business of education and government) and learning English is necessary to be successful within that context. In many countries of the world, children learn their second language at school. This is generally either another local language (French for English-speaking Canadians) or an international language (French for Moroccans) that is considered to be important in the country where the learner resides. The designation of a non-native language as a second language in a given country depends on the close historical, geographical, socio-economical ties that the country shares with the country of origin of the non-native language. When the second language of a learner is determined by the country which he resides in, he would often have the possibility to use that language in his own country. Nevertheless, in certain other cases, a learner's second language is not determined by the country in which he lives but by his immediate family and social entourage. Insuch a situation, his second language could be different to that of the country inwhich he resides: If the learner is from a bi- or multilingual home or minoritycommunity in his native country (e.g. Tamils in Sri Lanka), or if the learner has immigrated to another country as a youngster speaking his own first language (e.g. Tamils in France), etc. he would learn as his second language the first language of the country's majority or, in the case of a vast country, that of his

region. However, even in such cases, the learner would have a rather close relationship with his second language and would be in a position to use it in his day to-day life. One may ask whether any language that a learner learns after his first language could be considered to be his second language. Our answer would be in the negative. Rather, a second language is a language that a learner masters the second best, after his first language. It might or might not be, chronologically learnt, but, it should be the language that he is most familiar with after his first language. Moreover, a second language usually has a functional value in the learner's family and/or his social circle. A second language, in its name sake only, might not always meet all these requirements; for example, if a learner in a monolingual country where students are not obliged to learn a second language decides, in an arbitrary manner, to learn any given language as his second language, the language he/she learns, though is surely the second language for him/her to learn, will not necessarily be his second language because it will have less functional value. This shows how, unlike a first language or even a foreign language, a second language of a learner has a socially marked existence than a personal one.

3.3.3. Some Features of FL and SL:

However, it is also important to remember that the status of a given language would not always be the same to its learner, its teacher and their learning context: For example, if we consider the case of a Moroccan learning English from an Englishman in Sri Lanka, the status of English vis-à-vis each of these stakeholders will be different: while for the teacher, it would be hisfirst language, in the learning context of Sri Lanka, English would be a second language. On the other hand, for the Moroccan student, who has probably had Arabic and French as his first and second languages, English would only be a foreign language. Although the status of a target language could thus vary vis-à-vis the person or the context in question, our focus as teachers would essentially be on the status of a language with regard to its learner.

Thus, the terms "foreign language" and "second language" are assigned in respect of language functions, learning purposes, language environment and learning methods. Foreign language means the language used outside the country. But the Second language refers to the language that plays the same important role as mother tongue. Shu Dingfang (1994) distinguished differences between "foreign language" and "second language" according to language environment, language input and affective factors which influence the learning process and so on. Therefore, EFL means learning English in non-English-speaking countries, while ESL means English as a second language, which has the same or even more important status as mother tongue.

3.4. Second Language Vs First Language

In the present context, it is necessary for us to understand the notion of 'first language' too. The first language of a learner could often be the same as what is generally termed ashis/her 'mother tongue'. In such a situation, the learner would indeed have as his/her first language the first language of his/her mother (home). However, in the present globalised world, the concept of first language has evolved beyond the concept of the mother tongue. Ina world where global migration is a major phenomenon, and as a direct consequence, mixed marriages are onthe increase, more and more children are compelled to learn more than one language at home. If their parents speak two different languages, children may select either their mother's or their father's native language as their first language, or else, theywill consider both languages as their first languages. Beyond a child's home setting, his social setting could also play a considerable role in determining his first language. In the case of immigration, young children often adopt the language of their host country as their first language to the detriment of their parents' native tongues. In certain other cases where the child's parents underestimate their native language vis-à-vis another more widespread language, they may encourage their children to abandon the native tongue and adopt the more prestigious language as their first language (e.g. children of native Sinhalese adopting English as their first language). In any case, it would be appropriate to call the first language, the very first language(s) that a child would master and that he/she would continue to use (to different degrees) for the rest of his life. Many learners learn their first languages both at home and school and use it for day-to-day communication in the society in which they live.

Let us now explore the differences between the two in detail:

- **A first language** is the mother tongue or native language of a person while **a second language** is a language a person learns in order toexpand his outreach within the society using one more language that is prevalent.
- The first language is like an instinct which is triggered by birth and developed with the experience of being exposed to it. A second language is a personal choice of a personor is imposed by the structure of the society.
- There is no other alternative to a first language. A person cannot decide his/her first language. It comes to him/her as an inheritance/legacy/birth right. On the other hand, a second language is always fixed by the person or the society he/she lives in.

- The acquiring process of the first language is very rapid while the learning process of the second language can vary from language to language and from person to person.
- The first language is 'acquired' and the second language is primarily 'learned'. The difference between these two words describes the qualities of the two languages. 'Acquire' means "to come into possession or ownership of" which indicates that the first language is like a dynamic and abstract property which comes into possession of a person. On the other hand, 'learn' means "to gain knowledge or skill by study, instruction, or experience" which indicates that there is nothing passive in second language learning.
- A first language is acquired reasonably well within the first six years from the birth. However, a second language can never be learned as efficiently as a first language; though good competence can be achieved in the second language.
- The first language acquisition is always natural and there is no need for instruction in acquiring it. But for learning a second language is not natural and it needs continuous guidance and instruction.
- The first language acquisition begins with telegraphic speech. The term 'telegraphic speech' deriving from the word 'telegram' was coined by Roger Brown, an American psycholinguist, in 1963. It refers to the two-words a child can utter when s/he is 18 to 24 months of age. Examples of telegraphic speech: Mom see, Dad go, No ball, Daddy walk, Mommy milk, etc. On the other hand, the second language acquisition begins with a full sentence. A child cannot start learning the second language without being fully efficient in the first language.
- The first language is a natural part of a person's everyday life. But the second language is a new aspect of the person's life if s/he chooses it to be.
- The first language does not require any conscious effort; the acquisition process of the first language is subconscious. The second language requires constant conscious effort so that the learners can internalize the structures of the second language.
- Again, according to some researchers, the defining difference between a first language (L1) and a second language (L2) is the age which the person started

learning the language. For example, Eric Lenneberg used second language to mean a language consciously acquired or used by its speaker after puberty

3.5. EFL and ESL

Let us now study how the concepts of ESL and EFL differ from each other. From the perspective of teaching based on the definitions of English as a Foreign Language (EFL) and English as a Second Language (ESL), the audience of EFL are those for whom English is not the first language or the official language of the country such as China, Japan and South Korea. In these countries, English isn't indispensable for daily communication. But for ESL, there are two kinds of audience. One is for people who immigrated to English-speaking countries, the other is for countries that have once been colonised by the English-speaking countries, such as Africa and some other countries in Southeast Asia including India.

We should note that both EFL and ESL are aimed at teaching English, however, there are some differences in teaching purposes and methods. For ESL classroom teaching, although the teacher is the initiator of classroom activities, students are the core of classroom activities. For example, in an oral English class of ESL mode, the teacher may explain the new words and abbreviations to the students through two advertisements in the newspaper. The students then read the advertisements and engage themselves in a role-play act such as the landlord and the tenant talking to each other on the phone according to the content of the advertisements. After that, the teacher may ask two other groups of students to do the same. However, in most EFL classes the teacher begins with the grammar of the language and the focus primarily lies on the structural acquisition with the communicative activities being introduced much later. Hence, ESL learners have been found to develop the proficiency to use English to communicate naturally in all occasions, while EFL learners have been found to be hardly using English in social occasions.

3.6. Implications for Teaching

The understanding of the notions of first, second and foreign language respectively has impacted the pedagogy of language in big way. To understand the nature of first language acquisition, researchers have tried to explain how children progress from "no language" to their mother tongue. In second language acquisition, however, the process

is more complicated as learners already have knowledge of their first language. The Interlanguage Theory plays a crucial role in arriving at findings on how second language learners move from their first language towards the second language. The above similarities and differences between first and second language provide the language teachers with information to aid them in teaching second / foreign language. This information can help the teacher in designing classroom activities, designing the syllabus, choosing an appropriate method, understanding the learning processes of his/her students, and guiding his/her students in the language learning process.

Task 1

Discuss what do you understand by the term 'second language'. How does it differ from foreign language?

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The first language is 'acquired' and the second language is 'learned'. Explain.

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3.7. Summary

From our discussion in this unit we have learnt the following:

- The terms "foreign language" and "second language" are assigned in respect of language functions, learning purposes, language environment and learning methods.

- Second language education is not the same as first language
- Foreign language refers to a language which is not the native language of a large number of people in a particular country or region
- Foreign language is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc.
- The selection of a target foreign language is largely a personal choice of the learner, except in cases where learners are compelled to learn foreign languages for academic or professional reasons.
- Foreign language learning context can be of two types: endo-lingual learning contexts where it is used for day-to-day communication, or exo-lingual learning contexts where the use of the target language is more or less restricted to the language classroom.
- Second language refers to any language learned after one has learnt one's native language.
- A second language usually has a functional value in the learner's family and/or his social circle
- A first language is the mother tongue or native language of a person
- A second language is a language a person learns in order to communicate with the native speaker of that language.
- The first language is 'acquired' while the second language is 'learned'.
- The first language acquisition begins with telegraphic speech e.g. mom see, dad go, etc.
- Second language acquisition begins with a full sentence.
- Though EFL and ESL are aimed at teaching English, they differ from each other in respect of teaching purposes and methods.

3.8. Review Questions

a. How is a second language important in our lives?

b. Is it possible to acquire a second language like the first language?

c. What are the major differences between second and foreign languages?

d. Are the different strategies to teach a second and a foreign language?

e. Based on your reading of this unit, do you think English is being taught properly in India? What are your reasons for this?

f. Discuss foreign language learning contexts.

g. "The first language is 'acquired' while the second language is 'learned'"- Justify the statement.

h. Teaching methods for ESL and EFL are not same. Do you agree? Justify.

i. Explain First language acquisition and foreign language learning.

j. What are the differences in the teaching purposes of first language and second language?

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Unit 4 ❑ Spread of English- Post Independence to Present Day

Structure

4.1 Introduction

4.2 Objectives

4.3 Education at the time of Independence

4.4 Radhakrishnan Commission and English Education

4.5 The Constitution of India and the English Language

4.6 Secondary Education Commission and the Study of English

4.7 Education Commission (1964-66) and English Education

4.8 English Education in India (Since 1968)

4.8.1 National Policy on Education and the Programme of Action

4.8.2 The Acharya Ramamurti Committee (1986-90)

4.8.3 National Curriculum Framework and English Education in India

4.9 Language Policy in Post-Independence India

4.10 Indian English and Indian Writing in English

4.11 English for Empowerment

4.12 Summary

4.13 Review Questions

4.14 References

4.15 Reading List

4.1 Objectives

This particular unit aims at tracing the spread of English in India after Independence (1947) with the following objectives:

i. To take into account how the status of English was defined and redefined at every stage of development in ELT in India;

ii. To give an overview of the Government Policies regarding English after independence;

iii. To give the learners an idea of Indian English and Indian Writing in English;

iv. To consider what the different Commissions and Committees recommended regarding ELT; and

v. To record the modifications made in all spheres of ELT, from change in perception to adoption of new methods and techniques.

4.2 Introduction

English in India is a global language in a multilingual country. Today it is a symbol of people's aspirations for a quality in education and essential requirement for fuller participation in national and international life. Its role has undergone radical changes with India's independence. From its colonial origin, through a series of slow modifications to achieve the status of medium of instruction, to initial role in independent India is a part of our national history. In independent India the status of English has been swinging between two extreme views – one giving it the status of "library language" and the other in favour of replacing it by regional language or mother tongue. As Graddol says, "Some in India claim it is a burden, others a liberation" (English Next India: 9).The present status stems from its overwhelming presence on the world stage (NCF 2005: Position Paper 1). To cope with its global demand the status has changed so much that it finds its reflection in national policies and politics. As a consequence, all the commissions and committees had to address the issue of lending English a distinctive status in educational scene since the days of the University Education Commission (1948). On the other hand, there has been a great change in the perception of teaching of English following the changes in perception of language acquisition. While the government policies underwent a succession of rapid evolution to meet the need and aspirations of the new generation of learners, the delivery system also modified itself with the emergence of a number of well-accepted theories of language acquisition. As a result, there has been a shift in approaches and methods, techniques and tools. So English Language Teaching (ELT) moves on from traditional grammar-translation method to structural approach giving rise

to new methods like direct method, from structural approach to functional and Communicative Language Teaching (CLT), and so on. Thus the history of English Education since Independence incorporates changes in two parallel layers – one on the level of policies and the other on the level of implementation by adopting new methods and techniques.

4.3 Education at the time of Independence

When India wins freedom (1947) amidst tremendous riots and mass exodus, terrible misery and distress shatter the vision of millions, to whom Partition was a severe curse. But the rest were throbbing with enthusiasm to build up anew and afresh. The educational scenario was not at all satisfactory. The literacy rate was very low – a mere 14% or so. So it was a huge task to impart social education to the illiterate masses. But social education was the essential for development of newly independent nation. While inaugurating the first All India Educational Conference, in January 1948, Jawaharlal Nehru said, *"Great changes have taken place in the country and the educational system must also be in keeping with them. The entire basis of education must be revolutionized"*(Education in India: 127). However, there was a revival of the same fever and fervour that mark the National Education Movement in the early twentieth century. But there was neither any clear-cut goal nor any planning to meet the needs and aspirations of a new nation. The first attempt initiated was to set up the University Education Commission, under the Chairmanship of Dr, Sarvapalli Commission, on December 6, 1948. The recommendations of this Commission made the wheel of history of Indian education move.

4.4 Radhakrishnan Commission and English Education

The University Education Commission (1948) is popularly known as Radhakrishnan Commission. The reason is obvious. The Commission submitted its report in August 1949. Although the Commission was concerned mainly with university education, its report encompasses all spheres of education in Independent India. The Commission admits the role of English in developing unity and nationalism. Regarding Medium of Instruction, as mentioned by J. C. Aggarwal, the Commission suggested:

a. A federal language be developed through the assimilation of words from various sources;

b. International technical and scientific terminology be adopted;

c. In higher education English be replaced as early as practicable by an Indian language;

d. Pupils at the higher secondary and university stages be made conversant with three languages – the regional language, the federal language and English;

e. English be studied in high schools and in the universities in order that we may keep in touch with the living stream of ever growing knowledge.

This is how English, in absence of a potent national or federal language, started to continue and it was given its proper status.

4.5 The Constitution of India and the English Language

In January 1950, India adopted her Constitution which has been amended from time to time. Article 343 states that the official language of the Union shall be Hindi but for a period of fifteen years (from the commencement of the Constitution), English shall continue to be used for all the official purposes of the Union. Later the Article was amended in 1963 to state that notwithstanding the expiration of the 15-year period, English may continue to be used in addition to Hindi for all official purposes of the Union for which it had been used previously and for transaction of business in Parliament. According to Article 348, the language of the courts and all Bills, Acts and Ordinances of Parliament should be English.

It is evident that even after Independence English could not be replaced. Rather its importance has been recognized by lending it the status of the associated official language by the Constitution of India.

4.6 Secondary Education Commission and the Study of English

In 1952 Secondary Education Commission was set up. This is also known as Mudaliar Commission, after the name of the Chairman Dr. A. L. Mudaliar. It surveyed Indian education during the British rule, looked into the ills of secondary education and

suggested measures to be taken for improvement. It reviewed the issue of study of language very carefully and recommended (Report: 194-95)

1. The mother-tongue or the regional language should generally be the medium of instruction throughout the Secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education.

2. During the Middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.

3. At the High and Higher Secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

Dr. Mudaliar's commission also takes into account the recommendations of the Conference of the Professors of English, convened by the Government in New Delhi on the 23rd and 24th January, 1953, when 28 representatives of universities were present besides representatives of the Ministry of Education and a Member of the Union Public Service Commission.

The Commission's recommendations on development appropriate textbook, use of modern methods, training of English teachers, use of audio-visual aids, and examination reform played significant role in subsequent modifications in English teaching and establishment of English Institutes for Teachers' training all over the country. The Government of India accepted the report and brought about a change in secondary education since 1956. This new scheme continued till the implementation of the report of the Education Commission (1964-66).

4.7 Education Commission (1964-66) and English Education

The Education Commission (1964-66), popularly known as Kothari Commission, is the first Commission in Independent India to look into all aspects of Indian education. Its task was to make a comprehensive review of the entire educational system for national development. The report was entitled 'Education and National Development'. So

extensive a work it was that it gave Indian education a proper shape and momentum that has contributed a lot to national growth till today. The Government of India, while accepting the report, stated: "The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialistic pattern of society."

The Kothari Commission recommended a modified version of three-language formula:

a) Lower Primary Stage (Classes I-IV): One language (Mother tongue or regional language) and Mother tongue as medium of instruction;

b) Higher Primary Stage (Classes V-VIII): Two languages – mother tongue or the regional language + Hindi or English. A third language is optional.

c) Lower Secondary Stage (Classes IX-X): Three languages (for non-Hindi areas the regional language, Hindi and English; for Hindi areas Hindi, English and a modern Indian language)

d) Higher Secondary Stage (Classes XI-XII): Only two languages out of above three.

The observations and recommendations of the Commission also include the following:

1. English will continue to enjoy a high status as long as it remains the principal medium of education at the university stage;
2. Teaching of English should begin in Class V;
3. The structural approach to teaching English be introduced; and
4. English should be taught for development of language skills, not as a content subject.

4.8 English Education in India (Since 1968)

4.8.1 National Policy on Education and the Programme of Action:

The report of the Kothari Commission got partially reflected in the National Policy on Education (1968). It did much but much remained. A more comprehensive strategy was needed. It was finally the National Policy on Education (1986) that provided a Programme of Action (1986 & 1992) to gear up Indian education. It retained the

language policy suggested by the Kothari Commission, found the lacuna in implementation, and pleaded for overcoming the hurdles.

4.8.2 The Acharya Ramamurti Committee (1986-90):

Appointed mainly to review 1986 Policy, the Acharya Ramamurti Committee placed its report on January 26, 1990. The Committee observed: "Whatever be the difficulties or unevenness in the implementation of the threelanguage formula, it has stood the test of time. It is not desirable or prudent to reopen the formula." The Committee attached importance to level of attainment and suggested that Central Institute of English and Foreign Languages (CIEFL) be activated to spell out modalities for the purpose of improvement of competency in English.

4.8.3 National Curriculum Framework and English Education in India

The *National Policy on Education* (NPE, 1986) proposed the National Curriculum Framework as a means of evolving national system of education for national development. Information Technology brought a massive change in life towards the end of the last century. So it was felt necessary to modify school curriculum to meet the new challenges. Accordingly, the National Council of Educational Research and Training (NCERT) prepared National Curriculum Framework (NCF) in 2000. But this attempt could not bring about the change required in the new millennium. Naturally attempt was made to review the National Curriculum Framework for School Education (NCFSE -2000) in the light of the report, *Learning Without Burden* (1993). Later *National Curriculum Framework* (NCF) 2005 brought about a radical change in all spheres of teaching English in India.

As all changes in teaching English today spring from the principles envisaged in *National Curriculum Framework 2005*, it is essential to take into account the guiding principles that shaped the textbooks, classroom transaction and evaluation system all over India. In the *Position Paper* of *National focus Group on Teaching of English* (NCF 2005) it is stated that English in India is a global language in a multilingual country. In India a variety and range of English-teaching situations prevail because of teacher proficiency in English and learners' exposure to English outside school. The level of introduction of English has now become a political response to people's aspirations.

4.9 Language Policy in Post-Independence India

Language issue in Post-Independent India is a major issue giving rise to heated debate and controversies, protest movement and bloodshed. Before independence Gandhiji observed that English as the medium of instruction created a permanent bar between the highly educated and the uneducated many. It prevented knowledge from percolating to the masses. After independence the political compulsion prompted the policy makers to break away from the legacy of English education. But in absence of a universally acceptable national language English could not be replaced by any means. When the British left India, the problem of English education gave rise to so much controversy. Although the Government of India declared Hindi in Devnagari script as the official language of the country, English retained its position for a variety of needs – as a library language, as a medium of higher education, and also as a link language. It enjoyed the status of associate official language. The Government was compelled to pass the 1967 Official Language (Amendment) Act to assure the continuity of English in addition to Hindi as the official language of the Union. The anti-Hindi agitations made it clear that priority to one particular language for all Indians is not a solution. As English was associated with the colonial rule it was de-emphasized; at the same time its importance as a language of wider opportunities and international contact was recognized. Amidst this controversy more minority and tribal languages demanded their share in the State's educational and power structure. As a result, the three-language formula emerged to accommodate the interests of all concerned: linguistic group (mother tongue and regional language), national pride and unity (Hindi), and progress and prestige (English). In the *National Education Policy* 2020 three-language formula has been retained to address multilingualism: "The three-language formula formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. ... The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India" (National Education Policy 2020: 14).

In the article " English in Post-Independence India" Agnihotri and Khanna deal with this swinging status of English: "It is unfortunate that in spite of a long series of committees, study groups and commissions, we have not been able to redefine the space called 'English' according to our sociolinguistic reality." Apparently, the status of English was reduced after independence but its pervasive presence was felt in all spheres. This

ambivalent stand is the resultant of two contrary forces – one is linguistic diversity in India and the other is role of English as both national and international link language. Educationally, English is taught as the second language in India but socially, it is recognized as a mark of quality education, culture and prestige. The societal need for learning English is rising day by day. English is the language of trade and commerce. Because of its enormous potential at national and global perspectives, the policies undertaken since independence could not suppress the popular demand for English. Rather its importance has more been sublimated.

4.10 Indian English and Indian Writing in English

Indianization of English is a consequence of prolonged colonial rule in linguistically and culturally pluralistic Indian subcontinent. It is an example of language acculturation. In India English has passed through a process of evolution to reach its present position since the missionary endeavour to proselytize. Through the efforts of Raja Ram Mohan Royand Rajunath Hari Navalkar the local demand for imparting education in English to give young Indian students exposure to the Western knowledge. Macaulay's Minute (1835) had a far-reaching consequence in establishing English as the language of opportunities. Thus the English language spread its deeper roots in Indian soil and made its authoritative presence in an alien cultural, linguistic, administrative and educational setting. With the spread of English in all spheres Indian literature in English began to develop slowly but inevitably.

However, Indian English is not a homogeneous entity. It encompasses all sorts of variations: regional or geographical (such as Gujarati English, Marathi English, Tamil English etc.), ethnic (such as Anglo-Indian English) and proficiency. As observed by Kachru, in the article "Indian English: A Sociolinguistic Profile", there is a cline of Englishes in India ranging from crudite Indian English to varieties such as Babu English, Butler English, Bearer English and Kitchen English (Indian English: A Sociolinguistic Profile, 37). English used by those bilinguals who rank around the central point on the cline of bilingualism is considered the standard variety. In sound system, grammar, lexis, and semantic features Indian English has its own distinction. In choosing English in Indian education and mass communication the guiding principle is its intelligibility all over India.

Indian Writing in English can be traced back to the publication of Shair and Other Poems by Kashiprasad Ghose in 1830. Poetry was followed by novel and drama.

Bankim Chandra Chatterjee's Rajmohan's Wife (1885) is the first Indian English novel. Later many other writers like R. K. Narayan, Raja Rao, Mulk Raj Anand, Bhabani Bhattacharya, Anita Desai, Ruskin Bond, Khushwant Singh etc. contributed a lot to the development of fiction. Salmon Rushdie's *Midnight Children* (1980) has created history by lending new lease of life Indian writing in English. Writers like Amitav Ghosh, Vikram Seth, Arundhati Ray and many others have proved the strength of Indian English.

In the realm of English writings Indian writing in English demands its distinctive position by dint of its creative impulse. Through the publication of a sound body of creative literature Indian English has its vibrant presence in the world. Like African, Australian or Canadian counterparts both Indian English and Indian Writing in English demand recognition of their respective place along with all the other Englishes and English Writings.

4.11 English for Empowerment

The present age is marked by a knowledge revolution. Gobalisation and development of communication technology have changed the scenario in job market. Employment opportunity is now directly connected with the demands in the global market that. It is English that can empower the youth with good communication skills which the job market requires for entry, promotion, and position. As Graddol has pointed out "the English language appears to be the key ingredient in a new, IT-enabled economy which is everywhere transforming Indian society" (The English Next India: 9). English is now looked upon as the language of empowerment and for this English medium schools are flourishing in private as well as public sector.

4.12 Summary

In the context of post-independent India it is very difficult to utter any exclusively conclusive word regarding the status and role of English. However, an attempt can be made by taking into consideration all the diverse courses of the spread of English in India after independence. While the commissions and committees, policy makers and implementing agencies always expressed their opinion in favour of giving English a secondary status, as opposed its status during the British rule, its importance could never

be hindered. Indian English has established itself as a new variety and Indian Writing in English has already got worldwide recognition as a distinct discipline. The three main drivers towards greater use of English, as identified by David Graddol, are: education (increasing demand for English-medium schools, widening access to higher education, incorporation of English training in vocational education); employment (many jobs in the organized sector now requires good English skills); social mobility (English is seen as an access route to the middle classes and geographical mobility within India and beyond). People of India, irrespective of any regional or social identity, now believe in the transformative power of English. It is a very powerful and useful social skill that can transform the wheel of fortune. It is a symbol of a better life and economic up liftment. Although its space is yet to be ascertained, it has emerged as a powerful agent for social change and progress in independent India.

4.13 Review Questions

a. What was the system of education we adopted from the British when we became independent?

b. What were the major recommendations of Radhakrishnan Commission?

c. How did the schooling structure change with Kothari Commission?

d. What major changes to language policy were made in 1986 (NPE).

e. What is most recent modification to the education system in India?

f. Discuss the Language policy in Post Independent India according to NEP 2020.

g. Reflect on Study of English with accordance with Secondary Education Commission.

h. Discuss on the methods and techniques recommended for ELT in the various commissions since independence.

i. Write a note on Indian Writing in English

j. Discuss the reasons behind greater use of English in the light of ‘Énglish for empowerment’.

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MODULE-2 : ENGLISH FOR SPECIFIC PURPOSES

Unit 5 ❑ Opportunities for Using English in India (Travel, Tourism & Trade)

Structure

5.1 Objectives

5.2 Introduction

5.3 ESP – Characteristics

5.4 Branches of ESP

5.5 English for Tourism Purposes (ETP)

5.6 Characteristics and features of ESP and ETP courses

5.6.1 Curriculum Designing

5.6.2 Organizing Course

5.6.3 Learning Style

5.6.4 Selecting Material

5.6.5 English Efficiency

5.6.6 Types of Activities with Text

5.6.7 Evaluation

5.7 Teaching ETP

5.8 Summary

5.9 Review Questions

5.10 References

5.11 Reading List

5.1 Objectives

This unit will enable the learner to:

a) Use appropriately the spoken English in different situations of the tourist trade.

b) Read and understand a variety of literature related to tourism.

c) Write specific documents related to promotion of tourism.

d) Listen and understand different styles of speaking English spoken by the tourists.

e) Provide an overview of the purpose of teaching/learning ESP (English for Specific Purposes) and ETP (English for Tourism Purposes).

5.2 Introduction

The quick development of the tourism and hospitality industry can directly influence the English language which is the most widely used and spoken language in international tourism in the twenty-first century. English for tourism has a major role in the delivery of quality service. Employees who work in the tourism and hospitality industry are well aware of its importance and strive to possess a good command of English at their workplace.

5.3 ESP – Characteristics

English for tourism and hospitality has been categorized under English for the specific purpose (ESP). It is an important and dynamic area of specialization within the field of English language teaching and learning. The necessity of teaching English for professional purposes and specifically in the area of tourism is irrefutable. Language proficiency is very important and essential in all professional fields specifically in the tourism and hospitality industry due to its specific nature and concepts. Thus, it is required that the educators understand the practical applications of this approach. This unit aims to provide an overview of the purpose of teaching ESP (English for Specific Purposes) and ETP (English for Tourism Purposes) to the learners and users.

In addition, characteristic features of ESP and ETP concerning course development, curriculum planning, learning style, material development, English efficiency, types of activities and evaluation are outlined. Determining the ESP concepts and elements provides

specific English instruction that could help the learners be well-prepared for meeting their work place requirements.

Most of the time we hear the terms like English for Engineering, English for Computing, English for Music, English for Medicine, English for Business and other similar fields. English for Tourism and Hospitality is used for international tourism and service industry which is considered under the category of English for Specific Purposes (ESP). English has been dominated in many different fields such as education, business, technology, media, research, tourism, and medicine. Fast rise and demand for English for specific purposes needs to be achieved people for instrumental purposes. Learners invocational or academic situations come for ESP to meet the essential, specific and precise learning needs. ESP is thus designed with the purpose of addressing the definite needs of the learners. The methods and the content are based on the learning purposes. With the development of business management and communication technologies in the recent years, some changes have been made in the field of English language teaching. One of these changes is that the attention of course designers from teaching English for academic purposes has been altered and improved to teaching English for more specific purposes (ESP). In fact, differences between the ESP learners and ELT learners is that ESP learners are the ones who are nearly aware and familiar with English, however, they are still required to learn the language to perform particular job-related functions and to be able to communicate a set of professional skills. Three important reasons for the emergence of ESP are the new focus on its learners, request, and demand in the new world, and revolution in the field of linguistics. ESP has certain features and characteristics. The first characteristic explains that the particular need of the learners is identified through the ESP.

The second characteristic is that ESP utilizes the specific activities of the discipline and principal methodology. Finally, the last characteristic states that ESP concentrates on the appropriate language learning for the skills of study, genre, lexis, grammar, and discourse.

English for specific purposes is a term that refers to teaching or studying English for a particular career (like law and medicine) or for business in general. ESP is considered as a type of English Language Teaching, ELT and it is a kind of goal-oriented language learning. In goal-oriented language learning the learners are required to obtain a definite purpose in the learning process. In fact, ESP is considered as a main subject or topic that can promulgate competence into the hospitality and tourism preparation and training programs (Hsu, 2011). To make it clear, in the language learning process,

English is not considered as the main purpose; it is only seen as a vehicle for its acquirement. According to Robinson, Pauline C., ed. Hywel Coleman (1989), students learn and study English because they are required to perform and complete a task in English not because of their interest in the English language. This edict of English language has to help them to attain a good and satisfactory level in their individual and professional subject studies.

5.4 Branches of ESP

There are numerous of sub-divisions under the umbrella term of ESP. For example (EBP) which is called English for Business Purposes, (EAP) which is employed for English for Academic Purposes, English for Occupational Purposes (EOP), and English for Medical Purposes (EMP), and many others with new ones being added yearly to the list. In fact, EOP which is known as English for Occupational Purposes is more general and common in comparison with ESP. All of the main and fundamental English skills such as reading, writing, listening and speaking in EOP are exactly the same as ESP. In other words, its concentration is not in the particular profession disciplines; however, it is basically based on general skills that are essential for the learners to be prepared for their future workforce. The teaching process may begin with the general language skills.

Specific fields, such as aviation, business, or tourism need to focus on EOP programs for developing communicative competence. Accordingly, the command of ESP and EOP must be such that the learners can reach a satisfactory level in their specialist subject matters and career.

Huang (2008) constructed a complete and comprehensive model for the English for Specific Purposes curriculum which is applicable for hospitality and tourism English.

Table 1. Model for tourism and hospitality English curriculum

Dimension of the tourism and hospitality curriculum
1. English for Food and Beverage Services
2. English for Air Flight Services
3. English for Hotel Services
4. English for Tour Managers and Guides
5. English curriculum design for hospitality by Huang Chao-shain (2008).

English proficiency to fulfill job responsibilities in the tourism sector, involves interactive communication. Employees in tourism industry need to engage in specific professional conversations, for which they need a few language structures, special vocabulary and a proper speech accent when serving the guests.

Much attention has been given to teaching English for tourism due to using English as a *lingua franca* in international tourism and travel contexts. Some studies on tourism and hospitality English have dealt with subjects such as checking out the effectiveness of courses and interventions in developing and expanding tourism students' language competence Moreover, there are some other studies investigating the language needs of students and employees in their studies have addressed the evaluation of language materials and course books from the perspectives of trainees, employees, and students. Laborda (2003, 2009) investigated the incorporation of computer-based activities in English courses for tourism students. Other issues investigated by the similar studies included teachers' perception on oral communication activities help developing tourism students' oral English (Jing, 2010). Diaz and Scholfield (2010) did a research on the relationship of general English high-frequency words and the most frequent tourism English vocabulary with the tourism students' reading comprehension of texts in their English courses.

In the field of English for tourism and hospitality, many of the studies are focusing on the strategies, appropriateness of in structural materials and adequacy. Comparison between the communicative needs of tourism employees and personnel of the banks were done by Al-Khatib (2007) to assess the attitudes towards the needs and wants. In his study, he also investigated the participants' realization toward English to know what they need more to be included or what they considered less important to be excluded. In his study, he observed that in applying and evaluating staff English proficiency the type of work has a significant role. Travel agency staff believed that the most common reasons for communicating were writing and sending email and faxes, making on-line ticketing, browsing the internet, making online hotel booking and offering destination guides. Moreover, in this study, the most important skill for tourism employees was writing and travel agency employees used English more than banking staff at their workplace. Thus, developing and instructing an ETP course is an important issue that has to take into account. The reason is that using professional strategies and sufficient language learning is required in the tourism field.

In fact, people who are required to use English at work for tourism and hospitality purposes need to improve their communicative abilities, language fluency, and accuracy.

These people in international tourism and service industry have the opportunity to apply and utilize the target language in their activities and routine work. Mastering English for Tourism Purposes (ETP) prepares learners with necessary linguistic tools to work in the different chosen professions.

5.5 English for Tourism Purposes (ETP)

Foreign language skills are necessary to work in the tourism and hospitality sector. The reason is that it is the means for having communication with foreign tourists and understanding cultural differences. In fact, for those who are seeking employment in the tourism, hospitality and service industry, it is essential to stay highly motivated in order to be accurately fluent in a high level of professional service language. They are required to become proficient in English for Tourism Purposes. English for tourism is viewed as an area of business English. This incorporates business English and English for academic purposes and bridges classroom use with workplace communication. This can help to increase the job opportunities in the international industry.

English for tourism is known as one of the attractive subjects since many of the people will be a tourist at least once in their lifetime. Moreover, learning English for tourism purposes is crucial for those who are working in guest-host relation section such as hotels, travel agencies, restaurants, information centers and tourist attractions. English has recently become a core subject in industrial sectors and hospitality training programs. Employees can achieve English proficiency to fulfill the job responsibilities by the training programs.

In comparison with other languages, English for tourism is examined by principal properties such as functions, structures, and tenses. In fact, English for tourism is a structured language and follows definite grammar rules. The vocabulary used in the English for tourism is of a specific kind and conveys messages through a conventional system of symbols and codes. For instance, the language used for checking into a hotel, giving information about hotel facilities, meal times, giving directions, requesting and giving tourist information, and other communicative activities that can take place in any hospitality setting. However, these are not fixed and vary from one country to another.

Strutt (2003) in his introduction describes his textbook (English for International Tourism) as needing no specialized knowledge '*it is not technical or over-specialized in nature.'* In fact, ESP textbooks are significantly similar to any general English textbook.

For instance, grammar in these books is used as a means of structure. However, all the examples are used within the tourism, medicine, or business context make a distinction from some ELT textbooks

In fact, English for Tourism Purpose (ETP) is important for its learners since it helps to be equipped with the specific domains of language skills and knowledge. Consequently, the reason for learning the specific skills in English is to apply them properly and appropriately in the specific professions, workplace, and discipline. As a requirement to apply a successful language, a particular language need of the specified context has a critical role.

5.6 Characteristics and features of ESP and ETP courses

5.6.1 Curriculum Designing

Learning tasks and activities should have a high surrender value when we design a curriculum for ESP courses in the field of ETP (English for Tourism Purposes), it means that learners could be able to use what they have learned to perform their jobs more effectively. Designing a course is based on the belief that it can enhance the learners' inherent motivation, which in turn can aid and support their learning process.

All the decisions regarding designing ESP courses are to be based on the learners' rationale for learning. When we apply a curriculum design or syllabus on the learners, the target English situations have identifiable elements. Therefore, the process of curriculum design can proceed once the elements have been recognized. Unfortunately, these days many of the ESP courses are surrendered without a target situation analysis being carried out. Several factors have been considered and measured in teaching ETP by the educators in designing curriculum, individual courses, and classroom materials which can assist the learners to increase their motivation very rapidly and improve their language skills. Nunan states that educators engaged and responsible in using English for tourism purpose (ETP) as a theoretical framework have numerous roles and duties. Nunan tried to make several observations about educators who design and develop curriculum and noticed that improving the curriculum needs skill, time, and major support. The abilities required for successful communication in occupation settings, content language acquisition versus general English acquisition and those important issues in ESP curriculum design. In addition, the acquisition of English for tourism purposes (ETP) has to consider these main factors within an international context.

5.6.2 Organizing a Course

One of the important steps to achieve a satisfying goal is organizing the ESP course. There are many factors that play a crucial role in organizing the ESP course. Without them, the learning processes would not lead to effectiveness. In ESP, the term specific refers to a specific purpose for which English is learned and teachers are required to be familiar with. The teachers have to be able to find a good response to what Hutchinson and Waters describe as language description. In fact, there are some questions that emerge from the language description, e.g. "What do the students need to learn?" "What topic areas are needed to be covered?" "What aspects of language will be required and how will they be described?" (Hutchinson & Waters, 1992). Finding the right answers to all of these questions will result in setting exact aims and objectives of the course. In fact, syllabus analyses designs regarding what the course is going to be about, objectives of the course and setting goals are unavoidable.

Moreover, the way of the learning process is another feature of organizing a course. The theory of learning prepares the theoretical basis for the methodology. It will help to figure out how the people learn. In fact, the strategies of learning are different parallels with learners' level, age and the reason for the study. The way a group of beginners acquires language varies from the advanced, or the adult learners expect a different attitude from the children.

Teachers are required to specify which aspects of ESP learning will be focused on to meet the learners' expectations and needs successfully. Hutchinson and Waters state another aspect affecting the ESP course. It relates to the discussion of the questions of 'why', 'who', 'when' and 'where' allied with the nature of learning situation and a particular target. They define them as needs analysis (1992: 22) .To establish and organize the ESP course effectively and consequently, achieving a satisfactory goal and having respect for all these factors is obvious.

5.6.3 Learning Styles

Learning styles for the tourism, travel, and hospitality are different from other English programs. A learning style integrates people's affective, cognitive, and psychological traits. Conner (2007) believes that learning styles are mainly related to processes, learners' perception, organization, and present information developed during the past decades. In1987, Neil Fleming developed VARK, and its seminal publication appeared in 1992. Fleming showed that people have preferred sensory routes for learning based on learner

type. He classified them as the four learning style of the VARK model (Visual/seeing, Aural/listening, Read/Write, Kinesthetic/experiencing).

Moreover, Honey and Mumford (1995) investigated four major learning styles in which learners have a preferred learning style that determines how they enjoy learning the theorist, pragmatist, activist, and reflector.

Studies have indicated that learners are more attracted to practical activities rather than theory and reflection. As a result, educators are required to instruct and educate the learners through different teaching styles to increase their learning preference in certain programs

5.6.4 Selecting Materials

Good ESP materials should assist the teachers in organizing the course or what is more it can function as an introduction to the new learning techniques. It will support teachers and learners in the process of teaching and learning. To make it clear, choosing ESP materials determines the running of the course and underlines content of the lesson. Furthermore, materials are also a kind of teacher reflection. They can truly mirror what you feel and suppose about the learning process. In fact, good materials are expected to be based on activities and various interesting texts providing a wide range of skills. Teachers are required to specify which aspects of ESP learning should be focused on. However, one piece of material can serve for expanding more than one skill, e.g. vocabulary, reading, writing, speaking, etc. “Teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course”(Graves, 1999: 27).

It is the teachers’ responsibility to be aware of the fact whether the selected materials are suitable not only for a specific discipline and answers are given course goals but also for learners and teachers themselves. Materials have to function as a link between already learned, existing knowledge and new information. Consequently, selecting a proper and appropriate material regarding the main criteria is a crucial part in organizing each ESP course. It might happen that learners’ expectations and needs would not meet due to the wrong choice of material. Materials provide a stimulus to learning. Not only the good materials teach, but they also encourage learners to learn.

5.6.5 English Efficiency

Effective language communication requires more linguistic knowledge. In the theory of second language learning (Spolsky, 1989) individual language learners through listening

and reading generally develop prior to a higher level through speaking and writing. Indeed, the language domains modify the communication for the language proficiency levels. The language domains are speaking, listening, reading and writing. In speaking, a learner has to engage in oral communication in different situations purposely. Listening is the process of understanding, interpreting and evaluating spoken language in a variety of situations. Writing is being engaged in written communication in various forms purposely, and reading is the process of interpreting and evaluating the written language symbols and text with understanding and fluency. People who use English for Tourism Purposes (ETP) are expected to endeavor to maintain their communicative competence, accuracy, and fluency. Mastering English for the people who work in the international tourism and service industry is essential and provides them with the linguistic tools needed to travel and to work in different chosen professions.

5.6.6 Types of Activities with the Text

In ESP course, text as a learning material can be used for learning and practice. In fact, it can be a source for reading or communicative skills and new vocabulary. Concerning the ESP activities, it is needed to keep in mind the context that should be consistent with studying subject matter. Different activities can be used in ESP teaching, e.g. warming-up activities, receptive activities, productive activities, and follow-up activities.

Warming-up is a kind of preparing step. In warming-up activities, the teacher has to do pre-teaching, discussing questions concerning the topic and activation of new vocabulary or grammar structures. To raise the learners' interests and lead those to further problems various kinds of plays, collocation grids, puzzles and questionnaires can be used. Warming-up activities are very important and essential phase on which the text working process depends.

Reading, listening and working with a text itself are the activities that belong to the receptive activities. Various reading strategies can be realized through the receptive activity, e.g. skimming, scanning, with or without translation, and informative. They have to lead to encouragement of the learners. In fact, language-based approaches e.g. gap-filling and jigsaw reading can also be identified or approaches relating to the content of the text. Both of them have to aim the learners to be as much active and reflexive as possible.

Productive activities are practicing of the acquired knowledge. This activity is working in groups and pairs or individual with teacher assist who takes notice of using the target

language. To identify how the learners understand the given topic, summarization of the lessons should be done by the learners.

In follow-up activities, appropriate using of learned and developing need to be recognized. It can be done in a form of exercises and creative homework. Making discussion and dramatic activities are skills that can be developed through the follow-up activities.

5.6.7 Evaluation

Course evaluation is the necessary part of learning and teaching the process. Evaluation is a motivating factor and displays the learners' progress or effectiveness of the course. It also discloses possible inadequacies that are not successfully covered. Based on what we in fact evaluate, various ways can be performed. Two eminent levels of evaluation are learners' assessment and course evaluation. In ESP courses, a test can be the best way for learner assessment. Moreover, questionnaires, tasks, discussions and interview can be used for the purpose of learners' assessments. Since ESP is concerned with the ability to perform particular communicative tasks, teachers need to find whether the content of the course meets the learners' expectation and if the learners are able to dispose of the new information and perform learned skills in a particular situation.

On the other hand, the same as learner evaluation, the course evaluation, aids to assess whether the characteristic features of designing the course were met. Course evaluation involves all those who share the learning process in making the ESP course as satisfying as possible to the learners and the teachers. Depending on course running and an individual situation, the evaluation can be done. This means that there is no specific time or priority for doing the evaluation. However, it is very important to be aware of giving feedback.

5.7 Teaching ETP

In the modern world and with more emphasis on professional subjects and science at universities, language studies are often neglected. Consequently, English might remain a difficult language to major in spite the fact that the tourism service industry can benefit extremely from it and it can revive interest in learning languages. One of the major criteria in employing people in the tourism and hospitality sector is the English knowledge. Poor English proficiency and competency can result in hardness in attracting and entertaining

the tourists. Therefore, it is crucial to consider the English language taught as a core subject at tourism higher education institutions and universities all over the world. Future studies and research need to be conducted in order to analyze the English language needs of tourism. These studies would expand institutional perspectives on how the English language preparation for tourism purposes could be appropriately improved.

Having looked at the learning tasks and textbooks in the teaching of English for the tourism and hospitality, we can figure out that each higher institute or university uses a different textbook that contains the materials collected by teachers from various sources. These sources include English for tourism and English for general purposes materials, and all of them comprise all the four English skills; speaking, listening, writing and reading. Vocabulary activities and grammar structures are also emphasized in these English sources. It is essential to have a variety of English learning activities that can assist the learners to improve their English skills for the tourism purposes. These activities can be letter writing, group discussion, role playing and etc. This can qualify and prepare them for their future occupations in international tourism.

It is supposed that teaching English for tourism and hospitality industry is achieved through a topic-based focus. This method of teaching fulfills the double role of providing a meaningful framework, and learners can develop their language skills and knowledge. Moreover, it avoids the too-evident repetition of language items they have already seen. Topic-based approach aids that the language items covered are those truly required within the field chosen.

5.8 Summary

The second language speakers of English who wish to be employed and work in the service industry and international tourism and those who aspire to learn English for tourism purposes (ETP) have to carefully regard the language they use and the context of the particular situation. Therefore, a complete and comprehensive curriculum of practical courses should be helpful and beneficial for them. A curriculum relating to English for the international tourism and service industry need to be carefully designed and created to suit the specific learners' needs and wants.

The aim of this course is to provide the learners with a facility to cope with a variety of situations using language in their professional life. Methods and contents have to be specific to equip the learners for their job. Considering the international tourism and

hospitality, English will facilitate the tourism employees to meet up with their professional linguistic requirements in a satisfactory manner and finally to improve the quality service in international tourism. In ESP courses appropriate and related teaching materials are required to be designed and prepared based on different employees' duties. Mastering English for tourism purposes provide the individuals with the linguistic tools needed for travelling or for working in a variety of chosen professions in tourism and hospitality sectors.

5.9 Review Questions

a. What is your understanding of ESP?

b. How different is ESP from EGP?

c. What are the salient features of ETP?

d. What are the different uses of English for professionals in Tourism industry?

e. Are there special materials to teach ETP? What are their features?

f. What should be the role of teacher to teach ETP courses?

g. What are the special strategies to teach ETP courses?

h. Discuss the strategies for evaluating ESP learners.

i. Discuss the branches of ESP.

j. What are the characteristic features of ESP and ETP courses?

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5.11 Reading List

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Unit 6 ❑ Opportunities for Using English in India (Education, Employment and Social Mobility)

Structure

6.1 Objectives

6.2 Introduction

6.3 Concept of Social Mobility

6.4 Social Mobility and Strategies of Educational Selection

6.5 Equality of Educational & Employment Opportunity

6.6 Equality of Social Access: Myth or Reality

6.7 Schooling and Equality of Educational Opportunity

6.8 Some observations on Social Mobility

6.9 Relationship between Education and Social Mobility in Indian Society

6.10 Summary

6.11 Review Questions

6.12 Reading List

6.1 Objectives

After reading this unit students will be able to comprehend the:

a) Relationship between education, social mobility and nature of stratified society;

b) Concept of equality of educational opportunity and its evolution; and

c) Theoretical perspectives regarding the relationship between education and social mobility.

6.2 Introduction

Education, as widely assumed, plays a positive role in enhancing a person's chances of social mobility. Why would one study otherwise? There is no doubt that education

shares an important relationship with social mobility. It would not only be overly simplistic but also fallacious, however, to assume that education ignores social differences among individuals and gives everyone an equal chance to climb the ladder of social stratification. In this Unit we begin with social mobility and strategies of educational selection. Having done that, we will delve into the theoretical perspective. Towards the end, we will look into the relationship between education and social mobility in the Indian context.

6.3 Concept of Social Mobility

The term social mobility refers to the movement of individuals or groups from one position of a society's stratification system to another. Sociologists use the terms open class system and closed class system to distinguish between two ideal types of class societies in terms of social mobility. An open system implies that the position of each individual is influenced by the person's achieved status. Achieved status is a social position attained by a person largely through his or her own effort. In an open class system, competition among members of society is encouraged. At the other extreme of the social mobility system is the closed system, in which there is little or no possibility of individual mobility. Slavery and the caste system of stratification are examples of closed systems in such societies.

As with other ideal types, the extremes of open and closed systems do not actually exist as pure forms, for example, in caste societies, mobility is occasionally possible through hypergamy -a woman's marriage to a man of a high caste. In the relatively open class system of the United States, children from affluent families retain many privileges and advantages. Hence, any class system should properly be regarded as being open or closed in varying degrees. Here the key questions concern the way in which achieved status is obtained and the degree of movement that can take place across generations. It is in these circumstances that social mobility becomes important, as sociologists examine the way in which individuals compete for unequal positions. In studying social mobility, sociologists compare the actual degree of social mobility with the ideal of free movement through equal opportunity. As a consequence, the social position that an individual achieves may bear no relationship to the positions he acquired at birth. Movement up or down the social scale is based on merit.

Contemporary sociologists distinguish between horizontal and vertical social mobility. Horizontal mobility refers to the movement of a person from one social position to

another of the same rank, for example, a lecturer from Mogra College leaves Mogra to join as a lecturer in Scottish Church College. Most sociological analysis, however, focuses on vertical mobility. Vertical mobility refers to the movement of a person from one social position to another of a different rank. It involves either upward (teacher to Principal) or downward (chief managerto clerk) mobility in a society's stratification system.

One way of examining vertical social mobility is to contrast inter-generational and intra-generational mobility. Inter-generational mobility involves changes in "the social position of children relative to their parents. 'Thus, a plumber whose father was a physician provides an example of downward inter-generational mobility. A film star whose parents were both factory workers illustrates upward inter-generational mobility. Intra-generational mobility involves changes in aperson's social position, within his or her adult life. A nurse who studies to become a doctor has experienced upward intra-generational mobility. A man who becomes a taxi driver after his firm becomes bankrupt has undergone downward intra-generational mobility. Another type of vertical mobility is stratum or structural mobility. These terms refer to the movement of a specific group, class, or occupation relative to others in the stratification system. For example, historical circumstances or labour market changes may lead to the rise or decline of an occupational group within the social hierarchy. Military officers and strategists are likely to be regarded highly in times of war or foreign policy crisis.

6.4 Social Mobility and Strategies of Educational Selection

Turner (1961) distinguishes between two modes of social ascent: sponsored mobility and context mobility. His analysis of modes of social ascent with their accompanying strategies of educational selection is a careful framework for studying education as a process -of selection. Sponsored mobility refers to an education system in which elite recruits are chosen by the establishment or their agents. Elite status is assigned on the basis of some criterion of supposed merit that cannot be acquired by any degree of effort or strategy. Mobility is like entry into a private club where each must be sponsored by one or more of the members. Sponsored is characterized by those singled out from the rest, usually in separate institutions. This is typical of cases where the system for children of the poor is distinct from the system of education for the middle class. Contest mobility refers to a system in which elite status is a reward in an open contest and is achieved by the aspirants' own efforts. In these circumstances, there would be open access to all institutions that are of equivalent status. Here, there is no sharp separation

between students taking particular courses and where there is relatively open access to institutions of higher education. Control over selection relies upon assessment, examination and testing procedures. Contest mobility is like a race or other sporting event, in which all compete on equal terms for a limited number of prizes. Its chief characteristic is a fear of premature judgment and not only is early selection avoided, but any open selection is as far as possible avoided altogether. Although in theory, all those who complete the school - leaving diploma are eligible for higher education, in practice the competition is so keen that the entire spectrum of higher education can be highly selective. The institutions themselves have their own enhance examinations and there are variations in standards, despite theoretical equality of status. These modes of social ascent are based on ideal types using examples drawn from Britain and America respectively over almost**30** Years- Their application therefore, rests on the kind of changes that have occurred within specific education systems. Another model that has attracted some attention is the one outlined by Boudon **(1974:79)** who explored the relationship between intelligence, scholastic attainment, social background and aspirations. On the basis of his analysis, he proposes a two - tier theory of attainment based on 'primary' effects of social background which are similar to intelligence and school achievement and 'secondary' effects which apply when children of equal intelligence and achievement have to choose between different kinds of curricula. Black, upper class students choose courses that lead to the same social status as their parents. Indeed, he maintains that a large degree of mobility takes place despite the bias of the education system in favour of the middle class and the fact that the hiring process gives the advantage to those who are more qualified- Given the competition that exists for places in the education system and the occupation system, however, there is no guarantee that the children from t-more privileged groups would be favoured. Indeed, he shows. How children of high status are demoted and low status children promoted. As a consequence, Bolldon's theory helps to explain why there is a degree of randomness in occupational attainment, why education does not seem to affect mobility and why Patterns of social ascent appear to remain stable across generations.

6.5 Equality of Educational & Employment Opportunity

James Coleman (1968) considered five different positions on equality of educational opportunity. Broadly speaking, there were those positions that were concerned with 'inputs' into schools and those that focused on the 'effects' of schooling. As indicated

by Coleman, a key problem concerns whether equality implies equality of input or equality of output. He suggested, however, that neither inputs nor outputs are viable. He concludes that equality of educational opportunity is not a meaningful term. In the USA, the expression 'equality of educational opportunity' has, first meant the provision of free education up to the entry into the labour market; second, it has referred to the provision of a common curriculum for all children regardless of their social background; third, it has referred to the provision of education for children from diverse social backgrounds in the same school; fourth, it means providing for equality within a locality. On this basis, equality of education opportunity demands that all pupils be exposed to the same curriculum in similar schools through equal inputs. The evidence in the Coleman report showed that there was relative equality of education inputs but inequality of results. Accordingly, it is argued, if equality of educational opportunity is to be realized in the USA, it is not sufficient to remove legal disabilities on blacks, women and other disadvantaged groups instead provision has to be made to give them the same effective chance as given to white male members of the population. The term 'equality of educational opportunity' was also considered problematic in Britain. In particular, two problems were highlighted. The first concerns the way in which educational opportunities are achieved, while the second concerns that is meant by equal educational opportunity. After Halsey (1972), a great deal of sociological research and writing in Britain has been concerned with different aspects of equality of educational opportunity, some of which has had direct implications for social and educational policy. In particular, Habey identifies three trends in this work. First, a period in which research was concerned with access, lasting from about the turn of the century until the end of the 1950s when discussion was in terms of equality of access to education to all the children regardless of their gender, social class, religion, ethnic group or region of origin. The second phase occurred throughout the1960s when its scope chiefly consisted of equality of achievement. On this basis, equality of educational opportunity comes about if the proportion of people from different social, economic and ethnic categories at all levels of education is more or less the same as the proportion of these people in the population. Hence, positive discrimination in the form of compensatory education was suggested the main aim of which was to reduce education disadvantage and reduce the gap in educational achievement. This problem was tackled in the USA through Project Head Start programme, which was established to break the cycle of poverty by assisting pre-school children. In Britain, the Plowden Committee recommended the establishment of education priority areas where schools would be given greater resources and where attempts would be made to initiate change. Bernstein (1970) however, argued that compensatory

education carried with it the implication that something was lacking in the family and the child. Halsey argued that equality of educational opportunity is essentially a discussion about education for whom (access) and to do what (outcomes).The third phase was concerned with the reappraisal of the function of education in contemporary societies.

The concept of equality of educational opportunity has undergone significant change over the decades. The core idea, that all the children should have an equal chance to succeed (or fail) in a common school system remains valid. What has undergone a change, however, is the understanding of the inclusive in terms of its implications. The scope of 'who is included' has widened to encompass blacks, women and other minorities, as well as white men. The emphasis has shifted from the provision of formal or legal equal educational opportunities to the requirement that educational institutions take active or affirmative steps to ensure equal treatment of different groups.

Underlying this shift of emphasis as Coleman has argued, is the emergence of a conception of equality of educational opportunity, as 'equality of results', where educational institutions begin to be held partly accountable for gross differences in the attendance or success rates of different groups and are expected to take measures to reduce those differences.

Until about 1950, equality of educational opportunity had a relatively simple band restricted meaning. It referred to the right then enjoyed by all except the black Americans to attend the same publicly supported comprehensive schools and to compete on formally equal terms with all other students, regardless of their class or ethnic background. Such rights, American educators pointed out, were not enjoyed by European students to. Anywhere near the same degree.

In much of Europe, separate schools for the academically able were the rule, and in practice this meant a higher concentration of upper middle class students in the college preparatory schools. The twenty years following the Supreme Court's Brown vs. Board of Education decision in 1954 saw a steadily broadening of equality of educational opportunity. The court ruled that the maintenance of separate school system for black and white students was unconstitutional because such segregated schools were inherently unequal. Not only the meaning of equality of educational opportunity but the criteria on which it was based also broke new ground.

Testimony established that segregated schools attended by blacks were inferior in their facilities and resources to schools attended by white students. In the ruling that segregated schools were unequal because they were inferior schools the Court opened

the way to a much broader conception of equality of educational opportunity, one that stressed the communities' or the school's response to provide some rough equivalence of effective opportunity for all students and not merely the responsibility to make some opportunities available. Scholarships and financial aid programmes were implemented, enabling a larger number of poor and working class students to attend college. The courts also moved to a more activist conception of equality of educational opportunity during the 1960s. It meant that black and other minority students should have real rather than merely formal opportunities to attend the same schools as white students.

It was during the seventies rather than the sixties that the most radical changes occurred in the concept of equality of educational opportunity. First, the term became still more inclusive in the groups to which it was thought to apply- attention was now paid to the handicapped and women. Separate colleges for male students also came under attack. Towards the end of the decade, a majority of previously all-male or all-female colleges had opened their doors to at least some members of the opposite sex. There was also controversy about the denial of equal opportunity implicit in the greater subsidies given to boys' school sports rather than to girls' sports. At the same time, a radical shift occurred in the criteria that were used to assess whether equality of educational opportunity existed. During the mid-1970s an increasing number of liberal and radical critics defined it as the existence of roughly proportional education outcomes for all groups, or as Coleman put it, as 'equality of results'. In this position, schools were held responsible for ensuring that blacks, women or other minority groups moved towards parity with white males across a whole range of educational outcomes.

Differences in these outcomes from under-representation of whites in the Education, Social physical sciences to the over-representation of blacks among high school drop-processes and Institutions outs, tended to be taken as evidence of inequality of education opportunity. There is no simple answer to the question: do schools provide equality of educational opportunity? If we were to use as a criterion the activist definitions of the 1970s, then the answer would be an unequivocal no. Large differences still exist between the relative successes of different groups in education. For example, lower class black students in particular are much more likely to drop out of high school and to fail simple tests of literacy than white students. Adopting the pre-1960s criteria however will yield positive results. There is no doubt that there are far more formal opportunities available to disadvantaged students now than existed a few years ago. However, sociologists are interested in the degree to which changes in schooling have changed the relative chances

of different social classes and ethnic groups. The general issue is whether schools continue to reinforce or reproduce existing patterns of inequality among groups or whether schools have helped create a society that is open to individual talent and effort regardless of social background.

6.6 Equality of Social Access: Myth or Reality

To what extent does schooling provide equal access to social groups from varying social, economic, linguistic, regional and religious backgrounds? The question here is not simply regarding access to educational institutions but the experiences that one undergoes in school, which determines the educational performance of such students. 'Theoretically speaking, even though, private schools may be open to children from various ethnic backgrounds, the very fact that they have a high fee structure restricts the entry of a large number of students to such schools. The hierarchy of educational institutions ensures the maintenance of socio-economic differences between groups in society. Blacks, women, lower caste or class groups, even after they enter the same school, have experiences which place them at a disadvantage vis-à-vis, their more advantaged counterparts. When secondary education is of different types, working class children can be shown to be less likely to enter the more academic schools and once there, to be more likely to leave early. There are also considerable social class differences in access to the universities. In the US, the pattern of class differences is much the same as in Europe, in spite of differences in the organization of secondary education. Dropping out of school before high school graduation is more characteristic of low-status families, measured in terms of income level and of the father's occupation. In Poland too, the children of the intelligentsia have a much greater chance of entering higher education than the children of workers and peasants' in spite of a system which allows extra points for social background. There is also considerable differentiation by choice of subjects. Thus the children of peasants are likely to enter a college of agriculture and the children of industrial workers a technical university. The teacher training colleges and academies of theology also recruit heavily from the children of working class and the peasantry.

Apart from these differences between social classes which seem to persist indifferent societies, there are also widespread variations' between regions, particularly between urban and rural areas. There are also regional differences between countries, ethnic minorities. Women's enrolment in schools and colleges is lower as compared to men. In Europe,

universities are still largely a male preserve. There are however large variations between countries, dependent partly on the position of women in the employment market, partly, as in comparison between Britain and the United States, In the USSR, for example, men and women enter higher education in roughly equal numbers. There is some evidence that women tend to predominate in certain kinds of higher education rather than others. They are, for example, less likely to pursue post-graduate education and less likely to study science. They also join teaching and nursing professions in large numbers. Socio-economic background and gender interrelate with each other. Studies reveal that the disparity between the sexes widens, as one goes down the social scale, until at the extreme of the scale, an unskilled manual worker's daughter has a chance of only one in 500 or 600 of entering a university -a chance a 100 times lower than if she had been into a professional family. Some theorists suggest that the solution for such problems lies in the reservation system, in which the proportion of children from various social backgrounds -women, blacks (for example, reservation of seats in educational institutions for lower caste children in India) - is fixed. But this does not, in itself solve the problems of the student who is not adequately prepared for higher education or is poorly motivated so that unless the institutions involved are ready to accept a double standard they must provide remedial teaching or face a high wastage rate.

According to Boudon (1973), inequality of educational opportunity is showing a slow but consistent decline. However, the value of higher education in terms of social mobility is depressed by the very process, which brings working class and other disadvantaged students into it in large numbers. At the same time, such students tend to be concentrated in shorter courses, or less prestigious institutions. As many observers have pointed out, a society based on strictly meritocratic principles would not necessarily be a more equal society. A rigid class structure is not compatible with a considerable measure of individual mobility and both Jencks and Boudon have argued, although in different ways that the way to equality of economic opportunity is through a more equal society rather than through equality of education opportunity.

6.7 Schooling and Equality of Educational Opportunity

One of the more important controversies in sociology of education is one regarding the consequence of the schooling revolution and its effects one quality of opportunity. In the United States, school has been long seen as a great equalizer, as perhaps the single most important institution that works to erase the handicaps of birth and create a society truly open to the talented. More educational opportunities, it has long been

argued, are the key to create a meritocratic society, a society where talent and effort rather than privilege and social origins would determine an individual's status. Such arguments, stated in more formal and precise terms are part of the functional paradigm, and they continue to enjoy wide support, despite mounting evidence that the expansion of educational opportunities in recent decades has not had the dramatically meritocratic effects envisaged by the theory. Much of this work and writing has been concerned with two Linked concepts: meritocracy and equality of opportunity. In a meritocracy, individuals are rewarded on the basis of merit, as it is argued that the educational system allocates them to positions on the basis of ability. In a meritocracy, economic, social and political rewards are distributed according to performance in intellectual accomplishments. Those who do best in the educational system are allotted the most powerful, prestigious and best-paid positions in the occupational structure. This means, that selection takes place through the educational system, which provides an avenue of social and economic mobility.

6.8 Some observations on Social Mobility

There have been several studies in Britain on social mobility, but out of all these studies, two have attracted most interest. The major one is the Glass study of 1949. The Glass team looked at a sample of 10,000 men who were 18 and over and lived in England, Scotland or Wales in 1949. Among the data collected were the respondents' age, marital status, schools attended, qualifications obtained and details of their own and their father's occupation. Such data were used to address two major questions. First, how open was British society? Second, was there equality of opportunity for those of equal talents? In addressing these questions, Glass looked at inter-generational mobility by comparing the occupational status of fathers and sons to examine the extent to which sons follow the occupation of their fathers. On the basis of this study, Glass (1954) found that there was a high degree of self –recruitment at the two ends of the social scale. Secondly, most mobility was short range as individuals moved mainly between lower white collar and skilled manual positions in both directions. Finally, that the middle of the occupational hierarchy was a buffer zone so that movement between manual and non-manual occupations was short range. Regarding inter-generational mobility, Glass found that less than a third of the men were in the same job as their fathers. Glass's data shows that inequality is not fixed at birth and there isa fair degree of fluidity of circulation. Although children from high status maybe downwardly mobile compared, with their fathers, they may still have a better chance than their working class peers of getting

to higher level jobs. The second is the Oxford mobility study and was conducted by Goldthorpe and his associates (Goldthorpe with Llewellyn and Payne 1980). It consisted of a small sample of 10,000 adult men aged 20-64 who were residents in England and Wales in 1972. Here, the respondents were required to provide data on their own occupational and educational biographies as well as those of their fathers, mothers, wives, brothers and friends. This study involved an examination of the impact of the post war reform and economic change on the degree of openness in British society. Furthermore, the team also wished to examine the impact of post-reform education policy and the degree of movement between generations of individuals from the same family. The focus was therefore on patterns of intergenerational mobility. The Glass team use da status classification based on the occupational prestige to categorize respondents, while the Oxford team used a seven-fold classification based on social class. These seven classes were grouped into three broader categories as follows:

1) Classes I and II of professionals, administrators and managers are a service class.

2) Classes III, IV and V of clerical, self - employed artisans and supervisors Are an intermediate class.

3) Classes VI, VII of manual workers and vice versa.

The main trends that can be derived from this evidence concern patterns of social mobility among men. First, there has been a considerable pattern of self-recruitment (follow in father's footsteps). Second, there has been upward mobility as the upper socio-economic groups have recruited individuals from those of manual origins. This has been a consequence of a growth in professional, administrative, managerial occupations as shown by the census data from 1951 onwards. The fact that these positions have been filled by the sons of manual and non-manual workers undermines the ideas that there is a buffer zone or that there is any closure of the upper status groups. Women have been excluded from studies of social mobility and no comparable studies to those that have been reviewed have been conducted among women.

6.9 Relationship between Education and Social Mobility in Indian Society

M. S. A. Rao (1967) systematically charted out the course of the relationship between education and social mobility in India from pre-British days till the introduction

of the modern system of education. According to him, in pre-British India and during the earlier phases of British rule, education was generally the monopoly of upper castes, although in some regions like Kerala, middle and Low castes also had access to it. Vedic learning was confined to savarnas, and even among Brahmins, only a section of the people had the right to study the Vedas and practice priesthood. The study of the Quran was open to all Muslims although Maulvis had the right to interpret and expound it in their own way. Similarly, among the Buddhists, education was open to all the followers of the religion. Certain literary professions such as medicine (Ayurveda) and astrology were also open to castes other than Brahmins. Members of castes that engaged in trade learnt accounting and book - keeping. In the courts of kings there were scribes who specialized in the art of writing and keeping records; in villages there were accountants who maintained land registers and revenue records. Other skills necessary to pursue occupations such as smithy, house building, chariot building, manufacture of weapons and fireworks, weaving, embroidery, leather work, pottery, barbering, laundering were passed on in the line of father or mother. Such a mode of acquiring skills restricted the choice of occupation. But certain occupations such as cultivation, tradeand commerce were open to many castes.

With the introduction of the modern system of education, both the meaning and content of education underwent significant changes. It became less religious and many new branches of learning were introduced. The printing press revolutionized the education system in that the emphasis shifted from personal, oral communication to impersonal communication of ideas through books, journals and other media. It brought the sacred scriptures within the reach of many castes that were not allowed by custom to read them. ‘English education was also the medium for the spread of modern science and ideas of equality and liberty.

The western system of education was gradually thrown open to all castes, religious groups and to women. Formal education became the basis of exploiting new economic opportunities which were, to a large extent, caste-free. Education opportunities helped one to acquire the necessary skills outside caste. Occupation thus became a relatively independent element of social status. The development of professions along with the salaried occupations led to the growth of the middle caste. This newly educated middle class in India could cut across different castes but frequently the advantages of English education accrued to upper castes because of the initial advantage of their high status.

The British adopted a policy of reservation of low paid administrative posts for Processes and Institutions members of low castes. The awareness of economic and other

advantages of English education gradually spread to the lower rungs of the caste hierarchy, and there was a widespread effort on their part to seek new education. In independent India also, the policy of reservation was continued for backward castes, scheduled caste and scheduled tribe by the government to give educational and other privileges to them. One of the major changes that the new system of education introduced was a gradual dissociation of occupation from caste. While occupations in the traditional caste system were rated in terms of ritual purity and pollution, they, are today rated, to some extent, in terms of the incomes they produce.

'The western type of education has also made possible the upward mobility of*individuals and groups in the framework of westernization, where membership of caste is not a decisive factor. Individuals get their children educated in public schools and convents, follow modern occupations, which are more remunerative and adopt a westernized style of life. Both the mechanisms of social mobility - sanskritization and westernization - are not mutually exclusive. People participate in both these and try to make the best of both the worlds.

It can be said that Social mobility in the larger framework of students supported by themselves, i.e., self-help students concern more significantly the situation of intergenerational mobility. Those who are already employed to educate themselves further greatly benefit from the establishment of morning and evening colleges, correspondence courses and the professional and certificate courses leading to a degree or diploma, and the provision by some universities of admitting external students. These avenues of formal adult education act as an independent channel of social mobility. The pattern of mobility here is characterized by greater spontaneity and purposive motivation than those in the case of students supported by their parents. Individuals are able to work their way through higher education and move up the ladder of stratification during the span of their careers.

6.10 Summary

The relationship between education and social mobility is complex and dynamic. After reading this unit, you would have realized that it is extremely difficult to draw generalizations that would be of universal relevance. While there is no doubt about the fact that education makes an important contribution towards social mobility of individuals and groups, there are several factors that sometimes significantly alter the direction and fate of such a relationship. In a society which is rigidly stratified, it becomes very difficult for the formal institution of education to remain unaffected or unbiased.

Under those circumstances, it ends up maintaining the status quo and reinforcing the socio-economic or cultural divide between people. In many cases, the stigma of belonging to lower castes, for example dalits, may remain even after attaining the highest educational status. At the same time, however, there have been occasions, when schools have been able to rise above those prejudices and give a fair chance to people, especially from disadvantaged backgrounds, to overcome their handicaps and move up the social ladder.

6.9 Review Questions

a. What do you understand by social mobility?

b. Give some examples of social mobility from your observation of the society around you.

c. How many types of social mobility are there in our society?

d. What is one good solution that can help reduce the inequality of opportunities that exist in our society?

e. Does social mobility have some occupational implications to our society?

f. In post-independent India, has the education system been successful in reducing these inequalities?

g. Is social mobility a part of strategy in educational selection? Why? Why not?

h. Compare the relationship between education and social mobility in Indian and British Societies.

i. Reflect on schooling and equality of educational opportunity.

j. What are the differences in social mobility for educational empowerment and social mobility for educational opportunity?

6.12 Reading List

1. Boudon, R., 1997. "Education and mobility: A structural model". In **J.** Karabel, A. H. Halsey (eds.). ***Power and Ideology in Education.***New York: OUP

2. Christofer, J. 1993. ***The limits and Possibilities of Schooling: An Introduction to the Sociology of Education.*** USA :Allyn and Bacon

3. Rao, M.S.A. 1967. "Education, stratification and social mobility".

4. Desai and Chitnis (eds.). ***Papers on the Sociology of Education in India.*** New Delhi: NCERT

Unit 7 ❑ Varieties of English with emphasis on Indian Varieties (Speaking + Writing)

Structure

7.1 Objectives

7.2 Introduction

7.3 English as a Language of Communication

7.4 History of English Education - An Overview

7.5 What is Indian English?

7.6 Vocabulary Differences

7.7 Differences in Pronunciation

7.8 Supra-segmental features

7.9 Numbering system

7.10 Summary

7.11 Review Questions

7.12 References

7.13 Reading List

7.1 Objectives

After going through this unit you will be able to:

a. Understand the varieties of English that exist in the world.

b. Understand the special features of Indian English.

c. Differentiate the marked Indian pronunciation features.

d. Understand ability to adapt vocabulary for regional purposes.

e. Understand the types of errors that occur in comparison with the British standard.

7.2 Introduction

Indian English is any of the forms of English with certain characteristics of the Indian subcontinent. These characteristics are especially evidenced in pronunciation, usage and also in vocabulary. English has slowly become the lingua franca of India, and is the language of their cultural and political elites, offering significant economic, political and social advantage to fluent speakers.

7.3 English as a Language of Communication

According to Kachru's theory, the English language dominance has affected many countries' economic, cultural, linguistic lives. The way of its distribution can be noticed at different levels: "external", "expanding levels". In order to successfully communicate in all spheres of life, communicants, using English as a means of interaction as a second or third language, apply different speech strategies. They need to properly present information, negotiate, convince their communicants, agree, disagree, demand, apologize or perform any other function.

Language contacts studies of the last three decades have raised several serious questions concerning the universal applicability of certain provisions of pragmatics, such as the theory of speech acts, the principles of politeness and other questions. In contrast to many theoretical studies, in which the authors only suggest that speech acts belong to the same social acts in all cultures, linguists like Firth and Brown openly declare the fact, although the language can vary depending on how and when to apply speech acts, each language provides the user with the same set of basic speech acts, the same strategies and semantic formulas for the implementation of one or another speech act.

A number of linguists disagree with this opinion. Some of them object that speech and speech acts in different cultures and languages are not comparable at all. There is also an opinion which stresses the fact that just as well as different cultures have their differences, there is no equivalent or duplicating each other's vocabulary, and the speech acts are implemented in different cultures differently.

B. Kachru claims that the principle of cooperation, the principle of politeness, the rules of politeness, strategies of politeness differ not only in different speech communities, but also within one society, depending on which social group uses them and in which

situation it takes place. The question of the theory of speech acts applicability in the analysis of spontaneous dialogical speech has been raised by many linguists. According to Grice's theory, one should not take into account such parameters of dialogic speech as sequence and temporality, and therefore it cannot be fully applied in the analysis. In addition, the theory of speech acts is primarily based on the intentions of the speakers and, therefore, lack the crucial role of interaction between speakers and listeners during the communication process. Studies of this kind take into account a limited number of principles, such as social distance and dominance. The problem is also seen in the principle of distance and categorical(distance and imposition) factor, which seemed to B. Kachru simple and therefore may not be applicable to all cultures.

Though English is one of modern India's twenty-two scheduled languages, only a few hundred thousand Indians have English as their first language. According to the 2005 India Human Development Survey, of the 41,554 surveyed households reported that 72 percent of men (29,918) did not speak any English, 28 percent (11,635) spoke some English, and 5 percent (2,077) spoke fluent English. Among women, the corresponding percentages were 83 percent (34,489) speaking no English, 17 percent (7,064) speaking some English, and 3 percent (1,246) speaking English fluently. According to the statistics given by the District Information System for Education (DISE) of National University of Educational Planning and Administration,(Ministry of Human Resource Development, Government of India), enrolment in English-medium schools increased by 50% between 2008-09 and 2013-14. The number of English-medium school students in India increased from over 1.5 crore in 2008-09 to 2.9 crore by 2013-14.

Indian English generally uses the Indian numbering system. Idiomatic forms derived from Indian literary languages and vernaculars have been absorbed into Indian English. Nevertheless, there remains general homogeneity in phonetics, vocabulary, and phraseology between variants of the Indian English dialect.

7.4 History of English Education – An Overview

English language public instruction began in India in the 1830s during the rule of the East India Company (India was then, and is today, one of the most linguistically diverse regions of the world). In 1837, English replaced Persian as the official language of the Company. Lord Macaulay played a major role in introducing English and western concepts to education in India. He supported the replacement of Persian by English as the official language, the use of English as the medium of instruction in all schools, and

the training of English-speaking Indians as teachers. Throughout the 1840s and 1850s, primary- middle- and high schools were opened in many districts of British India, with most high schools offering English language instruction in some subjects. In 1857, just before the end of Company rule, universities modelled on the University of London and using English as the medium of instruction were established in Bombay, Calcutta and Madras. During the subsequent Crown Rule in India, or the British Raj, lasting from 1858 to 1947, English language penetration increased throughout India. This was driven in part by the gradually increasing hiring of Indians in the civil services. At the time of India's independence in 1947, English was the only functional lingua franca in the country.

After Indian Independence in 1947, Hindi was declared the first official language, and attempts were made to declare Hindi the sole national language of India. Due to protests from Tamil Nadu and other non-Hindi-speaking states, it was decided to temporarily retain English for official purposes until at least 1965. By the end of this period, however, opposition from non-Hindi states was still too strong to have Hindi declared the sole official language. With this in mind, the English Language Amendment Bill declared English to be an associate official language "until such time as all non-Hindi States agreed to its being dropped." This has never occurred, as English is now reckoned as all but indispensable. For instance, it is the only reliable means of day-to-day communication between the central government and the non-Hindi states.

The spread of the English language in India has led it to become adapted to suit the local dialects. Due to the large diversity in Indian languages and cultures, there can be instances where the same English word can mean different things to different people in different parts of India. There are three different stages of English Language in India i.e. Cultivated, closely approximating Received Pronunciation and associated with younger generation of urban and sub-urban regions of metropolitan cities of the country; Standard, a social indicator of the higher education, and Regional, associated with the general population, and closely approximating the second-language Vernacular-English variety. They met each other.

Despite the assumption that English is readily available in India, available studies show that its usage is actually restricted to the elite, by providing inadequate education to large parts of the Indian population. The employment of outdated teaching methods and the poor grasp of English exhibited by the authors of the guidebooks, serve to disadvantage students who rely on these books.

7.5 What is Indian English?

The English spoken on the Indian subcontinent has some distinctive characteristics that set it apart from other international varieties of English such as RP (Received Pronunciation) and GA (General American).These differences arose as a result of a long period during which English was in constant contact with languages spoken natively in India. As a result, the variety of English spoken on the subcontinent is frequently called Indian English. One marked feature common to all varieties of English spoken in India is seen in replacing the diphthongs with long vowels.

7.6 Vocabulary differences

When it comes to words, English spoken in India has been under the dominant influences of the native languages of the subcontinent, which is reflected in its lexicon. Many words from Indian native languages have been introduced into the global English language spoken worldwide; some notable examples being jungle, bungalow, punch, shawl, and veranda.What is more, there are some words which are unique to speakers from India and instances of misunderstanding are not uncommon. Such words are 'air dash' which is used for someone who is in a hurry, or badmash which denotes a hooligan.

Sometimes, speakers of English in India add a new level of meaning to the existing words. For instance, if a person wears a hi-tech outfit, it does not mean that they are equipped with the latest digital gadgets. Instead, a hi-tech outfit stands for fashionable and modern, following the latest trends. It often happens that a word from Hindi replaces an English word. If you hear *achchaa* in the middle of conversation led in English, it is used to mean good or well.

7.7 Differences in Pronunciation

Differences in vocabulary are not the only characteristics that make common communication more difficult. Certain differences in pronunciation are also distinguishable.

For instance, the speakers of English in India do not make any difference when it comes to the sound /v/, which is produced using one's lower lips and top teeth (as a fricative); and sound /w/ in the production of which both lips are used (as an open approximant). Also, the two sounds /è/ and /ð/ are usually replaced by /d/ and /t/.

The reason for this replacement is because these sounds do not exist in Indian languages and therefore, they are harder to master. Also, central vowels are /Y/ and /Œ/ most commonly disregarded and replaced by the vowel /a/.

Another characteristic of the sounds used by speakers of English in India is the replacement of two adjacent vowels by a single long vowel followed by /r/sound. So beer becomes /bir/ and pear is pronounced as /per/.

Following all this, there is no doubt that the English language spoken on the subcontinent bears its own special traits. It is vibrant and follows its own rules of development.However, in order to maintain proper communication and transmit the message in a correct manner, every speaker should try to follow the rules of the target language at least when it comes to pronunciation. There is no doubt that today's latest trends in digital technology can help us be better language learners and master our pronunciation skills.

Some More Features of Indian English:

English has a special status in India. Apart from having a place in the public institutions of the country, in the Parliament, the law courts, broadcasting, the press and the education system English has spread in our daily life. English plays a key role in professional relationships between foreign and Indian companies. English permeated symbolizes in Indian minds better education, better culture and higher intellect. Actually 4% of Indian use English. Thus India ranks third in the world after USA and the UK to use English as spoken language. Indian English comprises several dialects or varieties of English spoken primarily in India. This dialect evolved due to British colonial rule of India for nearly two hundred years. English is the co-official language of India, which has the world's largest English-speaking population.

After Hindi English is the most commonly spoken language in India. But usually Indians mingle English with Indian languages. Stylistic influence of Indian local languages is a particular feature of Indian literature in English. Indian English speakers often mix Hindi and other languages with English. Indians will often ask, "What is your good name?" which is translation of Hindi "*ApkaShubhnaamkyahai?*" Shub means auspicious or good, and it is basically used as a polite way of asking someone's name. SimilarlyIndians say "Today morning" (aajSubha) or "Yesterday night" (kalraat) to mean this morning and last night. Indians use shut up (chupbhait) which is generally used more causally in Hindi but it is an offensive term in America. Indians commonly use "you

people" when they want to address more than one person. It is a simple translation of "aap log" or "tum log" but they do not realize that it carries with it a racial connotation. Some expressions such as "general mai" (in general) and "ek minute" (one minute) are prevalent in Indian English.

Variations in the pronunciation of several phonemes are affected by the regional tongues. Several idiomatic forms crossing over from Indian literary and vernacular language also have made their way into the English used by the masses. Given India's diversity, however, there is indeed a general homogeneity in syntax and vocabulary that can be found among speakers across South Asia. In upper-class families, English is typically very close to Received Pronunciation, while still retaining hints of a uniquely Indian flavour. The form of English that Indians are taught in schools is essentially British English, Indian English had established itself as an audibly distinct dialect with its own quirks and specific phrases. However, due to the growing influence of American culture in recent decades, American English has begun challenging traditional British English as the model for English in the Indian subcontinent. The American English is spreading among Indian youth. American English spellings are also widely prevalent in scientific and technical publications while British English spellings are used in other media.

British English or American English is the more practical dialect for emigrating Indians to adopt. It must be stressed, however, that British English retains its hold on the majority of Indians, particularly those of the older generation and the younger generation in smaller cities and towns.

The distinct evolution of regional variations in contemporary usage has led to terms such as Hinglish (Hindi + English), Tanglish (Tamil + English) and Minglish (Marathi + English).

Indian accents vary greatly from those leaning more towards a purist British to those leaning more towards a more 'vernacular' (Indian language)

- Use of yaar, machaa, abey, arey in an English conversation between Indians, mainly by people of native Hindi-speaking origin; 'da', 'machaa' is more frequently used in the South.
- The progressive tense in stative verbs: I am understanding it. She is knowing the answer; an influence of traditional Hindi grammar, it is more common in northern states.

- Use of “off it” and “on it” instead of “switch it off” and “switch it on.”
- Use of “current went” and “current came” for “The power went out” and “The power came back” Use of word “wallah” to denote occupation or ‘doing of/ involvement in doing’ something, as in “The taxi-wallah overcharged me.”
- Use of “Can you drop me?” and “We will drop her first” instead of “Can you drop me off?” and “We will drop her off first”
- “Out of station” to mean “out of town”. This phrase has its origins in the posting of army officers to particular ‘stations’ during the days of the East India Company.
- “Tell me”: used when answering the phone, meaning “How can I help you?”
- “order for food” instead of “order food”, as in “Let’s order for sandwiches”. Titles (of respect; formal)
- Referring to elders, strangers or anyone meriting respect as “‘jee’”/”’ji’” (suffix) as in “Please call a taxi for Gupta-ji” (North, West and East India)
- Use of prefixes “Shree”/”Shri” (Mr) or “Shreemati”/”Shrimati” (Ms/Mrs): Shri Ravi Shankar or Shreemati Das Gupta.
- As with Shree/Shreemati, use of suffixes “Saahib/Sâhab” (Mr) and “Begum” (Mrs) (Urdu) as in “Welcome to India, Smith-saahib.” or “Begum Sahib would like some tea.”
- Use of “Mr” and “Mrs” as common nouns. For example, “Jyoti’s Mr stopped by yesterday” or “My Mrs is not feeling well”.
- Use of “Ms” with first name. For example, Swathi Ashok Kumar might be addressed as “Ms Swathi” instead of “Ms Kumar”. This is logical and perhaps the only possible correct usage in South India, especially in Tamil Nadu, where most people don’t use a surname.
- Use of the English words ‘uncle’ and ‘aunty’ as suffixes when addressing people such as distant relatives, neighbours, acquaintances, even total strangers (like shopkeepers) who are significantly older than oneself. E.g. “Hello, Swathi aunty!” In fact, in Indian culture, children or teenagers address their friend’s parents as Mr Patel or Mrs Patel (etc.) is considered unacceptable, perhaps even offensive—a substitution of Sir/Ma’am is also not suitable except for teachers. On the contrary, if a person is really one’s uncle or aunt, he/she will

usually not be addressed as “uncle”/”auntie”, but with the name of the relation in the vernacular Indian language, even while conversing in English. It is interesting to observe that calling one’s friends’ parents auntie and uncle was also very common in Great Britain in the 1960s and 70s but has is much rarer today. For example, if a woman is one’s mother’s sister, she would not be addressed (by a Hindi speaker) as “auntie” but as Mausi (Hindi).

- Use of Respected Sir while starting a formal letter instead of Dear Sir. Again, such letters are ended with non-standard greetings, such as “Yours respectfully”, or “Yours obediently”, rather than the standard “Yours sincerely/faithfully/truly”.
- Use of “Baba” (father) while referring to an elderly male, such as “No Baba, just try and understand, I cannot come today”.
- Use of interjections Arey! And acchha! to express a wide range of emotions, usually positive though occasionally not, as in “Arey! What a good job you did!”, “Accha, so that’s your plan.” or “Arey, what bad luck, yaar!”
- Use of the word “chal” (Hindi for the verb “walk”) to mean the interjection “Ok”, as in “Chal, I gotta go now” at the end of a phone call.
- Use of T-K in place of O.K. when answering a question, as in “Would you like to come to the movie?” — “T-K, I’ll meet you there later.” (“theekhai”, literally “fine is”, meaning “okay”)
- Use of oof! to show distress or frustration, as in “Oof! The baby’s crying again!”
- Use of “Wah” to express admiration, especially in musical settings, as in “Wah! Wah! You play the sitar so well!”
- “Paining” used when “hurting” would be more common in Standard American and British: “My head is paining.”

These are some of the special features of Indian English which are accepted in India.

7.8 Supra-segmental features

English is a stress-timed language, and both syllable stress and word stress, where only certain words in a sentence or phrase are stressed, are important features of Received Pronunciation. Indian native languages are actually syllable-timed languages, like

Latin and French. Indian-English speakers usually speak with a syllabic rhythm. Further, in some Indian languages, stress is associated with a low pitch, whereas in most English dialects, stressed syllables are generally pronounced with a higher pitch. Thus, when some Indian speakers speak, they appear to put the stress accents at the wrong syllables, or accentuate all the syllables of a long English word. Certain Indian accents are of a "sing-song" nature, a feature seen in a few English dialects in Britain, such as Scottish and Welsh English.

7.9 Numbering system

The Indian numbering system is preferred for digit grouping. When written in words, or when spoken, numbers less than 100,000/100 000 are expressed just as they are in Standard English. Numbers including and beyond 100,000 / 100 000 are expressed in a subset of the Indian numbering system. Thus, the following scale is used:

In digits (International system)	**In digits (Indian system)**	**In words (long and short scales)**	**In words (Indian system)**
10	Ten		
100	one hundred		
1,000	one thousand		
10,000	ten thousand		
100,000	1,00,000	one hundred thousand	one lakh
1,000,000	10,00,000	one million	ten lakh
10,000,000	1,00,00,000	ten million	one crore

Thanks to educated representatives of the society, who are bilinguals and multilingual, many written traditions of the English-speaking and writing practices are borrowed, including the art of essay writing, which they adapt in accordance with their own cultural norms. The examples of such adaptation can be noticed in business correspondence, namely in a letter of request. The first letter (1) is writtenby an Indian and is addressed to a woman he requests information from, and the second letter (2) is written by a Japanese man and addressed to a non-Japanese man (1) requesting permission to use the addressee's materials in his work.

(1) It is a letter by the Indian scholar (male) to Indian recipient (female):

Madam, ...

Now coming to the crux of the matter . . . I requestyou very humbly to enlighten me of the following points. So, with foldedhands I request you to help me by supplying the needed informationand names of any devotees and fans of E. I am writing to B. S. today. Ifyou want anything from my side just let me know. Waiting very anxiouslyfor your reply,

Yours sincerely

(2) Letter from the Director of the medical Institute (male) to a scientist (male):

Dear Mr. X,

Explanations of Kangri of Kashmir are written in some medical books in Japan and we know it literary [sic], but there is almost no people practically booking [sic] at the real Kangri. I would like to use to demonstrate Kangri while teaching in postgraduate medical students as well as for researchers working on Kangri cancer. I wrote to Consulate General of India, [City], Japan, so Mr. Y sent me your writing [Title of Book] with figure of Kangri, [Date]. I would like to have your permission to reproduce the figure of Kangri to my writing. Of course, I will explain the reproduction from your text.

Your kind consideration on this matter will be greatly appreciated.

Sincerely [10, ðp. 89–98].

The letter in Example 1 follows the tradition of writing letters in India, it corresponds in form to the letter of request in the Anglo-American correspondence. This fact is quite natural taking into consideration the mentioning that certified specialists in Asia have a high level of English, so they have the skills of competent writing in different genres.

The first letter was written by an Indian and is addressed to an Indian, so it is written with the Indian courtesy strategy, according to which the request must be preceded by general information, and complete offer of cooperation or mutual assistance. The letter in Example 2, also written in English, was addressed to the recipient from an English-speaking country, so it immediately begins with a request and does not contain any emotive statements for the first letter.

The above example of adaptation in style does not mean, however, that representatives of the academic sphere of *External* and *Expanding levels* are ready

to meet the expectations of their colleagues English teachers and follow a clear grammatically correct style of the Western model [4, p. 116]. The classic rhetorical triangle in the West, consisting of the speaker, the message and the audience, does not seem logical to representatives of cultures with a strong tradition of oratory [4, p. 127].It should be noted that the principle of politeness also affects the style of academic writing in countries outside the Inner level [4, p. 136].

There are four main features characteristic of the scientific style of English speakers outside the Inner circle. The first feature is in the indirect style, the vagueness demonstrated by the examples of B. Kachru, when Japanese students tried to cover both sides of the problem. According to the traditions of scientific essay (deliberative essay) in India, the author of the letter should outline all aspects of the problem, so that readers make their own conclusions [9, p. 76].

The second feature is the desire of the authors to adhere to a high style, which roots in the fact, that written speech is replete with exaggerations, quotations, idioms and metaphors.

The third reason is extensive citation of previous studies and it is valued more than just a reference to the author, but as a customary characteristic feature of West philosophy. In addition, despite the fact that in the West scientific articles written by native English speakers in initiative and unoriginal ideas are considered, it is a mistake to believe that originality lies in novelty. In addition to cultural differences that affect the style of communication, the situation is complicated by the fact that not all societies have types of texts that are characteristic of the English-speaking world. In many cultures, despite the long history of writing, there are no such types of text as recipes and instructions for the production of something or on the technique of weaving, sewing, knitting, as in South Asia.

7.10 Summary

To sum it all, speech acts, rhetorical strategies, organization of dialogue, principles of politeness and strategies for the communication of politeness in multicultural countries differ from those applied in countries with a predominance of the population of the same nationality, speaking the same language. In the countries of the External and Expanding levels, the interaction between English and local languages has led, on the one hand, to the nativisation of the English language, and on the other hand, to the angulation of indigenous languages. As a result of language and cultural contacts, traditional ways of

expressing respect and intimacy have been partially changed, but this does not mean that

Asian and African cultures are undergoing a process of total angulations. Illustrating the features of the communication process in multinational countries, we aim to stress and indicate the need for a fresh approach to the theory of speech acts, speech style and the principle of politeness.

7.11 Review Questions

a. Have you examined your mother tongue and observed the varieties it has? Discuss the contexts of the varieties.

b. Can you mention some features of varieties of your mother tongue that you are familiar with?

b. What causes a language to change?

c. What are the principles of politeness, and how do we express them?

d. Do you think Indian English is a distinct variety? Why do you think so?

e. What are the features of Indian English?

f. Should we follow only the British model or the American model in India? What are your reasons for your answer?

g. How did English become the official language of India?

h. Are there any differences in pronunciations from Indian English and British English? Illustrate.

i. Discuss 10 stylistic influences from Indian Languages in the oral discourse of the Language that you generally use.

j. What are the reasons for adapting words from Indian Languages into Indian English?

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Unit 8 ❑ Place of English in Education

Structure

8.1 Introduction

8.2 Objectives

8.3 Background of English Language in India

8.4 Importance of English

8.5 A Help in National Integration

8.6 Present Scenario

8.7 English in International Relationship

8.8 English for Higher Studies

8.9 English for Going Abroad

8.10 Medium for Higher Education

8.11 General people's Attitude

8.12 Summary

8.13 Review Questions

8.14 References

8.1 Objectives

- To enable to listen English with proper understanding
- To enable to speak English correctly. It means that producing sounds with the proper stress and intonation.
- To enable the students to read English and comprehend and interpret the text.
- To enable the students to write English correctly and meaningfully, i.e. for writing official & administrative correspondences, description and accounts of day to day events.
- To enable to acquire knowledge of the elements of English.

- To enable to develop interest in English
- To increase students ability to use planning, drafting and editing to improve their work.
- To enable students to express themselves creatively and imaginatively.
- To enable students to speak clearly and audibly in ways which take account of their listeners.
- To enable students to become enthusiastic and reflective readers through contact with challenging and text level knowledge.

8.2 Introduction

India is a very vast country or we should say a subcontinent. Her states are equal to or larger than many countries of European continent. Different languages are spoken in different states like Kashmiri, Urdu, Punjabi, Bengali, Bihari, Asami, Gujarati, Marathi, Tamil, Telagu, Kenner, Malayalam etc. Hindi is our national language .But it is spoken mostly in Uttar Pradesh, Uttaranchal, Madhya Pradesh, Chhattisgarh and Rajasthan only. In southern states like Tamil Nadu, Kerala, Andhra Pradesh, Telangana, Karnataka mostly many people do not understand Hindi. They communicate with each other in their vernacular languages. If you want to talk with them you must speak in English because many people there can understand English rather than Hindi. Hence English acts as the lingua franca. So according to constitution while Hindi is our national language, English is also an alternative Official language.

8.3 Background of English Language in India

English came to India with British people. England ruled over India for about two hundred years. Lord Macaulay established the new education system in India with the view to prepare people who by cast, creed and colour were Indians but by Language, thinking, manners were like British people. British government wanted to rule over India for a long period, so they needed officers and workers in different areas like Railway, Courts, police, military, education, science and Technology etc. These English speaking Indian people worked according to British policies. English education was imparted in schools, colleges, universities, professional courses etc. Thus English became the medium of instruction and education in all stages.

8.4 Importance of English

In those days Education was limited to a small circle of upper and middle-class people who leapt and rose to power and position due to the benefits of the English education. Knowledge of English language was regarded as the token of superiority, modernity, civilized and prestige. Education in English medium proved to be a blessing for India and Indian people in many ways. Due to knowledge of English language people can read many great books written by great thinkers of the world. They were influenced by the dignified and elevated thoughts of these great writers. People knew about the movements and activities took place in the various corners of the world to get liberty. It ultimately led to the stirring of national spirit in the educated people and those people inspired and motivated the common people. English education proved to be very helpful in national integration, binding the whole country- from Kashmir to Kanyakumari and from Gujarat to Assam in one string. After the rule of great emperors like Akbar and Ashoka India again integrated and emerged as one country in real sense due to English education.

The freedom fighter leaders were able to make correspondence with all the people of India through English language. Gandhi ji, Nehru ji, Vallabh Bhai Patel and other national leaders had good knowledge of English. Actually in other words we can say that good knowledge of English made them National leaders. We can say that English language had made India united and integrated. Due to national unity and integrity the great imperial power of England was forced to leave India giving liberty to India and Indian people. We can also say that we used the great weapon of England herself (English Language) to drive British Government out of India.

8.5 A Help in National Integration

English also should be learnt for national integration. If English be learnt in sound way it will be easy for integration with the different people in the nation. As regard for the place of English in the secondary school curriculum, **INDIAN EDUCATION COMMISSION (KOTHARI COMMISSION) (1964-66)** recommends that at the secondary stage the student will study their languages. To non Hindi speaking ones these are (i) the mother language or the regional language. (ii) Hindi (iii) English. In Hindi speaking areas these will be (i) the mother tongue or the regional language (ii) English

and (iii) a modern Indian language other than Hindi. The recommendation is justified and so in the opinion of the central advisory board of secondary education admits that a pupil should before completing his school education acquire knowledge of three language where by English occupy the place of 2nd language in the school curriculum.

8.6 Present Scenario

After independence many people thought that since Britishers had quitted India, English language should also be packed off without any delay. According to them English language was a symbol of slavery. Those sentimental and emotional people uttered such things without thinking that what this language had given us and what it might give the children of this country. Mahatma Gandhi was very clear about this prejudice of such people. He said, "I do not want my house to be walled in all side and my windows to be stuffed. I want the culture of all the lands to be blown about my house as freely as possible."

Hindi is our national language. We respect Hindi just like we respect our mother, our tri coloured national flag and our national emblem Ashoka Stumbh. But here we are analyzing our views about the utility and importance of English for the growth and progress of our country. The great writers of Hindi language should coin new words and terms to be used in Research, Science and Technology field and thus make this great ancient language richer and more prosperous so that it may get recognition on international platform. Hindi is not yet the recognized language of U.N. platform. At present English language is not the language of Britain alone but it has taken the form of international language. It has been said that English is spoken by more people outside of England than within England herself. English language has become a global language making globalization possible in the world. English is said to be the gateway of the knowledge of several fields like Political Science, Philosophy, Psychology, Science, Technology, Economics, Social Science etc. Standard books on these fields are mostly found written in English. Many great non-English authors get important materials from the books written in English.

8.7 English in International Relationship

Today no country can retain existence without the cooperation of other countries. Today the leaders of different counties meet and exchange their thoughts on various

Platforms like UN, SAARC. The representatives of different countries communicate in English on these platforms. India cannot be isolated from the rest of the world if she want to develop herself as a great power of the world. English is one and only one medium of the communication on international level.

English is not only an international language but essential language for interpersonal communication across the world. Learning English is as important as eating food for a living. English is the language for research in any field be it student life or for business. It is essential to learn, read, speak and write in English. It is an important language because as we go anywhere across the globe, English is the most common language which people overseas can speak and write without any hurdle. It plays an important role in spreading knowledge of any kind. One has to have a good knowledge of English to access the sources of any information. India is the third largest English book producing country after UK.

8.8 English for Higher Studies

It is true that English is very important for higher studies as with the help of this language we become aware of new technologies as maximum details are available today in English language only. So, it is a must for everyone to have complete knowledge of this. When someone goes for higher studies English is the most common language used everywhere, if one does not have good English skills, he/she cannot opt for higher studies. Today, most of the publishing companies are publishing books in English language only for students who are studying for higher education. So, it is vital for every student to learn this as without this it would not be possible to study at a higher level. The UNO(UNITED NATIONS ORGANISATION) has given English the status of an official language. If English would not have been there, we would not have seen India's development. English plays an important role in Indian education system. One can achieve success in any field because of English as the vocabulary and terminology used in different fields like technology, medicine is available in English only. Apart from schooling many competitive exams also reflect importance of English. Through these exams, the language proficiency of a candidate is assessed. They test communication skills, vocabulary and pronunciations. Therefore, we can sum up in the following given points that why English is important for higher studies:

- Almost all books are available in English language only.

- Most of the pioneer publishing companies are publishing books in English.
- The terminology and vocabulary in any field like medicine, Technology Space etc. are available in English only.
- English has been given the status of official language by UNO.
- All competitive exams for higher studies are in English language only.
- Those students who wish to travel abroad for higher studies have to clear competitive exams in English language.

8.9 English for Going Abroad

We all go through many formalities before visiting abroad like passport check and all others but is these formalities are enough to travel abroad. Well, the most important thing which we forget that -

'Are we capable enough to speak and write in English language?'

It is the first and foremost thing that we all should possess good communication skills in English language for going abroad. English the most common language widely accepted all over the world. Since English is used in so many countries, one probably use English to communicate in many travel situations. Learning and speaking skilled English will also make us confident. It would be easier to communicate freely with everyone and it actually improves the quality of understanding when we express ourselves freely. Speaking English actually enables us to enjoy freedom while visiting abroad otherwise, one has to be dependent on guides or translator for communication. Understanding the local culture becomes easier because we can interact more effectively.

- It is easy to communicate without hitch If one has a complete knowledge for English language.
- While going abroad with good communication skills in English people can explore more and understand more about their culture.
- Speaking English properly can improve confidence.
- Situation becomes uncomplicated when we know the language of that country where we are visiting.

When one is able to speak English going abroad and studying for higher education becomes more handy as major challenges and difficulties can be ameliorated.

8.10 Medium for Higher Education

In higher education especially in the fields of Science, Engineering, Research, Medical. Management, Artificial Satellite or space research etc. no other language is so developed as to become a suitable alternative for English. We cannot deny that in these fields there is only rule of English alone. India is now at the third rank in the field of artificial satellite launching after America and Russia due to the knowledge of our scientists who are no doubt well versed in English.

8.11General people's Attitude

Throughout India in all states people have great craze for English education for their children. They want to give admission to their children in good English medium schools. Because they know that in this age of information technology one cannot think of making progress without the knowledge of English. There is a wonderful awakening in our society towards the learning of English .Our government has also awakened to realize the importance of English in education curriculum. English has been introduced in syllabi right from the primary education. English medium schools are thriving even in rural and backward parts of the country.

8.12 Summary

After independence at times dialogues and debates start among peoples. Some are deadly against English with their logic that every country has its own language. So the use of English should be completely abolished from the study .The person who has views in favour of English may argue that English should not be forced upon all students. Students are free to take admission in Hindi medium or in vernacular language .Our constitution also accepted three language formula .The first language is the mother tongue the second language is the national language i.e. Hindi and the third is library language i.e. English. So English cannot be abolished from India .A student who want to get further study in abroad must have sound knowledge of English. English is the language of our constitution itself, the supreme-court, the High-courts and advanced offices. Countries like Japan and China also give due importance to English in their countries.

8.13 Review Questions

1. What is the role of English in national integration?
2. Why it is relevance of English in higher education?
3. What was the scenario of English education after independence?
4. Do you believe that there is a craze for English medium schools today? Give reasons for your answer.
5. Is education in regional medium better than English medium? Justify.
6. Write a note on the status of English in India.
7. 'English is an essential language for Interpersonal Communication' – Do you think so? Elaborate.
8. How was English introduced to India?
9. What was the medium of education in your school? What role did it play for your higher education and in your profession?
10. Where do you see English in the next decade? In what ways will it influence learners?

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MODULE-3 : ENGLISH FOR OFFICIAL PURPOSES

Unit 9 ❑ English Loan words in Indian languages (Bangla)

Structure

9.1 Objectives

9.2 Introduction

9.3 Origin of Loanword

9.4 Major Periods of Borrowing in the History of English

9.5 English loan words in Indian Languages

9.5.1 English loan words in Bangla

9.5.2 Bangla as a language

9.6 Types of Loans

9.6.1 Loan shifts

9.6.2 Loan words

9.7 Examples of borrowed words

9.7.1 English (*Ingreji*)

9.7.2 Bengali terms borrowed from English

9.8 Different categories of English loan words found in Bangla literature

9.8.1 Assimilated loan words

9.8.2 Hybrid words

9.8.3 Imperfect assimilation

9.8.4 Clipped words

9.8.5 Unchanged English loan words

9.8.6 Loan translation

9.9 Summary

9.10 Review Questions

9.11 Reading List

9.1 Objectives

This unit will enable the learner to:

a) Attain information about the concept of loan words

b) Learn about the history of English loanwords in Indian languages (Bangla)

c) Figure out the types loan words from Bangla

d) Understand the different categories of loan words

9.2 Introduction

A **loanword** is a word adopted from one language (the donor language) and incorporated into another language without translation. This is in contrast to cognates, which are words in two or more languages that are similar because they share an etymological origin, and calques, which involve translation.

9.3 Origin of Loanword

Loanwords are words adopted by the speakers of one language from a different language (the **source language**). A loanword can also be called a **borrowing**. Borrowing is a consequence of cultural contact between two language communities. Borrowing of words can go in both directions between the two languages in contact, but often there is an asymmetry, such that more words go from one side to the other. In this case the source language community has some advantage of power, prestige and/or wealth that makes the objects and ideas it brings desirable and useful to the borrowing language community.

Examples of loanwords in the English language include *café* (from French *café*, which literally means "coffee"), bazaar (from Persian *bâzâr*, which means "market"), and kindergarten (from German *Kindergarten*, which literally means "children's garden"). Popular loanwords are transmitted orally. Learned loanwords are first used in written language, often for scholarly, scientific, or literary purposes before they are adopted in common use.

Task 1: Can you suggest five more loan words in English which are borrowed from your mother tongue?

Your answer:

9.4 Major Periods of Borrowing in the History of English

Loanwords are words adopted by the speakers of one language from a different language (the **source language**). A loanword can also be called a **borrowing**. The abstract noun **borrowing** refers to the process of speakers adopting words from a source language into their native language. "Loan" and "borrowing" are of course metaphors, because there is no literal lending process. There is no transfer from one language to another, and no "returning" words to the source language. They simply come to be used by a speech community that speaks a different language from the one they originated in.

Borrowing is a consequence of cultural contact between two language communities. Borrowing of words can go in both directions between the two languages in contact, but often there is an asymmetry, such that more words go from one side to the other. In this case the source language community has some advantage of power, prestige and/ or wealth that makes the objects and ideas it brings desirable and useful to the borrowing language community. For example, the Germanic tribes in the first few centuries A.D. adopted numerous loanwords from Latin as they adopted new products via trade with the Romans. Few Germanic words, on the other hand, passed into Latin.

The actual process of borrowing is complex and involves many usage events (i.e. instances of use of the new word). Generally, some speakers of the borrowing language know the source language too, or at least enough of it to utilize the relevant words. They adopt them when speaking the borrowing language. If they are bilingual in the source language, which is often the case, they might pronounce the words the same or similar to the way they are pronounced in the source language. For example, English speakers adopted the word *garage* from French, at first with a pronunciation nearer to the French pronunciation than is now usually foundin English. Presumably the very first speakers who used the word in English knew at least some French and heard the word used by French speakers.

Those who first use the new word might use it at first only with speakers of the source language who know the word, but at some point they come to use the word with those to whom the word was not previously known. To these speakers the word may sound 'foreign'. At this stage, when most speakers do not know the word and if they hear it think it is from another language, the word can be called a **foreign word**. There are many foreign words and phrases used in English such as *bon vivant* (French), *mutatis mutandis* (Latin), and *Schadenfreude* (German).

However, in time more speakers can become familiar with a new foreign word. The community of users can grow to the point where even people who know little or nothing of the source language understand, and even use the novel words in themselves. The new word becomes internalised. At this point we call it a borrowing or loan word. Not all foreign words do become loanwords; if they fall out of use before they become widespread, they do not reach the loanword stage.

English has gone through many periods in which large numbers of words from a particular language were borrowed. These periods coincide with times of major cultural contact between English speakers and those speaking other languages. The waves of borrowing during periods of especially strong cultural contacts are not sharply delimited, and can overlap. For example, the Norse influence on English began in the 8th century A.D. and continued strongly well after the Norman Conquest brought a large influx of Norman French to the language.

It is part of the cultural history of English speakers that they have always adopted loanwords from the languages of whatever cultures they have come in contact with. There have been few periods when borrowing became unfashionable, and there has never been a national academy in Britain, the U.S., or other English-speaking countries to attempt to restrict new loanwords, as there has been in many continental European countries.

9.5 English loan words in Indian Languages

English is one of the most widely spoken languages of the world. It also has a rich vocabulary with Oxford dictionary listing more than 273,000 words. The reason behind the extensive vocabulary is very simple. English has evolved by incorporating words from various languages from all over the world. Many Indian words have made it to the regular English vocabulary. Most of them were added during the British imperialistic rule over Indiaspanning from 16th to 20th century. More than five hundred words of Indian origin were absorbed into English during that period and it has grown ever since.Most of the Indian words that were incorporated into English had no equivalent in English for example *yoga, swastika, khaki, sari, and sati*. However unlike French and Latin words, Indian words were rarely substituted to English words. Some words, which already had meanings, were borrowed because they sounded different and trendy like *pundit, guru, dharma* etc.

Here are few examples of Hindi words with English origin:

- *botal* from bottle
- *kaptaan* from captain
- *aspataal* from hospital
- *rail* from railways
- *Santri* from sentry

Task 2: Give five examples of loan words form five other Indian Languages.

Your answer:

9.5.1 English loan words in Bangla

Indian English is linguistically a projection language i.e., a language in which speech patterns of a familiar language are projected into an unfamiliar linguistic environment. It follows then, that the English words uttered by Bengalis are influenced by Bengali speech patterns and that the phonology of Bengali assigns a different linguistic characteristic to the English words in the context of Bengali.

9.5.2 Bangla as a language

Bengali (বাংলা *Bangla*) is one of the Magadhan languages, evolved from Magadhi Prakrit and Pali languages, native to the Indian subcontinent.[1] The core of Bengali vocabulary is thus etymologically of Magadhi Prakrit and Pali languages. However, centuries of major borrowing and re-borrowing from Arabic, Persian, Turkish, Sanskrit, Austroasiatic languages and other languages has led to the adoption of a wide range of words with foreign origins. Thus making the origins of borrowed and re-borrowed words in the **Bengali vocabulary** numerous and diverse, due to centuries of contact with various languages.

9.6 Types of Loans

According to the degree of adaptation, assimilation and integration of Loan Word into the system of the borrowing language, two types of loans emerge.

(a) Loan shifts

(b) Loan words

9.6.1 Loan shifts

Loan shift has been defined as *(See Dictionary of Language and Linguistics* 1972) "….the borrowing of a word or phrase from another language with a simultaneous modification of its phonological shape, so that it is taken for a native one." This definition is found to be inadequate in the sense that it considers phonology as the only criterion for determining a borrowed word as loan shift. Semantic criterion is also as important to classify an item as 'loan shift'. For example, the stem of the word 'mætʃaka:r' is still recognizable as the English verb 'massacre' meaning 'to kill' or 'to defeat', but semantically the word has undergone a drastic shift to mean 'confusion' or 'haphazard'. English loan shifts in Midnapuri Bengali are instances of early borrowing. Early borrowings were less in number and had greater value of usability then, as they filled in the gaps that existed in the Bangla lexicon. Perhaps, these attributes were conducive to the nativisation of those words. They have got so firmly knit into Standard Bangla that the uninformed Midnapuri native speaker is often not aware of their English origin. Examples:

Loan Shifts (Midnapuri 'MB') Standard Bangla (SB) Gloss

/ujil/ /uil/ 'will'

/ph rom/ /f rm/ 'form'

/eskelanti/ /ekʃilent/ 'excellent'

/aintʃesto/ /p ket/ pocket'

/a:pis/ /a:piʃ/ or / fiʃ/ 'office'

This reveals that the above English words have been bengalicised to such an extent that they are easily mistaken for Bangla words. At the phonemic level, it may be observed that English segments have been replaced by Bangla segments.

9.6.2 Loan words

Loan words, on the other hand, are borrowed words in Bengali, which have started (but have not yet finished) their adaptation and assimilation. Loan words have entered Bengali and further to Midnapuri Bengali as a result of strengthening of the contact between English and Bengali owing to various reasons. They preserve certain phonemic and phonological features of the English Language and they represent a phonetic

compromise of some degree. The words /mætʃaka:r/ (massacre), / asɔlto:/ (aasault), and /meletari/ (military) come under the category of phonological loan words in Midnapuri, since these word are phonologically Bengalicised unlike the manner of loan shifts like 'eskelanti' from 'eksələnt'(excellent) and 'a:pis' from 'ɔfis' (office) where the segments or phonemes are almost changed.

Task 3: Mention whether the following are Loan shifts or loan words:

/a:pil/ 'appeal'..... /saman/ 'summons'..... /benchi/ 'bench'.....

/kek/ 'cake'..... /res/ 'race'..... /futbɔl/ 'football'.....

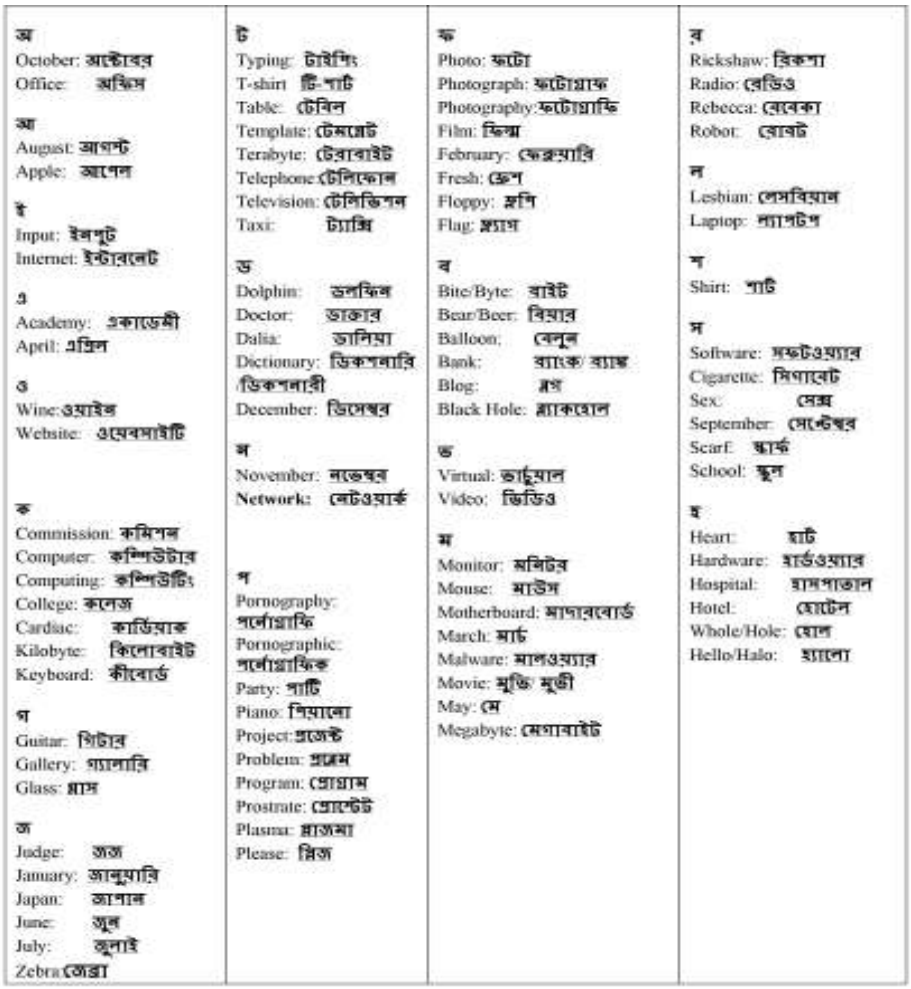
9.7 Examples of borrowed words

Due to centuries of contact with Europeans, Mughals, Arabs, Persians, and East Asians, the Bengali language has absorbed countless words from foreign languages, often totally integrating these borrowings into the core vocabulary. The most common borrowings from foreign languages come from three different kinds of contact. After centuries of contact from Persia and the Middle East, followed by the invasions of the Mughal Empire, numerous Turkish, Arabic, and Persian words were absorbed and fully integrated into the lexicon.[5][6] Later, East Asian travellers and European colonialism brought words from Portuguese, French, Dutch, and most significantly English. Some very common borrowings are shown below:

9.7.1 English (*Ingreji*)

Word	Original form	Word	Original form	Word	Original form
ofish	**office**	*glas*	**glass**	*haspatal*	**hospital**
jel	**jail**	*cheyar*	**chair**	kap	**cup**
ḍaktar	**doctor**	*ṭebil*	**table**	*astabol*	**stable**
pulish	**police**	*baksô*	**box**	*saikel*	**cycle**
bank	**bank**	*lônṭhôn*	**lantern**	*iskul*	**school**
bhoṭ	**vote**	*plāsṭik*	**plastic**	*Kolēj*	**college**

9.7.2 Bengali terms borrowed from English…



অ
October: অক্টোবর
Office: অফিস

আ
August: আগস্ট
Apple: আপেল

ই
Input: ইনপুট
Internet: ইন্টারনেট

এ
Academy: একাডেমী
April: এপ্রিল

ও
Wine: ওয়াইন
Website: ওয়েবসাইট

ক
Commission: কমিশন
Computer: কম্পিউটার
Computing: কম্পিউটিং
College: কলেজ
Cardiac: কার্ডিয়াক
Kilobyte: কিলোবাইট
Keyboard: কীবোর্ড

গ
Guitar: গিটার
Gallery: গ্যালারি
Glass: গ্লাস

জ
Judge: জজ
January: জানুয়ারি
Japan: জাপান
June: জুন
July: জুলাই
Zebra: জেব্রা

ট
Typing: টাইপিং
T-shirt: টি-শার্ট
Table: টেবিল
Template: টেমপ্লেট
Terabyte: টেরাবাইট
Telephone: টেলিফোন
Television: টেলিভিশন
Taxi: ট্যাক্সি

ড
Dolphin: ডলফিন
Doctor: ডাক্তার
Dalia: ডালিয়া
Dictionary: ডিকশনারি /ডিকশনারী
December: ডিসেম্বর

ন
November: নভেম্বর
Network: নেটওয়ার্ক

প
Pornography: পর্নোগ্রাফি
Pornographic: পর্নোগ্রাফিক
Party: পার্টি
Piano: পিয়ানো
Project: প্রজেক্ট
Problem: প্রব্লেম
Program: প্রোগ্রাম
Prostrate: প্রোস্টেট
Plasma: প্লাজমা
Please: প্লিজ

ফ
Photo: ফটো
Photograph: ফটোগ্রাফ
Photography: ফটোগ্রাফি
Film: ফিল্ম
February: ফেব্রুয়ারি
Fresh: ফ্রেশ
Floppy: ফ্লপি
Flag: ফ্ল্যাগ

ব
Bite/Byte: বাইট
Bear/Beer: বিয়ার
Balloon: বেলুন
Bank: ব্যাংক/ ব্যাঙ্ক
Blog: ব্লগ
Black Hole: ব্ল্যাকহোল

ভ
Virtual: ভার্চুয়াল
Video: ভিডিও

ম
Monitor: মনিটর
Mouse: মাউস
Motherboard: মাদারবোর্ড
March: মার্চ
Malware: মালওয়্যার
Movie: মুভি মুভী
May: মে
Megabyte: মেগাবাইট

র
Rickshaw: রিকশা
Radio: রেডিও
Rebecca: রেবেকা
Robot: রোবট

ল
Lesbian: লেসবিয়ান
Laptop: ল্যাপটপ

শ
Shirt: শার্ট

স
Software: সফটওয়্যার
Cigarette: সিগারেট
Sex: সেক্স
September: সেপ্টেম্বর
Scarf: স্কার্ফ
School: স্কুল

হ
Heart: হার্ট
Hardware: হার্ডওয়্যার
Hospital: হাসপাতাল
Hotel: হোটেল
Whole/Hole: হোল
Hello/Halo: হ্যালো

9.8 Different categories of English loan words found in Bangla literature

We know that the loan-words that are incorporated into a language are subject to phonetic and morphological modifications. The sounds of these words are often changed so that they may fit the native phonetic habits. The words, too, undergo changes under certain circumstances, and are used with native morphological elements. Sometimes, new expressions are used in the language just by translating the foreign words and expressions literally. Taking all these modifying factors into consideration, the English loan-words used in Bangla Literature may be placed under the following categories.

9.8.1 Assimilated loan words

The English loan-words which have been used in Bangla context and nativized to Bengali morpho-phonemics can be placed under this head. Thus, the English word, 'feel' /fi:l/, is retained in Bangla pronunciation as [fi:l] and in Midnapuri as /phi:l/.

9.8.2 Hybrid words

These compound words are a combination of two different words belonging to two different languages. These words are formed in the following ways:

a. By derivation, i.e. by taking an existing root (formant) of English, and combining with prefixes of Bangla. For example, the Bangla word /pion-giri/ 'profession of a peon', is a hybrid word, because the Bangla suffix '–giri' (to act like one/ to be one of the profession) is added to the English word 'peon' /pi:ən/. In Midnapuri it is pronounced as /pija:n-giri/ , i.e, /j/ glide insertion and /a/ vowel substitution occur.

b. By composition, i.e. putting together one word of English and another of Bangla (or bengalicised one). For example, the Bangla word /relgaṛi/ 'train' is formed by compounding the Bangla (bengalicised) word /gaṛi/ 'carriage' with the English word /reil/ 'rail' and pronounced as /rælga:ṛi/ in Midnapuri.

9.8.3 Imperfect assimilation

The sounds and forms of the English words are sometimes altered due to imperfect assimilation of the words by the Bangla speakers. The words thus formed 'are pure and simple interpretations of misunderstood forms in terms of known forms.' This phenomenon of deforming words by people in general or 'folk' is called 'folk etymology'. In Bangla, the English word 'arm-chair', has been changed to /ara:mked/ara:/ 'the chair on which one can sit comfortably', in this way. The English word 'arm' changed to / ara:m/ 'comfort' in Bangla, and the English word 'chair' was translated to / ked/ara:/ 'chair' in Bangla.

9.8.4 Clipped words

These words are formed by omitting certain sounds, or letters, or syllables from the original words, e.g. /bajik/ in Midnapuri ; /baik/ in Standard Bangla 'bike' (bicycle) or /phTto/ 'photo' in Midnapuri ; /foto/ in Standard Bangla (photograph), etc.

9.8.5 Unchanged English loan words

There are some English loan words which have been used in Bangla literature without any modification or change, e.g. /kæp/ 'cap', /bænk/ 'bank', etc. in this connection SukumarSen remarks that the English loan words which were adopted into Bangla after the 19th century have undergone very little changes and it is not difficult to recognize them as English words.

9.8.6 Loan translation

In 'loan-translation', the separate constituents of the foreign words are literally translated into the native words of the borrowing language. Thus, many terms and expressions used in Bangla literature are mere literal translation of their English counterparts, e.g. [ma̱trib^{h}a:ʃa] (SB); /mat/iriva:sa/ (MB) 'mother-tongue', [b^{h}alobaʃa nd/ ^{h}o] (SB); [valoba:sa:ɔnd/^{h}ɔ] (MB) 'love is blind', etc.

Task 4: Find out two other examples of loan translation.

9.9 Summary

Loanwords, or *borrowings,* are a consequence of two languages in contact. When there is an asymmetry between the two languages, a language takes the missing term from the other word, and sometimes the borrowing is not just for lexicon, but also syntax, etc. Here are the reasons behind the incorporation of loanwords in a nutshell:

1. Social needs such as educational needs or social status of one language than the other
2. Borrowing due to the prestige of one language
3. To meet communication needs
4. To culturise the language, i.e. to relate it with the culture of other languages
5. Due to the advancement of science and technology
6. Borrowings might occur more likely from a nearby dialects, i.e. both languages are dialects of the same language

This Unit throughout has given information about lone words, its origin and its implementation in language.

9.10 Review questions

1. What are loan words?
2. How are loan words incorporated in other languages?
3. What are the reasons behind loaning words?
4. Write about types of loan referring to the context of English loan words in Bengali. Give examples.
5. Write about two categories of English loan words found in Bengali literature.
6. Discuss examples of Loan words from dialects to standard language.
7. What is loan translation? Illustrate with five examples from the spoken discourse of your source language.
8. Distinguish between loan words and loan shifts.
9. What is a foreign word? What is the difference between a foreign word and a loan word?
10. What are clipped words? Discuss with examples from your source and target languages.

9.11 Reading List

Durkin, Philip. 2014. *Borrowed Words: A History of Loan Words in English*. Oxford: Oxford University Press.

Haspelmath, Martin and Uri Tadmor. 2009. "General Chapters". *Loan Words in the World's Languages*. Berlin: Walter de Gruyter.

https://books.google.co.in/books/about/Loanwords_in_the_ World_s_Languages.html?id =OYFMqEJ1KCgC&redir_esc=y

Unit 10 ❑ Code Mixing & Code Switching

Structure

10.1 Objectives

10.2 Introduction

10.3 What are the Causes of Code Mixing and Code Switching?

10.4 Code Mixing and Code Switching Difference

10.5 Examples for Difference between Code Mixing and Code Switching

10.6 Code Mixing from News paper Advertisement

10.7 Summary

10.8 Review Questions

10.9 References and Reading list

10.1 Objectives

This unit will enable the learner to:

a) Understand the term code as it is used in sociolinguistics.

b) Attain information about the concept of Code switching in enriching the English Language.

c) Learn about the use of Code Mixing in English Language Teaching (ELT).

d) Differentiate the two terms and the purposes of using these in communication

e) Appreciate the need for code-mixing for effective communication

10.2 Introduction

Code in sociolinguistics simply refers to a language or a language variety. Both Code Mixing and Code Switching are in one way or another coming together of two or more languages or codes. Unlike Pidgins and Creoles, these are milder instances of language contact situation. By simple definition, Code Mixing is mixing of mostly words, but also

phrases, clauses or even complete sentences of two languages or varieties. Code Switching is nothing but switching from one language to another to create a special effect. Note the addition of the phrase "special effect" in the definition of the latter. The key Difference between Code Mixing and Code Switching is indeed that Code Switching has a special, social pragmatic consequence while Code Mixing does not.

10.3 What are the Causes of Code Mixing and Code Switching?

What is one of the major causes of Code Mixing and Code Switching in linguistics? Language contact is when two or more languages or communities speaking those languages come in contact with each other. Coming together of individuals or communities speaking distinct languages most often results in bilingualism within the communities or its members. In this age of wide spread global communication, you can imagine that a language or speech community can rarely be monolingual. Even if there were an isolated, monolingual community somewhere, it would still show bilingualism, although within the language varieties or dialects of that same language.

Hence, language contact and bilingualism are the prime causes of code mixing and code switching in speech communities. This contact situation is not only brought by physical interaction of the speakers. It can also be social media interaction. Some other examples that facilitate language contact are academic or non-academic reading in a non-native language.

10.4 Code Mixing and Code Switching Difference

Let us now go on and talk more about the Difference between Code Mixing and Code Switching with examples. Note that the terms code mixing and switching in sociolinguistics are so closely related that some linguists do not mind using them interchangeably. Both involve hybridization of words, phrases, clauses or even full sentences of two or more languages. The difference between Code Mixing and Code Switching is that switching is done in a particular setting or for a particular purpose. And code mixing is done more out of linguistic requirement.

For example English 'master' and Bangla suffix '–i' together forms a new lexical item /masteri/ 'the teaching profession'. English 'rail' with an added word 'gari' forms / railgari/ 'the railway car'. This illustration is found in other Indian languages as well. Let

us look at some more examples: college Kobe ‘when is [your] college’, Summer vacation suru ‘the beginning of summer vacation’. These are all examples of code mixing. Examples of code switching are: tomar smart phone ache? ‘Do you have a smart phone?’, Amader exam routine publish hoyeche ‘our exam routine is published.’

Task 1: State whether the following are code mixing or code switching and if not why:

‘Choose your dress’ /kapar choose karo’/.....

‘switch on the light’ /light on koro/.....

‘lady canning’ /ladykeny/ (name of a sweet) .....

‘light house’ / bati ghor/ .....

‘University’ /viswavidyalay/.....

‘Your face book admirers’ /tomar face book-er admirer-ra/.....

The language user switches codes while speaking in a certain style in the presence of another person. In one way, we kind of change identities while talking to different people. However, code mixing is more unintentional that way. We can mix one code with another when we do not know the correct translation of a particular word in another language. In fact, over the time, many code-mixed words become so frequent that they form a part of the language as loan or borrowed words. It is important that we look at a language synchronically to better study code mixing.

Also, language and cultures are closely related. Sometimes a concept expressed by one language is totally missing in another language. For example, look at the word *jhootha* in Hindi. The word is used for something like a utensil or food that someone has already used or tasted. This concept is totally missing in a language like English. So while speaking or writing in English, the user has no option but to use the word as it is. She can also choose to give a description of that word instead. However, if she knows that the other person knows Hindi as well, she will most likely use the word as it is without hesitation.

Let us look at some illustrations: i-pad, android, uber, handloom etc. We do not have translations for these. But there are also instances where the translation is used. For example: ‘neck tie’ /gala bandho/,‘women’s day’ /nari divas/, ‘cottage industry’ / kutir shilpa/. These are loan-translations. We have learnt on these in Unit 9.

Task 2: Do you think the following are used as loan translations in Bangla? If yes, then give the words used in Bangla.

Wrist-watch.....

Handcraft.....

May I come in?.....

He will place his opinion now.....

10.5 Examples for Difference between Code Mixing and Code Switching

Let us now try to understand the difference between Code Mixing and Code Switching by looking at some illustrative scenarios. While speaking Hindi, many people use the word "teacher" instead of the word *adhyapak*. This is because we use the Hindi word less frequently. In fact, it appears quite unnatural to use the Hindi word. Pure Hindi is spoken rarely these days. Many a time, it is humorous to speak pure Hindi.

Sometimes we do not mix words just to sound natural. It also happens that we forget words in our language. Or we do not know them at all. For instance, do you know the Hindi word for the famous sport "Cricket"? How about the word "Computer"? Please write the correct answer in the comments below if you do.

Your response:

The thing is that English is the language of Education. We use it every day to achieve various purposes. We see it all around us. Hence, it is not unlikely that we remember more English words for common things. Code mixing of single words is very common in formal and informal speech. Code mixing of complete clauses and sentences is also done. Although it is a little less frequent.

Now, let us move on to another scenario. A native Hindi speaker is speaking Hindi with his friends. All of a sudden, her boss comes and now she starts speaking in English. This is called switching. It is done intentionally because language users feel it appropriate to communicate in a certain way in certain situations. It could be code of conduct, style statement or a sign of social status.

The example given above is an example of inter-sentential code switching. Code switching of single words can also be done. This is called tag code switching. Let us look at an example of tag code switching also. Consider a native English person giving speech in front of Spanish audience. The audience understands both English and Spanish. But just to induce comfort, she greets them with *Hola* instead of "Hello", and says the rest of the things in English. She intentionally uses the word *Hola* to create a special effect in her speech. Hence, it would not be an example of code mixing but code switching.

Examples of tag code switching between English and Bangla are: Stop writing, samay ses. 'stop writing, time is up.', We will meet next Sunday, thick ache? 'We will meet next Sunday, is that right?'

Task 3: Give examples of five sentences with tag code switching in Bangla.

10.6 Code mixing from Newspaper Advertisement

Code mixing is part of your repertoire and they are frequently found in advertisements from newpapers. The Times of India, Kolkata edition and Anandabazar Patrika, Kolkata are two popular reader's choice daily newspapers. The following three advertisement samples were collected from these publications. Let us analyse them one by one.

a) Nature's magic
Bharoter No 1 antiseptic brand
Boroplus *niye elo*
100% organic aloevera
Paraben *ebong* sulphate *mukto ei gel ti*
Sabsadharan tak o chuler janno
Natures magic solution
Er halka non-sticky texture *ebong*
Boroplus *er prakrito gun bettor theke*
Sasthoujjal banaye
Naturally![1]

The translation this is: Nature's magic- India's number 1 antiseptic brand, Boroplus brings 100% organic aloevera this jel, [which is composed] without paraben and sulphate. For all general skin and hair – natures magic solution. Its light non-sticky texture and Boropluses natural features makes healthy bright from inside naturally.

The 10 lines advertisement on 'Boroplus gel' in Bengali has individual words, phrases and whole sentences from English. The code mixed words are eye catchers for the reader. This is meant for the bilingual reader who can grasp the meaning of the code mixed structures easily.

b) *Puropuri Kolkatar janno*

Free delivery- *pratham* order

Karun online shopping-*er natun sutrapat*

Amazon-*er sathe.*[2]

In translation it is – Exclusively for Kolkata. Free delivery [on] first order. Initiate a new beginning with Amazon. The 4 lines advertisement for the Bengali bilingual reader has all the important words code mixed from English. These words occur without translation and are modified with addition of genitive suffix '-er' to match the structure of the Bengali. Code mixing is at word level.

c) Mother Diary *Mishti Doi*

Protyekti chamoche sei

Chottobela mone

Pore jaye

Mother Diary

Rishton ka swaad Badhaye [3]

In translation – Mother Diary sweet curd. Reminds of childhood with each spoonful. Mother Diary – Binds the taste of the family. The 6 lines advertisement for the English reader has three languages. Bengali, English and Hindi. Other than the brand name all other words are in Bengali for the first five lines. The sixth line is in Hindi. This appears more like a slogan.

Here are two tasks for you on code mixing.

Task 4: Analyse code mixing from the following advertisements:

i) Quick Fry er tarka
17 ti masala ke bye bye
No need to add any other spices
Just add salt.[4]

Your answer:

ii) Naba annoder swaad
Suswadu Metro goru-r dudh
Metro Cow Milk.[5]

Your Answer:

10.7 Summary

To conclude the discussion on Code Mixing and Code Switching, it may be observed that CM and CS have over years been the areas of great concern for the linguists and the researchers. Their scope is not limited to one language or medium, one region or community, one field of knowledge or communication. In fact, their scope is extended over to several languages and mass media used for information and communication by users all over the world. A number of linguistic, socio-cultural and pragmatic factors contribute to their formation and usage. That also explains the researchers keen interest in the study of CM and CS in Indian English.

10.8 Review questions

1. What are the Causes of Code Mixing and Code Switching?
2. Cite Examples for Difference between Code Mixing and Code Switching
3. What are the differences in Code Mixing and Code Switching?
4. Why is Code Switching used in the classroom?
5. What are the purposes of code switching?
6. Cite 10 examples of Code mixing used by your students.
7. What is tag code switching?
8. What are the purposes for tag code switching for the oral discourse?

9. Discuss 10 examples of single word code mixing from formal language.
10. Discuss 5 examples each of phrases and complete sentence code mixing from your source language.

10.9 References and Reading List

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Pennycook, A. (2010). Language as local practice. New York: Routledge.

Notes

1. *ABP Kolkata*, 23 April 2021, Page 17.
2. *ABP Kolkata*, 18 April 2021, Page 1.
3. *Times of India*, Kolkata, 25 April 2021, Page 3.
4. *ABP Kolkata*, 27 April 2021, Page 3.
5. *ABP Kolkata*, 24 April 2021, Page 3.

Unit 11 ❑ English in Mass Media (Radio, Television, Newspaper)

Structure

11.1 Objectives

11.2 Introduction

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11.1 Objectives

This unit will enable the learners to:

a. get exposure to a well-developed body of media theory and analysis.

b. foster analytical skills that will allow them to view the media critically.

c. attain information about the concept of Media in enriching the English Language.

d. learn about the use of Media (Radio, Television, Newspaper) in English Language Teaching. (ELT)

e. learn how to handle equipment a camcorder and recorder for a story.

11.2 Introduction

Media facilitate learning for all kinds of learners and contribute to learning across all learning styles. Media can be classified as Mechanical, Non-Mechanical and other categories. Mechanical media is related to technological innovations such as interactive electronic white boards, e-learning, podcasting. Non-mechanical classifications are daily life objects adopted by the teacher according to students' level of proficiency and needs. These are print materials, audio and audio-visual materials. Other categories include technical (expensive) /non-technical (user friendly blogs, wikis), used alone/ multimedia, authentic/ not authentic, and commercial/ teacher produced materials.

11.3 Radio and Television

Radio remains the central point of educational broadcasting despite the rapidly developing technologies harnessing sound and vision. There are two reasons for this, one economic and the other a matter of the learner's situation and consequent learning strategy. The economic factor may change, but it will be a long time before the cost of television allows it to replace radio as the really global medium of communication. In many of the poorest countries, where teachers, books, even newspapers are a luxury, a radio is owned by or is at least within the earshot of almost every family. Its use may be for information, as a means of political unity or for entertainment. Whatever its primary use, once the set is switched on there is an opportunity for the language teacher to exploit it fruitfully. Five minutes of English in between information and popular music will at least be heard and in many cases welcomed and carefully followed by large numbers of people in remote areas. A broadcast on teaching an English lesson may take the learner/teacher to books, to work in groups, to work by correspondence and other means of learning. Some can take advantage of these other means of learning, and a few may not, but vast numbers have access to and will make use of the broadcast medium.

Television receivers, on the other hand, are still the possession of just a few. Technology is rapidly facilitating wider transmission coverage. The Indian Satellite Experiment (SITE -Satellite Instructional Television Experiment) is an example of television being made available over a vast area, with a minimum number of transmitters. Despite this, comparatively a few can view it in their own homes. Group viewing, though valuable, does not give the medium the day-long availability that is enjoyed by radio. Smaller,

cheaper sets will undoubtedly bring television one day into the present price range of radio. Video disc will give the provision of published video material the same simplicity of access as sound on audio tape. There remains the second factor: the learning strategy required by the medium. The television screen does not .necessarily provide more information in a given time than radio.

Television does, however, provide information over a wide range. The combination of sound and vision can provide language in its context more realistically than sound alone. This demands a different learning strategy: the attention of the eye as well as the ear. This factor will inevitably set limits on the use of the medium.

Good recorded classroom material (video or audio) may make a very bad broadcast and vice versa. The apparent similarity of and yet real difference between material recorded for use entirely within the classroom and material intended for broadcasting sometimes gives rise to misunderstandings between the objectives of the ELT producer and those of the classroom teacher.

A good ELT producer will have considerable experience of the learner's situation, the classroom, and the individual learner. He/she will feel the tension between the needs and constraints of this situation and the possibilities and constraints of the medium. Motivation, attention span, the use of silence and many other factors often operate differently in using a radiobroadcast and, say, a language laboratory tape. The producer will be aware of the resulting tension and will produce to resolve it. Those of us who, as teachers, have made use of broadcasts but have not been involved in production may legitimately judge from results but we need to be aware of pre-judgment on an unsound basis. We may not have studied the sentence or discourse types particularly relevant to radio or to television. We are not always aware of the learning behaviour of the self-selecting audience of broadcasting. Above all, the whole motivating effect of broadcasting and its impact on learning through other media is something about which very little is known to date. Approaching the use of the media through newspaper, aspects of television, strategies for using broadcast programmes through Radio both as teachers and learners and as organizers in an ELT and theclassroom situation, contribute to this Unit.

11.4 Using English by Radio and Television in The Classroom

English teachers all over the world cry out for materials which can make English live for their students in schools and colleges and for them the radio broadcasts and

TV programmes of English by Radio and Television provide just such a resource. From Bush House in London some 30 hours a week of mainly fifteen minute broadcasts entirely in English are transmitted all over the world while there are also about 30 hours a week of broadcasts with teaching commentaries in 30 languages. Our English by Radio programmes are re-broadcast by national radio networks in 120 countries and our TV series are in use in educational institutions and on TV networks in upwards of 100 countries.

What English by Radio and Television offer the teacher is a source of real English material for listening to and viewing both inside and outside the classroom, it's a reminder that English isn't limited to a forty-five minute period every Monday, Wednesday and Friday with an examination at the end of the year. Even those who are good at English and especially teachers find that our more advanced programmes on literature such as *Booklist* and *Light Reading* or on general English such as *Deadline* and *The English of International Co-operation* help them to upkeep their knowledge of the language. However, the great value of English by Radio broadcasts is in extensive listening outside the classroom and teachers have suggested several ways of bringing the results back into the classroom and using them as a basis for class work.

BBC Programmes such as *Sing-along, Catch The Word* and *Pedagogical Pop* which teach the words of popular English songsare very useful in this respect. As a follow-up by bringing the record into theclass after the broadcast, the teacher can get the students to understand thesong.

BBC Modern English providessummaries and background articles on many of the programmes to bebroadcast during the month of issue. Some subscribers use the articlesas reading comprehension in class and then get their students to listento the programme to consolidate what they have learned.

Apart from series where the language points are presented in individual dialogues or episodes, there are also series such as *The Weekly Echo or The English of International Co-operation* where the dramatic situations are presented in the form of play lets lasting over two or three programmes.

A number of other BBC programmes, especially the more advanced ones lend themselves to debate and discussion. This is particularly so of *Point ofView* in which listeners send in questions about British Life and socialissues which are discussed by a

panel. This series is also available oncassette. Teachers use *Point of View*, and similar programmes such as*My Week* and *Speaking of English*, to stimulate discussion of pointsraised and the programmes offer excellent opportunities for listening,reporting, summarizing points made and debating them.

11.5 Television Materials for ELT

Films and television programmes have been used for language learning and teaching since the 1930s, and in ELT for some fifty years. There are numerous claimants for the honour of being pioneers in this field, but probably the first ELT series to be seen widely on television screens (thus reaching a much larger public than the classroom use of films permitted)was produced and screened in Sweden in the early 1960's. Since then, thousands of hours of ELT materials have been produced for television transmission and classroom use, the programmes or films usually being accompanied by publications and sound recordings.

Other than what is said so far, these things also should be taken into account.

- History of the development of Television materials and ELT internationally and in India.
- DD and the satellite revolution
- Prasar Bharati and broadcast regulations
- The proposed Convergence Bill
- Studying CNN as case study

There are two reasons for this, one economic and the other a matter of the learner's situation and consequent learning strategy. The economic factor may change, but it will be a slower process for the cost of television to allow it to replace radio as the really global medium of communication. In many of the poorest countries, where teachers, books, even newspapers are a luxury, a radio is owned by or is at least is within the earshot of almost every family. Its use may be for information, as a means of political unity or for entertainment.

There remains the second factor: the learning strategy required by the medium. The television screen does not .necessarily provide more information in a given time than radio. Television does, however, provide information over a wide range. The combination

of sound and vision can provide language in its context more realistically than sound alone.

11.6 Activities on Using Authentic Video in the Language Classroom

A typical lesson can be divided into 5 stages.

a) information and motivation stage, where the topic and the relevant background information are presented,

b) the input stage, that is the teacher ensures comprehension of the item or items presented or the preparation for an activity,

c) the focus stage, where the learners practice the tasks and are provided with guided opportunities to manipulate items, till they are confident and comfortable,

d) the transfer stage- where the learners are given opportunities to offer personal comments or share experiences relating to the given context, and

e) the optional feedback stage, in which audio or video recordings of the students are used to guide the assessment of the student's performance (for example a student speech, an interview, a class discussion, a role play, a group activity etc).

Let us look at some of the activities.

11.6.1 Interactive Language

Aim: Focusing on interactive language

Level: Lower-intermediate

Material: drama clips

Preparation: Known short scenes (from plays) with useful interactive language e.g.:

- Functional expressions
- Colloquial multiword verbs
- Expressions of doubt/ certainty/ opinion
- Modifiers and hedges (a bit, rather, sort of)

- Fillers (um, ah, well, yes, er)
- Talk about talk (references to, reports of other talks)
- Question tag

Procedure: in the input stage, before viewing, the teacher prepares short scripts to establish the 'idea' of interactive language. The learners can workon another script of their own. After viewing, a well-known scene, the learners pick out some interactive language and say whether they use such language themselves.

11.6.2 Describe an ad

Aim: Written description and evaluation of TV ads

Level: Lower-intermediate

Material: TV commercials

Procedure: Students select study and describe a TV ad.

You as the teacher may do one or two descriptions together in the class as models. Learners can write their own descriptions for homework. For the description, the learners can write on

- The name of the product and say what it is.
- The kind of ad: dramatic, atmospheric, comic or a mixture.
- What the ad tells us about the product (what it is, what it has, what it does).
- Describe the action: what we see and what we hear in present tense).
- How the ad concludes and gives the final stages if there is one.

Along with this, the higher-level learners can write on:

- The general scales approach of the ad- its angle and its market.
- The explicit and implicit messages.
- The atmosphere, mood, tone of voice and show how the messages are conveyed. Comment on the language, word play. Visual devices and level of hype.
- Evaluate the *ad* for originality, persuasiveness, honesty, memorability and attractiveness.

11.6.3 Giving advice

Task: a look at teenage problems and giving advice

Level: Upper-intermediate and above

Language: Revision of functions for giving advice, reported speech

Time: 1hr (20 mins on the net)

Site: www.teentalk.com

www.teenadvice.org

Preparation: In groups learners talk about and list the kinds of problems they have/ had as teenagers.

What advice were they given? What happened in the end?

Follow-ups: the teacher can divide the class into 2 groups and put the titles of the problems from the Teen Advice Archive on the board.Each group should have 4 titles. The students decide what they think the problems are about, who they think is involved and what advice they would give the people.

Instructional media, in infinite variety of forms can play varied roles. There is no single medium ideal for teaching. Teacher creativity and adaptability makes learning authentic and meaningful.

11.7 Summary

In this unit you have learnt how media can be used for language teaching. You have been introduced to various types of media – electronic and the non-electronic along with certain less known categories. You have also been told how to use various resources available on the media in the classroom along with their advantages and shortcomings. The unit towards the end has provided some sample tasks and materials which should encourage you to discover more materials of a similar nature.

11.8 Review questions

1. What are the Media Communications?
2. Discuss the kinds of media communications used for Language Teaching.

3. How is ELT incorporated in other languages?
4. What are the reasons for the popularity of Radio in ELT?
5. Write about two categories of English as taught through Radio & Television.
6. How do we use broadcast materials during the classroom?
7. What are the factors in designing activities on media for the language classroom?
8. Discuss the stages of a lesson based on media.
9. Design a task on Radio English for intermediate learners.
10. Design a task on Newspaper English for Graduate learners.

11.9 References

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Unit 12 ❑ English for Official & Professional Purposes

Structure

12.1 Objectives

12.2 Introduction

12.3 English - the global language

12.4 English across India

12.5 The concept of "official & professional use" of the English Language

12.6 Business Letters

12.7 Activities on different types of business letters

12.7.1 Inquiries. Replies to inquiries

12.7.2 Offers. Quotations

12.7.3 Revivers and Reminders. Follow up letters

12.7.4 Orders. Confirmation of Orders

12.8 Benefits of Knowing English at work place

12.9 Summary

12.10 Review Questions

12.11 Reading list

12.1 Objectives

This unit will enable the learner to:

a) To attain information about the concept of “official & professional use” of the English Language.

b) To learn about the use of various office correspondences in English Language.

c) The aim of the practical part is not only to acquaint students with the phrases used in business letters but to teach students how to write business letters taking into account all the peculiarities and specific character of their composing.

12.2 Introduction

The fastest-spreading language in human history, English is spoken at a useful level by some 1.75 billion people worldwide—that's one in every four of us. There are close to 385 million native speakers in countries like the U.S. and Australia, about a billion fluent speakers in formerly colonized nations such as India and Nigeria, and millions of people around the world who've studied it as a second language. An estimated 565 million people use it on the internet.

12.3 English – the global language

English is now the global language of business. More and more multinational companies are mandating English as the common corporate language—Airbus, Daimler-Chrysler, Fast Retailing, Nokia, Renault, Samsung, SAP, Technicolor, and Microsoft in Beijing, to name a few—in an attempt to facilitate communication and performance across geographically diverse functions and business endeavours.

Adopting a common mode of speech isn't just a good idea; it's a must, even for an American company with operations overseas, for instance, or a French company focused on domestic customers. Imagine that a group of salespeople from a company's Paris headquarters get together for a meeting. Why would you care whether they all could speak English? Now consider that the same group goes on a sales call to a company also based in Paris, not realizing that the potential customer would be bringing in employees from other locations who didn't speak French. This happened at one company I worked with. Sitting together in Paris, employees of those two French companies couldn't close a deal because the people in the room couldn't communicate. It was a shocking wake-up call, and the company soon adopted an English corporate language strategy.

Similar concerns drove Hiroshi Mikitani, the CEO of Rakuten—Japan's largest online marketplace—to mandate in March 2010 that English would be the company's official language of business. The company's goal was to become the number one internet services company in the world, and Mikitani believed that the new policy—which would

affect some 7,100 Japanese employees—was vital to achieving that end, especially as expansion plans were concentrated outside Japan. He also felt responsible for contributing to an expanded worldview for his country, a conservative island nation.

The multibillion-dollar company—a cross between Amazon.com and eBay—was on a growth spree: It had acquired *PriceMinister.com* in France, Buy.com and Free Cause in the U.S., Play.com in the UK, Tradoria in Germany, Kobo eBooks in Canada, and established joint ventures with major companies in China, Indonesia, Taiwan, Thailand, and Brazil. Serious about the language change, Mikitani announced the plan to employees not in Japanese but in English. Overnight, the Japanese language cafeteria menus were replaced, as were elevator directories. And he stated that employees would have to demonstrate competence on an international English scoring system within two years—or risk demotion or even dismissal.

The media instantly picked up the story, and corporate Japan reacted with fascination and disdain. Honda's CEO, Takanobu Ito, publicly asserted, "It's stupid for a Japanese company to only use English in Japan when the workforce is mainly Japanese." But Mikitani was confident that it was the right move, and the policy is bearing fruit. The English mandate has allowed Mikitani to create a remarkably diverse and powerful organization. Today, three out of six senior executives in his engineering organization aren't Japanese; they don't even speak Japanese. The company continues to aggressively seek the best talent from around the globe. Half of Rakuten's Japanese employees now can adequately engage in internal communication in English, and 25% communicate in English with partners and coworkers in foreign subsidiaries on a regular basis.

Adopting a global language policy is not easy, and companies invariably stumble along the way. It's radical, and it's almost certain to meet with staunch resistance from employees. Many may feel at a disadvantage if their English isn't as good as others', team dynamics and performance can suffer, and national pride can get in the way. But to survive and thrive in a global economy, companies must overcome language barriers—and English will almost always be the common ground, at least for now.

The benefits of "Englishization," as Mikitani calls it are significant; however, relatively few companies have systematically implemented an English-language policy with sustained results. Through my research and work over the past decade with companies, I've developed an adoption framework to guide companies in their language efforts. There's still a lot to learn, but success stories do exist. Adopters will find significant advantages.

12.4 English across India

English language skills are vital for official and professional use in India. An individual's suitability for a job is often assessed to communication skills and specifically to communicative competence in English. Possessing language skills on speaking, reading, and writing have impacts on individual performance with all stake holders within an establishment. English in India exists in the professional domain along with other Indian languages. The requirement of English in discussion is from the hospitality and health care sectors. In health care industry, reading English is required 100% of the time where as in hospitality roles it is 55-60 %. Reading in English requirement is thus different for different sectors. There exists as well, differing English language requirements for the same role. These are determined on the employment context and job content. For example, in the hospitality sector, speaking, and listening are more in focus than reading for people who attend customers, whereas writing and reading are important for people working at the front office. Similarly in the health sector, listening is more in focus for the general duty assistant, whereas, for the medical lab technician English is required for preparing reports and thus writing is more in focus. Many people working in the hospitality industry and health sector have a mix of front and back end roles. For them, all the four language skills are inclusive at workplace functioning.

12.5 The concept of "official & professional use" of the English Language

Letter writing is an essential part of communication, an intimate part of experience. Each letter writer has a characteristic way of writing, his style of writing, his way of expressing thoughts, facts etc. but it must be emphasized that the routine in writing of official business letters requires certain accepted idioms, set phrases, fixed patterns, grammar and even a certain arrangement of their parts on a sheet of paper. Therefore certain skills must be acquired by practice and details of writing must be carefully and thoroughly learnt.

A cheque, a contract, a pure list or any other business paper sent by mail should always be accompanied by a forwarding letter. The letter says what is being sent so that the recipient should know exactly what you intended to send. It is a typical business letter.

Letter writing is not only a means of communication and a contact, but also a record of affairs, information, events, complaints etc. So it is necessary to feel the spirit and trend of the style in order to write a perfect letter.

Doing business means working out agreements with other people, some-times through elaborate contracts and sometimes through nothing but little standard forms, through exchanges of letters. Thus everybody who is involved in any kind of business should study thoroughly the complex science of writing letters and contracts.The language of business, professional and semi-official letters is formal, courteous, tactful, concise, expressive, and to the point. A neatly arranged letter will certainly make a better impression on the reader, thus good letters make good business partners.

12.6 Business letters

This unit considers the most essential questions concerning of-ficial business letters such as obligatory and optional elements of business letters and their arrangement on a sheet of paper, arrangement and writing of addresses, classification of business legal letters according to their pragmatic purpose and detailed analysis of all these types, linguistic formalization of official letters in accordance with their communicative intention and pragmatic function and some changes of demands made on official correspondence at present, presence of cer-tain emotional means of expression in letters of influence, lexical composition and syntactical structure of letters, standard expressions, clichés, set phrases and fixed patterns used in business letters and some others.

12.7 Activities on different types of business letters

Business letters can be used for ELT with the objective of learning from the written discourse. Learners can be asked to work on the structure of business letters. The structure and arrangement of business letters components to be utilized for tasks are:

1. To study the main parts of business letters and their arrangement.
2. To analyze and study different variants of each business letter component.
3. To arrange the proposed business letter parts in right order.
4. To study in detail a business letter body.

12.7.1 Inquiries. Replies to inquiries

Similarly, letters of Inquiries and replies to inquiries can be utilized in the ELT classroom for the following:

1. To study the phrases frequently used in these types of business letters.
2. To translate some letters of inquiry and replies to inquiry in English
3. To write certain letters of inquiry in English.
4. To write certain letters of reply to inquiry in English.

Activity 1

What are the types of business letters for the following:

Business Letter 1

Dear Customer Name,

Please accept our thanks and gratitude for accepting our offer. It was a great experience for us to server you.

Here at ABC Company Ltd. we strive to provide the highest level of service possible. We hope to be of service to you again in future. As a customer your comments and opinions are important to us. If have any queries, feedbacks or questions, we hope that you will bring them to our attention.

Yours sincerely,

XXX

Business Letter 2

Hi XYZ,

I take a moment to express my appreciation for the wonderful job that you have done here (Company YYY). You have added value to everything that we are doing here with dedication, resourcefulness and teamwork. Thanks to your hard work, we have been able to keep up with the demands of the business.

Best,

ABC

Your answer:

Business Letter 1 is a letter of thanks. It includes the phrase 'thanks and gratitude' in the first sentence. Business Letter 2 is a letter of appreciation. The writer is expressing appreciation to an employee's services. Other than appreciation and thanks, the letters reflect on the inquiry present situations of the companies.

Other types of business letters are letters of offers, reminders/ follow ups, orders and confirmation of orders. These can be used for the following.

12.7.2 Offers. Quotations

1. To study the phrases frequently used in these types of business letters.
2. To translate the proposed letters from English into Bengali or Hindi.
3. To write certain offer letters in English in accordance with the given task.
4. To write certain quotation letters in English in accordance with the given task.

12.7.3 Revivers and Reminders. Follow up letters

1. To study the phrases frequently used in these types of business letters.
2. To write certain letters of reviver and reminder in English according to the set task.
3. To write certain follow up letters in English according to the set task.
4. Some practical recommendation for writing correct and effective letters.

12.7.4 Orders. Confirmation of Orders

1. To study the phrases frequently used in these types of business letters.
2. To write certain order letters in English according to the set task.
3. To write certain letters of confirmation of orders in English according to the set task.

Activity 2

Write two phrases each for letters of reminders and offers and discuss the differences.

Your answer:

a) Reminder:

b) Offer:

Activity 3

Study the phrases from following letters and reflect on the letter types.

Business Letter 3

Dear Mrs…..

Thank you again for meeting me today at your restaurant to discuss the opening of a new section on fast food. I was so impressed with your setup and staff. I would love the opportunity to join you.

I bring other things to the table besides by enthusiasm. I have 5 years of industry experience and hold a B.A. degree on Culinary Arts. I also have experience in leading and training teams ensuring customer satisfaction and trying on new items, all of which you mentioned as essentials for the job.

Please let me know if you would like to know anything more or a list of references.

Thank you for the consideration.

Regards

Ms Zen

Business Letter 4

Dear (recipient),

I am pleased that you have decided to place an order with us. This letter is simply a confirmation of that order. I am happy to provide you with all our products.

Looking forward for a continued relationship with you.

Please do call if there is anything more we can do for you.

Thanking you

XYZ.

Your answer:

At present, when international relations – economic, cultural and po-litical – are being rapidly developed, the role of business legal letters in this development is difficult to be overestimated. Any official business letter including legal letter serves for connection of

institutions, organiza-tion and firms with each other and separate persons. The specific charac-ter of business legal letters is that they do not only serve as a means of delivering information or(and exerting influence on the addressee, but appear to be legal documents. They are a variety of official business docu-ments realizing official business style with all attributes inherent in it.

Serving to business interrelations between people business legal letter passes into the sphere of international links (for example, transportation of cargo to different ports of the world, joint cruises with foreign compa-nies and concluding an agreement in this connection, certain agreement, contracts between interested parties (parties concerned); filing a suit for the damage done during a cargo carriage or for the failure to fulfill under-taken commitments according to the concluded agreements etc). Thus, the letter which fixes the whole process of negotiations for settlement of this conflict and the agreement reached by two parties as a result of these negotiations and in accordance with the letter of the law acquires signifi-cance and status of the legal document. Hence follows a specific charac-ter of its formalization, namely: strict sequence and accuracy in stating factual, space and time information, objectivity of estimation, precision in formulating proposed decisions.

That is why the language of business legal letters is characteristic of traditional linguistic means namely: strictness of composition, the use of special phraseology and syntactical cli-chés, and refusal of all variety of expressive linguistic means because the language of a document demands, first of all, accuracy and impossibility of false interpretations.

12.8 Benefits of Knowing English at work place

English language skills have numerous benefits at workplace. Besides allowing effective communication with colleagues and superiors, for the employee it showcases individual's interest to perform beyond the business standards. At the job interview or business event good communication creates a good first impression. It provides confidence while delivering presentation and speeches. English is the common language in a multilingual context and the language for high-end interpersonal and networking skills. For working in a state with different vernacular, English is of great assistance. English is the lingua franca for workers in multinational company and a necessity while travelling to a different country for official and business purposes.

12.9 Summary

In India English is the language of trade and commerce. It is also the language of travel and tourism as well as hospitality. Today, the medical industry is also picking up and several foreigners are coming to India for treatment where English is the language of operations.

In the hospitality sector, English language competences in India are higher for a front office associate than those of a room attendant and steward. The front office associates are from the organized sectors across the geographical locations of India. The language capabilities are more for the hospitality sector than health care. Even for the same job there are varying recruitment standards and varying requirements of English.

12.10 Review Questions

1. Discuss the concept : 'official' use of English.
2. What does the term 'professional use of English' signify?
3. What are your reflections on use of English in India?
4. Write a note on English as a global language.
5. What are the different roles of official business letters?
6. How can you use Business letters in language teaching?
7. Design a classroom activity on official business letter.
8. Discuss the differences in setting an activity on a letter of confirmation and a follow up letter.
9. Discuss the benefits of using English as a language of business.
10. Discuss the requirements of Indian English in the hospitality industry.

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MODULE-4 : PRACTICAL WORK AND CASE STUDIES

Unit 13 ❑ Performance Execution (Writing & Speaking)

Structure

13.1 Objectives

13.2 Introduction

13.3 Developing Writing Skills

13.3.1 How to differentiate Formal and Informal Writing

13.4 Developing Speaking Skills

13.5 The Art of Small Talk

13.6 Summary

13.1 Objectives

By the end of this unit you should be able to:

- Identify the differences in formal and informal styles of writing
- Assess the key elements of writing suitable to formal or informal style
- Understand the varieties of English with particular emphasis on the differences between British English and American English

13.2 Introduction

This course introduces you to the functional aspects of English through self-check and an analysis of various activities on Listening, Speaking, Reading and Writing skills that would help you hone your English usage in terms of communication skills. It is to be understood, that, in no way does the course insist you to be the native speakers of the language. There are vast differences in the way English is spoken across the world.

In some cases, it is used as a first language (U.K., the USA, Canada) and in some other places like India, Sri Lanka, Pakistan it is spoken as a second language. The evolution of varieties of English is because of the fact that the language has spread world-wide due to colonization. There isn't just one correct form of English pronunciation. A number of **'**Englishes**'** (refers to **'**Different kinds of English**'**, (Schneider, 2011:29)) have emerged in different locations around the world as a result of migration and borrowing. The term ***World Englishes*** is used to refer to the varieties of English spoken around the world, including British English and others such as Canadian English, American English, and Singaporean etc. The British and American English have made their way not only in our use of language, but in a variety of textbooks and pronouncing dictionaries. There are a number of dialects**(**a dialect is a different form of the same language used in a particular region or by a particular social group**)** of British English**.** They are**:** the dialect of southern counties of England, London English, Scottish English, Irish English, Welsh English etc. The variety of English spoken in the southern England by the educated people is called the **Received Pronunciation,** also referred as Standard British English (SBE). This has been considered the acceptable standard variety (**"**the standard accent of English").

We know that English not only serves as a 'link language' within the multilingual set-up of India but also performs the role of global language, where it is used for communication between different countries. The course aims to enable you to be a better practitioner in the classroom, entailing a practical orientation to the behaviours of participants directly involved in the teaching-learning process.

The course is organized in four units. Unit 13 focuses on writing and speaking skills to help a learner to write with clarity and compactness with an understanding of the background- formal or informal, and also improve the pronunciation. We suggest you do the exercises as often as you can and practice them with your partners.

13.3 Developing Writing Skills

13.3.1 How to differentiate formal and informal writing

For the purpose of this unit our focus would be different levels of formal and informal writing styles that one may encounter during their studies. We presume most of you have encountered the differences in writing styles.

	PROFESSIONAL (formal)	NON-PROFESSIONAL (in-formal)
Reader	Business/Academic/Official	Family and friends
Content	Descriptive, substantiating, explanatory, etc	conversational
Style	Complex sentences showing considerable variety in construction	Mostly simple and compound sentences joined by conjunctions
Organization	Clear and well-planned	Discursive
Grammar	Largely error free	May not always use complete sentences
Vocabulary	Technical and professional use of diction and should be jargon free	Use of short forms, idioms and colloquial
Contractions	Full forms (There is)	Short forms (There's)
Use of the voice	Passive (e.g. have been done)	Active (e.g. have done)
Point of View	Objective and impersonal Does not use the first person point of view (I or We) or second person (you)	Subjective and personal Can use first or third person point of view; likely to address using second person (you and your)

Activity 1: Know Your Writing

Think about the questions below:

a. What kind of writing do you do at work? (e.g. E- mail...).

b. Do you write emails, faxes, letters, press releases, memos, reports, minutes or proposals?

c. How frequently do you write these?

d. What is your relationship with the people you write to (Colleague, friend, boss, supplier, customer, potential customer)?

Activity 2

The **5Cs** of business writing

Match the **5Cs of business writing (A-E)** mentioned below to **their definitions (i-v)**:

A.	**C**orrect	I. avoiding duplications and repetition, leaving out unimportant things
B.	**C**oncise	II. using specific language and a logical structure
C.	**C**lear	III. checking facts, figures, spelling, grammar and punctuation
D.	**C**ourteous	IV. stating purpose, details, action required etc.
E.	**C**omplete	V. being polite, choosing words wisely keeping in mind the readers

Stop and Think !

One of the best ways to improve your writing is to see it as a process. We can break this process down into series of steps that together lead to the final product.

We can use the letters **P-O-W-E-R** to label each step of the process.

P-– Plan (Brainstorm ideas/Decide exactly why you are writing/Collect information/Decide if all the information you have collected is relevant/Think about what your reader(s) know(s))

O – Organize (Order the content according to what your reader knows/ Put content into a logical sequence/Group ideas into paragraphs)

W – Writing (Write according to your plan/ Check the document's layout is clear/Check the meaning of any words you are unsure of/Check your punctuation)

E — Editing (Use your computer's spell-check/Check you have used plain English/Look for sentences that are too long or unclear/Rewrite sentences and paragraphs/Check grammar)

R — Revise (Ask a colleague to read through and comment on your text/ Leave the document aside and read it again later/Re-order information to make it clearer to the reader)

Activity 3

Read the sentences in the following table and tick (√) either F (formal) or I (informal) after each sentence. Make notes on which features helped you reach your decision.

Sentences	F	I	Notes
I couldn't finish the interviews on time.			
The initial tests were completed and the results analyzed by June 2018.			
I'd like to start by drawing your attention to previous research in this area.			
In the 1990s, some researchers started to point out the problems with this theory.			
He agreed with me that this procedure didn't make much sense.			
We'll repeat the test sometime next year.			
While it is still too early to draw firm conclusions from the data, preliminary analysis suggests the following trends are present.			
In addition, the research attempts to answer two further related questions.			

Stop and Think !

Are the rules for academic writing in your mother tongue the same as, or different from, those for writing in English?

Note: A formal writing cannot be tagged as better than an informal style, in fact, each style serves its own purpose and needs careful understanding in choosing which style is suitable in each case. For e.g. professional communication is likely to require formal writing style, although individual communications could also make use of informal style provided you are familiar with the recipient.

Activity 4

Match the informal and more formal expressions from the two columns below by writing the correct number in the spaces on the right:

	Formal	**Informal**
1	I was wondering if you could …	Re your …
2	We would like to remind you …	Do you want me to …?
3	With regard to your …	If you need to know anything else, …
4	I am afraid I will not be able to attend as	Would you mind…?
5	Would you like me to ..?	Tell me what you need.
6	If you require any further information,…	I'm sorry to tell you …
7	Could you give me your exact requirements?...	Don't forget …
8	I regret to inform you that …	I'm sorry, I won't be able to come because..

Activity 5

Make these extracts from a Job application letter **more formal**. Rewrite the **verbs in bold** using a **passive form** of the verbs in brackets.

1. I wish to apply for the post of the Auditor, which *I* saw in *the Times* on 15 March. **(*advertise*)**

2. As you will see from the enclosed CV, I ***studied*** at Bristol Grammar School and the University of Manchester, where I ***got*** a first class honours degree. While at Manchester I ***gotto be*** President of the Debating Society. (***Educate, award, elect***)

Activity 6

Write an email to a vendor who has delayed the delivery of consignments.

[Tips — Brainstorm first! Think of all the ideas you need to mention in the entire email.

— Organize them logically. Remember to be polite.]

Activity 7: Analysing a piece of business writing

Reena works for ABC Ltd which is celebrating its 10 years of success. She writes an email to invite all the important clients to this occasion. Look at her email.

Dear Ms. Sharma,

Our company was founded 10 years ago this spring. A small start-up, we grew from strength to strength because of loyal clients such as yourself. We are hosting a cocktail party to mark the occasion. The details of the event are:

- *Venue: Fullerton Hotel*
- *Date: 18 July*
- *Time: 6pm-9pm*
- *Dress: Smart casual*

Thank you for your continued support of our company. I am writing to invite you to join us in celebrating a successful decade in business. We hope you can celebrate this exciting occasion with us and look forward to future collaborations. Please let us know if you are able to attend by 15 March so that the caterers can plan accordingly.

Kind regards,

ReenaMalhotra

Question: Did she follow the 5Cs of business writing in her email?

Your comments:

_____

_____

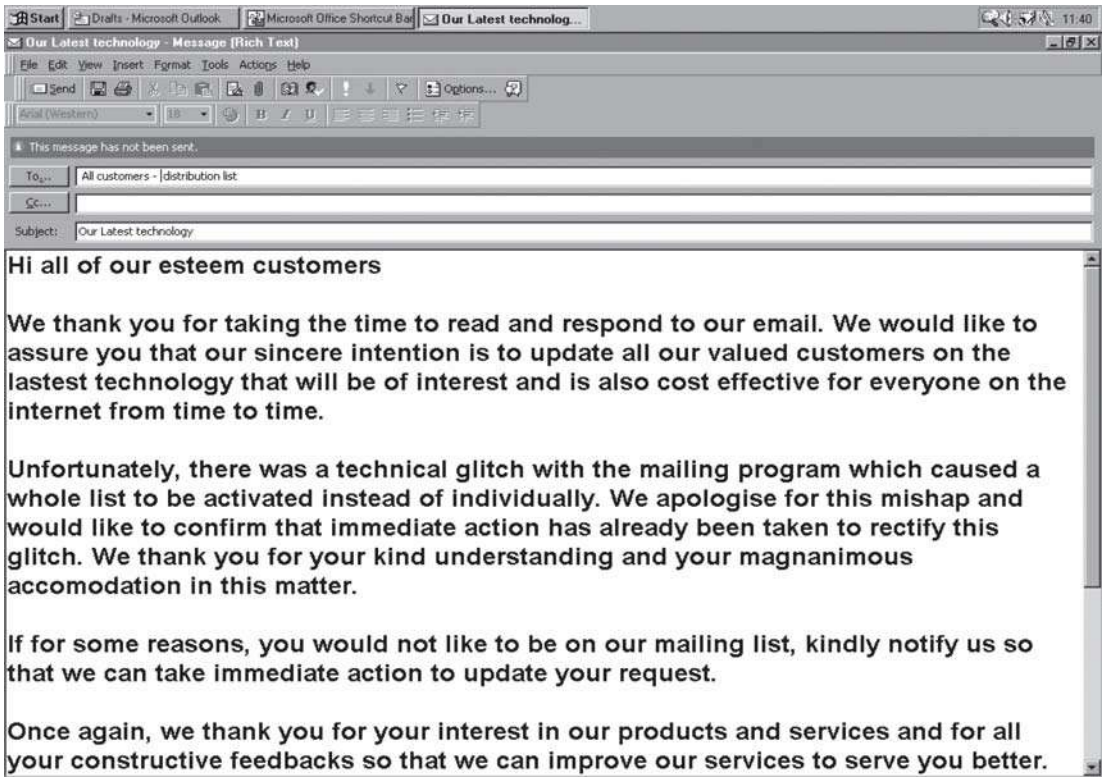
Activity 8

7.1 How confident are you about email writing?

Write an email on your choice of subject and label the components in an e-mail structure.

7.2 What about this?

Assess the following extract from an email and write your comments underneath



Add your comments:

Activity 9

E-mail – Style task

Look at the extracts from emails below, and decide:

- What is the relationship between the writer and the reader?
- Where would you place the email on the formality scale below?

Extract 1

Thank you for your email requesting information about our services.

I am attaching our brochure, which I hope will include all the information you need. If you have any further questions, please contact me again.

Formal **1**——————————**5**——————————**10** Informal

Semi-formal

Extract 2

Thanks for your help with this.

I'll see you when I'm back from the meeting in Bangkok.

Formal **1**——————————**5**——————————**10** Informal

Semi-formal

Extract 3

I am delighted to announce that the winner of this year's 'Employee of the Year' Award is Ms HumaRiaz from our Customer Services Team.

I am sure you will join me in congratulating Huma on this award, and I hope to see you all at the award ceremony in the Reception area on Friday, 18 September, at 15.00.

Formal **1**——————————**5**——————————**10** Informal

Semi-formal

13.4 Developing Speaking Skills

Aim of the activities – By the end of the activities, you should be able to

a) Start a formal conversation

b) Change topic or interrupt someone politely during a conversation

c) Use phrases to manage meetings

Activity 10: Managing conversations

A. Read this extract from a meeting. **Which words show that the speaker wants to start** the main part of the meeting?

B. While speaking, we often use some **expressions (Ok, Right, So) to balance conversations**.

Which **expressions (ok, right, so)** can you use in **(i-vi)** to start a business conversation in the **following situations (a-c) :**

a. Introducing the topic

b. Disturbing a busy person

c. Starting a conversation when the topic is serious

i. I was wondering, do we need a new test schedule? — Introducing the new topic.

Ans.

ii. Could I talk to you for a minute?

Ans.

iii. Could I have a word? (about health and safety)— Starting a conversation when the topic is serious.

Ans.

iv. Have you got/Do you have a minute/ a moment/a few minutes?

Ans.

v. I need to talk to you about/ I wanted to have a word with you about expenses.—Starting a conversation when the topic is serious.

Ans.

vi. Oh, can I ask you something? Is the IT seminar open to everyone?

Ans.

C. While speaking we often use some phrases to steer the conversation in a particular direction. Tick, **which of the under mentioned phrases (i-ix)** would be used to**:**

a. change the topic ——

b. bring someone else into the conversation ——

c. interrupt the conversation ——

d. go back to an earlier topic ——

e. end the conversation

i. OK, so I'll talk to Leena then. Are you going to the Berlin Conference?
—— **a / b / c / d / e**

ii. What about you/ What do you think, Sheerin? Should we eat in the hotel?
——-**a / b / c / d / e**

iii. Right/So/Well/Anyway, good to talk to you. I'll call you tomorrow. Bye
—— **a / b / c / d / e**

iv. Can I (just) stop/interrupt you (for a moment)? —— **a / b / c / d / e**

v. Does anyone else want to comment/say anything? (in formal meetings)
——— **a / b / c / d / e**

vi. Right/So/Well/Anyway/Now, what about new contracts
——— **a / b / c / d / e**

vii. Getting back to market research, what about Japan?
——— **a / b / c / d / e**

viii. Sorry, can I just say something / make a comment/ask a question?
——— **a / b / c / d / e**

ix. Anyway, as I/you say / as I was saying as we/you were saying, this is a key project.. ——— **a / b / c / d / e**

D. These days, as the organizations operate across international borders, **conference calls are a crucial part of business**. While managing a conference call, **which expressions (i-vii)** would you use for **:**

a. managing the line ——

b. managing speakers ———

c. ending the call

i. So, is everyone here? Can you all / everyone hear me? Are you there, Roberta?

ii. Could you speak up a little, Mohita? The line isn't very good.

iii. So maybe we can have another call next week?

iv. I want to bring Josef in at this point.

v. Does anyone else want to come in and comment on this?

vi. Well, thank you for your time, everyone. Good to talk to you. Bye

vii. Just stay on/ hold the line while I try to get Rohit in Bangalore.

Activity 11: Let's practice

Complete the following conversations using the expressions you've learnt. Sometimes more than one answer may be applicable.

1. A: **I need to have a word with you** about a serious problem that has come up in Quality Control.

   B: Oh dear! What is it? Come in. Close the door.

2. A: Sorry, Lionel**. Can I ask you something……**Who should talk to about room bookings?

   B: It's Garry Walker, on, let's see**…busy day……..**he's on extension 2653.

3. A: Hi, Louise. Are you busy at the moment ?**……could I talk for a minute**

   B: Oh, you know, when am I *not* busy?

4. A: Hello Derek **…. have you got a minute …….**

   B: Yes, of course. Come in. Nothing *to*o serious, I hope?

5. A: Bill,**…I was wondering……** , what happened to those photos you took at the Helsinki Expo?

   B: Oh, they're still on my computer somewhere. I'll find them and send them to you.

6. A: Hello, Kyoko. **…how's it going……**

   B: Fine, thanks. And you?

7. A: Hello, Eric. I know you're very busy. **…could I have a word with you ……**

   B: Well, if it's quick. I have to go to a meeting in five minutes.

II. Complete this extract from a conference call **using suitable expressions** from the presentation and the instructions in brackets.

PIETRO: So,

1. **Is everyone here** (manage the line)? How are you all?

…..…, Can you all hear me? ……. (manage the line)?

ALL: Yes. Can everyone hear me?

PIETRO: Good. Just **…….**

3. **…..stay on the line…….(manage the line),** everyone. I'm going to try to get Felix.

4. **….. Are you there…….(manage the line),** Felix?

FELIX: Hi everyone.

PIETRO: Felix, we're all here and ready to start.

5. **Ok, let's get started…….. (start main business)** Penny, you're going to tell us about your visit to Ecuador.

   PENNY: Yes. It was very good. I had good discussions with the distributor.

   PIETRO:

6. **…. Could you speak up a little…… (manage the line),** Penny? It's not a very good line.

   PENNY: Sorry, I'll sit closer.

7. **Anyway getting back to my trip…….(go back to an earlier topic).** I met our distributor and we talked about opening up in Guayaquil.

   NO ROBERT.

8. **Sorry, can I just…….(Interrupt)** ask a question?

   Can I ask which city that is? I don't know Ecuador.

   PENNY: Guayaquil. It's actually the largest city and the main port.

   PIETRO: OK, Penny. We look forward to hearing all about that.

9. **Ok. So…….. (change topic**).

10. **I want to bring in…….(manage speakers)** Jasmine at this point because she needs to talk to us first about schedules.

    JASMINE. Thanks. Well, I hope you all got my email?

    Stop and Think

    Do you feel improved from your understanding of the exercises solved above?

13.5 The Art of Small Talk

Activity 12

Work in small groups or pairs. Read the following tips and decide which **five** (from 1-10 in the boxes) are the most useful in a conversational context. Provide your reasons for the choice/s made.

1. Introduce yourself and use a 'tag line', e.g. Hi, I'm Jules from Munich. This can get the conversation started as your colleague can ask a question about your home town or your rip.

2. When your colleague introduces himself/herself, try to repeat his/her name when you reply, or use their name later in the conversation.

3. Break the ice with a comment about a current news story or a remark about the event you're at, its location and the weather.

4. Avoid these topics of conversation: your health, your private life, gossip. The best conversation topics are sports, books, theatre, movies, food, museums and travel. Try and find a shared experience or something else you have in common.

5. Keep your conversation flowing by not monopolizing the conversation. Ask a question and really listen to your colleague's reply. Then respond with comments from your own personal experience and ask another question.

6. Ask open questions which require more than a one-word answer. If your colleague asks a Yes/No question, give some extra information.

7. Sounds like *hmm* and phrases like *really* can be used to indicate that you are listening and interested, and will encourage your colleague to tell you more.

8. Share information about yourself but keep it positive. People don't like colleagues who are negative, depressed or who complain a lot.

9. Remember your exit strategy. Have some phrases ready for excusing yourself politely and moving to another group of people, e.g. *It was nice talking to you. I'll see you later.*

10. If you've enjoyed talking with your colleague, tell them so, e.g. *I've really enjoyed talking with you. I hope we have the chances to talk again soon.* Leave a positive final impression.

Activity 13

Work with a partner. Think of questions to ask in cases of following situations:

1. You're waiting for an interview and make conversation with the person next to you.

2. You're at a Conference and meet someone who went to the same college (or branches of the same Institute) as you (may be in the same city/state or at different locations).

Frame your questions and the probable answers of the respondent and then arrange them in order.

i. Me:

ii. Respondent:

iii. Me:

iv. Respondent:

v. Me:

vi. Respondent:

vii. Me:

viii. Respondent:

Activity 14

Work with a partner. Think of two direct and two indirect questions to ask for each of the following situations. Work in pair/group.

1. You are waiting at a station for a train that is over an hour late. You think it may have been cancelled and go to the information desk to find out.

2. You are arranging a product delivery for an important client. You want to know whether morning, afternoon or evening would be the most convenient time for delivery.

3. A customer is very much upset and agitated. You can see that something is wrong, but it is difficult to understand what s/he is trying to say.

13.6 Summary

In this unit you have helped yourself to understand what variety in a language means, and we have provided you with samples of variety the English language exhibits. We have also tried to help you realise that no single variety is better than the other. Much depends on why we use English. Similarly, we have looked at the formal and informal styles of writing and speaking. We have provided some guidelines to help you grasp this concept and this is supported with a variety of activities to help you understand the concept better. This unit is practical and should give you enough confidence to use English both for writing and speaking.

Unit 14 ❑ Business Communication Skills

Structure

14.1 Objectives

14.2 Introduction

14.3 From Basic English to Business English

14.4 Teaching Business English

14.4.1 Activity for Teachers

14.5 British English and American English

14.6 Summary

14.1 Objectives

This unit aims to

- Help you communicate more effectively and competently in real work situations
- Help you express more clearly in real work situations through practising multifarious tasks
- Consider some of the errors teachers make when trying to understand the entry level behaviour of the learners and developing a lesson plan in accordance to that
- Raise awareness of the aspects of your own behaviour that may inhibit effectiveness of proper lesson planning

14.2 Introduction

This unit focuses on business communication skills. It is an attempt to capture your attention to reflecting on the subtle nuances in terms of sub-skills or components of each skill and initiate thinking on the classroom in organized ways.

14.3 From Basic English to Business English

Business English is a more formal version of basic English. Business English is somewhat the same as basic English. There is not much difference between the two other than use of formal vocabulary. For example, in basic English, one would say, 'I got your letter', where as in Business English it would be 'I received your letter'. Similarly, 'make sure you would be there' is 'ensure you would be there', 'need your help' is 'require your help', and so on. Let us take up a task. Give the words from Business English for the following. The initial letters are given as clues.

Task 1

	Formal English	**Business English**
1	Please 'get in touch' with him.	Please '..keep.....' with him.
2	You can 'let them know'.	You can i..... them.
3	Tell why you have done this.	E..... why you have done this.
4	Can you 'talk more' on the topic?	Can you e..... on the topic.
5	Will you 'fix the problem'?	Will you s..... the problem.

Answers: 1.contact, 2. Inform, 3. Explain, 4. Elaborate, 5. solve

Activity 1

Consider the following situations. Record at least **2** audio clips of your own answers and reactions to each situation. Next, take turns and work in pairs/group.

Scenario 1 – Your colleague and you are at an official dinner. You see a potential client nearby. You definitely want to speak to the new client. But you've never met before, only spoken over the phone once. What should you do next? What are some things you can say while talking to him/her for the first time? What are some things you should avoid saying/doing in this situation?

Scenario 2 – You are the team leader. You have 5 people in your team. You called for a meeting on Monday morning at 9 AM. However, you're running late and all the others are already at work. What would you do in this situation? What sentences would you use to apologise or inform them?

Scenario 3 – There's a colleague of you, who you've worked with for close to 4-5 years. You share a friendly rapport. However, this colleague seems to enjoy gossiping about other people at work. You don't really enjoy engaging in gossip. What can you tell your colleague so he stops talking about other people to you?

Scenario 4 – You're in a meeting with a client from the UK. The client has really a strong accent and it's difficult for you to understand every word he is saying. What are some things you can do in this situation to understand him better? In case you're really not able to understand a couple of sentences, what can you tell/ask him?

Scenario 5 – Your superior has just shared some ideas for a new project. He then asks you what you think about these ideas and whether they'll work or not. How honest can you be if you don't like his/her ideas? What sentence would you say to disagree with the ideas or suggest new ones?

Activity 2

Complete the questionnaire by matching 1-7 to a-g

Customer Service Questionnaire (for a reputed restaurant)			
1	What do you do to meet _____	**a**	feedback about service from your customers?
2	What new procedure might help you to exceed....	**b**	customer satisfaction and service quality?
3	In what ways do you measure.....	**c**	existing customers or to win new ones?
4	Have you introduced.....	**d**	your customers' expectations of the service you provide?
5	Do you think it is easier to keep	**e**	customers to your competitors?
6	How do you try and get.....	**f**	your customers' needs and keep them satisfied?
7	How do you avoid losing.....	**g**	any unpublicized rules to improve customer service?

Now, work in small groups. Based on your understanding of the questions and concerned areas of customer service of a reputed restaurant decide on the five most important factors in good customer service. Standing on your choices can you describe your experience as a customer of a restaurant that you have visited in recent times?

Activity 3

Work with your partner. Take turns to thank each other and respond in the following situations. Make sure you choose an appropriate phrase for the situation. Add your comments

1. A colleague brings you a cup of coffee.
2. A taxi takes you to the station after work.
3. A stranger holds the door for you.
4. Your manager supports you at a difficult meeting.
5. Someone on a train lends you their mobile phone because your mobile phone has been stolen and you desperately want to inform some important news home.
6. A client invites you to present your new project to their team.

Add your comments:

_____

_____

_____

Activity 4

Work with a partner and discuss changes affecting your own lives, in or out of work. Talk about rapidly-changing technologies how it was in the past, in the present and future ability when using them.Also talk about the following in list:

Electronic equipment

Vehicles	**Work practices**
Education	**Travel**

Activity 5: Language at work

Match the indirect questions (a-e) to the equivalent direct questions (1-5)

	Indirect question		Equivalent direct question
a	Can you tell me when you sent it to us?	**1**	Why is it doing this?....
b	Could you explain exactly what the problem is?	**2**	How long will it take?.....
c	Do you know why it's doing this?	**3**	Have you got an order number?...
d	Can you tell me if you've got an order number?	**4**	When did you send it to us?....
e	Could you let me know how long it will take?	**5**	What exactly is the problem?....

Activity 6

Compare the following situations, using as many of the phrases in the list as you can**:**

- Communicating by email and text vs. communicating face to face
- Working with an experienced colleague vs. working with a trainee

(too) many, (not) many, (a) few, fewer, very few
Lots of, plenty of, more, most, some, (not) enough, hardly any, (not) any
(too) much, (not) much, a little, less, very little

Activity 7

You are staying at a hotel in New Delhi. Ask at reception for suggestions for things to do in the city.

Find out about:

i) Places of interest ii) opening hours iii) cost of entrance

iv) how to get there

14.4 Teaching Business English

Teaching Business English is about teaching words and expressions commonly used in formal situations. These are the expressions that we require in expressing ourselves at the office, with peers, colleagues and boss, at interviews, and in speaking exams. Business English brings variety in the Classroom. Let us look at some expressions as examples- 'to get back on track' (I had missed a few classes and have to get back on track.), 'train of thought' (The call came when she was speaking and she lost her train of thought.), 'flat out' (He is working all week and completely flat out by now.), to bring to the table (She has brought her experience and skills to the table), 'wing it'(She has left her work in the laptop and has to wing it.), 'to bank on' (he sounds good but I would not bank on him.), 'to bring up' (I have lots to speak, but will bring up the main points here.), etc.

14.4.1 Activity for Teachers

I. Let us take a tour of the classroom situation. We, the educators, need to consider an important aspect of our classroom, namely, variety in the classroom.

Some of the factors that learners bring to the language classroom are

- Different language background (mother tongue, degree of exposure to language)
- Different language skills
- Different age levels
- Different experiences
- Different world views (could be religious, aesthetic, colonial)

1. Can you think of other differences? List them and add a short note about them
2. As a facilitator of a language classroom how do you think you can control the individual differences without any of the learners being affected?

II. What kind of problems do you think Indian speakers have and state which problems would you like to correct in your classroom and which ones would you leave out and why?

III. How do you think the background of the learners affect their learning?

14.5 British English and American English

Let us take a look at some of the distinctive features of BE and AE.

1. In British English, people often use *Shall I ...?* to offer to do something and/or *Shall we ...?* to make a suggestion.

It is very unusual for speakers of American English to use *shall*. They normally use an alternative like *Should*/*Can I ...?* or *Do you want*/*Would you like ...?* or *How about ...?* instead.

British English	American English
It's hot in here.	*It's hot in here.*
***Shall I** open the window?*	***Can I** open the window?*
***Shall we** meet in the café at 5?*	***Do you want** to meet in the café at 5?*
***Shall we** try that again?*	***How about** we try that again?*

2. In British English, the past participle of the verb *get* is *got*.

In American English, people say *gotten*.

****** Note that *have got* is commonly used in both British and American English to speak about possession or necessity. *have gotten* is not correct here.

British English	American English
You could have **got** hurt!	*You could have **gotten** hurt!*
He's **got** very thin.	*He's **gotten** very thin.*
She has **got** serious about her career.	*She has **gotten** serious about her career.*
BUT:	BUT:
***Have you got** any money?*	***Have you got** any money?* (NOT ~~Have you gotten~~ ...)
*We**'ve got** to go now.*	*We**'ve got** to go now.* (NOT ~~We've gotten to~~ ...)

3. Verb forms with collective nouns

In British English, a singular or plural verb can be used with a noun that refers to a group of people or things (a collective noun). We use a plural verb when we think of the group as individuals or a singular verb when we think of the group as a single unit.

In American English, a singular verb is used with collective nouns.

** Note that *police* is always followed by a plural verb.

British English	American English
*My family **is/are** visiting from Pakistan.*	*My family **is** visiting from Pakistan.*
*My team **is/are** winning the match.*	*My team **is** winning the match.*
*The crew **is/are** on the way to the airport.*	*The crew **is** on the way to the airport.*
BUT:	BUT:
*The police **are investigating** the crime.*	*The police **are investigating** the crime.*

4. have and take

In British English, the verbs *have* and *take* are commonly used with nouns like *bath, shower, wash* to speak about washing and with nouns like *break, holiday, rest* to speak about resting.

In American English, only the verb *take* (and not the verb *have*) is used this way.

British English	American English
*I'm going to **have/take** a shower.*	*I'm going to **take** a shower.*
*Let's **have/take** a break.*	*Let's **take** a break.*

5. Spelling differences

British and American English have some spelling differences. The common ones are presented below.

British English	American English
-oe-/-ae- (e.g. anaemia, diarrhoea, encyclopaedia)	**-e-** (e.g. anemia, diarrhea, encyclopedia)
-t (e.g. burnt, dreamt, leapt)	**-ed** (e.g. burned, dreamed, leaped)
-ence (e.g. defence, offence, licence)	**-ense**(defense, offense, license)
-ell- (e.g. cancelled, jeweller, marvellous)	**-el-** (e.g. canceled, jeweler, marvelous)
-ise (e.g. appetiser, familiarise, organise)	**-ize** (e.g. appetizer, familiarize, organize)
-l- (e.g. enrol, fulfil, skilful)	**-ll-** (e.g. enroll, fulfill, skillfull)
-ogue (e.g. analogue, monologue, catalogue)	**-og** (e.g. analog, monolog, catalog) *Note that American English also recognizes words spelled with –ogue
-ou(e.g. colour, behaviour, mould)	**-o** (e.g. color, behavior, mold)
-re (e.g. metre, fibre, centre)	**-er** (e.g. meter, fiber, center)
-y- (e.g. tyre)	**-i-** (e.g. tire)

14.6 Summary

In this unit we have attempted to familiarise you with some aspects of Business communication in English. Using a set of activities covering different aspects of communication, we have allowed you to infer the principles and become familiar with usage.

Unit 15 ❑ Case Studies on Resource Management

Structure

15.1 Objectives

15.2 Introduction

15.3 Case Study 1

15.4 Case Study 2

15.5 Case Study 3

15.6 Case Study 4

15.7 Case Study 5

15.7 Summary

15.1 Objectives

This unit aims to

- Develop students' organizational skills and encourage collaborative learning
- Develop analytical, problem solving skills as well as critical thinking and reflective learning

15.2 Introduction

In teacher education, the case study method is a motivating, student-centered approach in which theoretical models and concepts are illustrated through their application to practical situations. Engagement in case studies promotes active involvement, participation, and critical thinking among participants. Case studies offer a pedagogically sound approach to engage participants in applying critical thinking skills to the identification and evaluation of problems.

In this unit, I would be uploading some cases from practical classroom situations under anonymous feedback as received from students at UG and PG levels of Humanities, Management and Engineering domain. The feedback was collected from the students under the mentioned domain in order to make a need analysis of undertaking a language

(here, L2 English) course or as part of curriculum requirement and its specific purpose in their respective practical situations. In most cases, the questions were open ended that allowed them to respond freely.

The cases are now let open for your understanding of their need and you are required to make an analysis of the challenges faced by the students. Also include your would be measures to deal with the situations.

15.3 Case Study 1

15.3.1 Context:

The students undertake Business Communication course under their curriculum. Business Communication course has some specific objectives for the study. It has been observed by the Facilitator that students suffer from nervousness, anxiety and low confidence while communicating in English (L2). Hence, it was felt necessary to go to the root cause. A questionnaire was designed for the purpose some of which are presented here for further analysis on your part.

1. Do you dream?

   Yes ☐ No ☐

   I. What do you think is the objective of this question in relation to the learners and the issues so mentioned?

   II. How do you think the question can further be modified keeping intact its objective?

15.3.2 Your observation: -

_____

_____

_____

2. Is it your own cherished dream or pushed by someone (may be parents or as applicable)?

   I. How would you justify the purpose of this question to that of need analysis?

15.3.3 Your observation: -

_____

_____

1.1 If yes (pursuing your own dream), are you happy with your decision?

Yes ☐ No ☐

I. What is your take on the proposition of students making self decisions about their career and how do you think it could, perhaps, redress the issues as mentioned in the case context?

15.3.4 Your observation: -

_____

_____

3.2. If **No**, please state the reasons that pull you back?

Some of the answers are verbatim excerpted as follows:

a. **"**No, I am not happy with all the decisions that I made in my career. Some of the decisions that I took, backfired and I feel responsible for it, as I was not hard working though**…"**

b. **"**I have studied science in H S and pursued with Arts in college. Both are my own choices. But yes, it may be wrong. Sometimes I become fickle minded. I have faced failure through it. But, I'm responsible for my own decision. From my school days I had a dream to study **** and now I'm studying that**…."**

I. What are the strengths and weaknesses, according to you, from your understanding of the above responses?

15.3.5 Your observation:

_____

_____

15.4 Case study 2

15.4.1 Context:

Students while making public speech often found suffering from lack of vocabulary. They complain of their inability to construct correct sentences, appropriate word applicable to the situation as a result of which they fumble and are unwilling to speak in public, especially, in presence of peers.

1. What would you recommend to address this problem?
2. From the perspective of your own classroom situation/s identify the three main problems that is/are responsible for such inability.

   I.

   II.

   III.

15.5 Case Study 3

15.5.1 Context:

Soft skills—buzz phrase or something you should be focused on? There's debate floating around about whether or not soft skills training are valuable.

For an employee to effectively perform in the workplace, s/he needs to have a specific and unique set of vital technical skills. But, the question that plays havoc in our mind is what about non-technical skills? Skills that govern an employee's ability to communicate, form relationships, and prioritize tasks are often overlooked in education and training. Unquestionably, these **"**soft skills**"** are just as crucial to business success as the more recognized **"**hard skills.**"** Today's recent graduates and employees just beginning their careers have the highest level of formal education of all time, yet they're lacking when it comes to soft skills. The development of interpersonal and communication skills isn't something colleges focus on.

A Sales force study showed that of all new hires who fail at their position within the first 18 months, for 89 percent it's due to soft skills issues. Sales Force reports 77

percent of employers say these skills are just as important as hard skills. Sales Force research has demonstrated that 60 80 percent of all problems or issues within an organization are the result of difficult relationships between employees. A study looking at 500 global organizations showed when people scored highest in terms of emotional intelligence the business was also a top performer.

15.5.2 Thought for the day:

When you're hiring new employees, what is it that you look for? You want someone who is capable of completing the tasks you assign them.

What is your reflection on the following thoughts from the above case context?

1. Should you hire inexperienced new recruits?
2. If yes, how would you plan your training design?
3. And, how do you think the training so offered would promote trust?
4. How would you assess and/or evaluate the feedback from the training so received?

15.6 Case Study 5

15.6.1 Context:

As owner, he had grown the business from a start-up and had been responsible for every decision. Now he felt trapped because every time he was away from the business or took a little time off, something went wrong and cost him money. He was becoming increasingly frustrated by his workforce, as he felt that they were capable of far more than they were doing yet were not showing any initiative or taking any responsibility to prevent mistakes and costly errors.

His previous attempts at developing a more participatory workforce had failed and in spite of taking a highly respected leadership course at a nearby University, he was not seeing any improvement. As he put it - *"it wasn't fun anymore"*. In fact it had reached the point where he felt the only way out might be to sell the company.

1. From your understanding of the above situation attempt a **SWOC** (**S**trengths, **W**eaknesses, **O**pportunities, and **C**hallenges) analysis to offer solution/s to the crisis so aroused in the above situation?

15.7 Case Study 6

15.7.1 Context

Big Bazaar, a hypermarket from Pantaloon Retail (India) Ltd., emerged as a success story in the Indian retail scenario. Big Bazaar came out with innovative marketing schemes which attracted the middle class consumers to the retail store. Big Bazaar went into tie-ups with some of the manufacturers, which helped the company offer goods at low prices to its customers.

"We are not in the business of selling ambience, but in the business of giving the best possible deals to our consumers,**"** said Kishore Biyani, Managing Director, PRIL. Biyani opined that Big Bazaar was focused on giving the best possible deals to its customers, rather than focusing on the ambience of the store.

Share your views on

1. Is ambience irrelevant for discount stores?

15.8 Summary

The purpose of the case studies was to help you explore your own beliefs and understandings of your students and situations while trying to impart trainings on the functional use of life skills to your students and in doing so, it would also enable self-assessment leading to further scope of improvement and development of analytical and higher order thinking skills.

List in the space below that you feel has actually helped you in developing your skills a step further.

_____

_____

Unit 16 ❑ Case Studies on Writing Skills

Structure

16.1 Objectives

16.2 Introduction

16.3 Rubrics in test items of writing

16.4 Common Mistakes in Writing

16.5 Editing a Manuscript

16.6 Summary

16.1 Objectives

This unit aims to**:**

1. Enable writing with purpose, meaningfully and with understanding of the context
2. Develop expression of ideas to be applied with effective use of writing conventions, appropriate grammatical usage and cohesive devices

16.2 Introduction

In continuation to the Unit 15, this Unit 16 discuss issues as cases pertaining to the learning and teaching of the skills in the classroom and/or sociological and psychological perspectives on language teaching and learning. It aims to seek your professional attitude in the process of evaluation of the cases and consequently, for constructive learning.

Writing is a complex process and it involves meticulous care in organizing one's thoughts on a topic arranging them in a logical order that precede the actual writing. The words, phrases, sentences, structures, discourse features like coherence linkers and all other devices of writing are to be properly arranged to make writing effective, meaningful and must suit the purpose in a given context. The context or the settings of writing is governed by purpose, reader, topic and writer which in turn determine the level, style and tone of writing. In a similar way, academic (here, classroom) writing

would also depend on the background, individual differences of the learners of English (ESP). But, in a generic sense, they are aimed at professional writing and functional uses in their respective field.

"Good writing does not just happen. The writers spend a great deal of time thinking, planning, editing.**"** – Elizabeth West

Let us browse through some of the specimens of writing for the purpose of analyzing the most common issues that concerns our knowing the error to help our learners improve their writing skills.

Before we take a look at the common mistakes in a learner's writing we need to look at the elements of assigning a writing task and these are rubric (instructions for carrying out the task), prompt (the stimulus the student must respond to or the situation) and expected response (what the student is expected to do with the assigned task).

Let us examine few examples of rubrics found in test items of writing:

16.3 Rubrics in test items of writing

1. Your institute has decided to present a programme on the AIR from the AIR stadium of your city, in the popular programme "Meet the Young Artists".

Write a notice in not more than 50 words for your institute notice-board, inviting talented students to appear for different items on 20 December 2019 in the institute's 'Open Theatre'. You have invited Mr. Sandeep Maheswari, the famous presenter on the AIR. You are the Secretary, Cultural Activities Society.

What do you think about the rubric (highlighted part) here? Do they indicate clarity in framing the writing task for the learners?

The first part might not be troublesome and the situation described forms the prompt. But, does the middle part confuse a little? Let us reorganize the matter and relook at the rubric.

Your institute has decided to present a programme on the AIR from the AIR stadium of your city, in the popular programme "Meet the Young Artists". An event for selecting talented students is being organized on 20 December 2019 in the institute's 'Open Theatre'. You are the Secretary, Cultural Activities Society. You have invited Mr. Sandeep Maheswari, the famous presenter on the AIR. **Write a notice in not more than 50**

words for your institute notice-board, inviting talented students to present items during the event.

Would you try and attempt to make it more clear and compact?

_____

_____

Examine the rubrics of the following test items.

2. Write an application for the post of a Sales Executive in a well-known firm attaching your Curriculum Vitae.

Or,

3. Describe a person whom you like/dislike very strongly explaining the reasons for your feelings.

In Case 2, the instruction seems very general. We do not find sufficient information about the position one is applying for. Moreover, the kind of firm/organization is also not specified. It is also not clear whether or not a Curriculum Vitae is to be written and attached to the application (covering letter).

Shall we attempt an improved rubric of Case 2? Let's do it.

The following advertisement appeared in last Sunday's The Telegraph (followed by a real advertisement). Read the advertisement and apply for the post advertised. Prepare your Curriculum Vitae and a covering letter stating your suitability for the post.

Note. Care must be taken that the learners are aware of the differences between a curriculum vitae and a resume´ and accordingly, the choice of advertisement with respect to the desired conditions for application to the post should be made.

In **Case 3,** the word 'describe' is confusing as what to describe? Physical characteristics or personality attributes or behavior or all of these could be meant by the unclear use of 'describe'. The purpose for writing the description and for whom it is to be written is also not specified.

Perhaps, we could rewrite the rubric in the following way**:**

Describe the qualities that you value in a human being. Give examples of people who display these qualities from among the people you know.

You may also attempt an even better framing of the above rubric.

_____

_____

_____

In a similar way, we, the facilitators need to be careful while building up instructions that we send to our target learners, which if faulty, would pass on a confusing signal to our learners. This is applicable not only in preparing formative or summative or any assessment papers but equally applicable in day-to-day formal classroom situations or informal instructions in conducting activities or providing clear feedback as an important part of assessment.

Feedback is an important part of the assessment process. It has a significant effect on student learning and has been described as **"**the most powerful single moderator that enhances achievement**"** (Hattie, 1999). It helps to guide learners on what steps to take to improve and thus motivate them to take action on their assessment feedback. We, the Facilitators, frequently come across a variety of errors, visible in both printed and online material, of which some are common and some are individually different. In our next section, we will take a look at some of the common areas of mistakes made by the learners at UG/PG level across curriculum. This would help us to provide an effective and constructive feedback that would enable them to recognize the errors and avoid them in the future.

16.4 Common Mistakes in Writing

Let's have a look at some of the **common mistakes** noticed in writing:

Activity 1. Spot the errors in the following sentences and rewrite the correct ones.

1. I went to the India in 1967.

Correct:

2. I have been in the United States since a year.

Correct:

3. I used to having a horse.

Correct:

4. I’m used to get up early.

Correct:

5. I love a lot the animals that live in Australia.

Correct:

6. She must has been on holiday.

Correct:

7. I wish I am not fat.

Correct:

8. When I was in Russia last year, I wish I went to Moscow.

Correct:

9. The sun is very strong. I wish I didn’t leave my sun cream in the hotel.

Correct:

10. I am not used to do the housework.

Correct:

11. I hate doing mistakes.

Correct:

12. I live here since 1997.

Correct:

13. He knows her for ten years.

Correct:

14. I’ve been cutting my finger today.

Correct:

15. My house is built in 1567.

Correct:

16. Spinach is said to being very good for your health.

Correct:

17. I went to work with the bus.

Correct:

18. At this time tomorrow, I'll be fly to Tokyo.

Correct:

19. I'm not agree: this exercise is very easy.

Correct:

20. I am knowing all the grammar, but it's difficult to remember.

Correct:

16.4.1 Findings

Looking at the above sentences and our experiences indicate most of the common mistakes could be figured out in the areas of**:**

- Tense shifts (an affinity towards the use of progressive/continuous even when not required)
- Determiners like articles and prepositions or words such as this, that, every, each
- Contractions like its and it's, they're, their and there, we're and were, could've or I've and we've
- Homophones like affect-effect, site-sight, won-one
- Run-on sentence
- Sentence sprawl
- Use of apostrophe or superfluous commas
- Spellings

Activity 2

Directions: Read the passage below. Then answer the questions about errors, as numbered, in the passage.

Susanna came home **1)** from a work. She **2)** putted the key in the lock of the **3)** apartament door. She opened the door. She clearly heard a **4)** voise inside her apartment. Was it the TV? Was it the radio? Was it her neighbor? **5)** She not know if she should **6)** go in or run away! She couldn't move. She **7)** couldnt think. She heard the soft sound of footsteps. She couldn't breathe. The door slowly opened. "Mom! What are you doing **8)** here" Susanna said, when she caught her breath. "Hi Honey! Dad and I are cooking dinner for you!"

1) A. from work B. from the work C. from the working D. Correct as is
2) A. put key B. put the key C. putted a key D. putted the key
3) A. apartment B. apartement C. apartamente D. apartemente
4) A. boise B. boce C. voice D. voce
5) A. She did not knew B. She didn't knew C. She was not knowing D. She didn't know
6) A. go out B. go up C. go through D. Correct as is
7) A. couldn't think B. not could think C. could not think D. Both A and C are correct.
8) A. here?" B. here"? C. here". D. here"!

16.5 Editing a Manuscript

Below is attached a manuscript which was offered for proofreading. The editor has pointed out the mistakes in the manuscript. Take your turn and relook at the entire proofread manuscript.

Review the manuscript (given in parts) for mistakes; try it on your own first and then cross check with the solution provided:

16.5.1 Part I of the proofread manuscript

Dear Ms. Adams;

We've recieved your manuscript and have read enough of it to offer this constructive

critique, which we hope you'll take unto consideration before sending us another sample of your work, we do value you're time.

List your observation:

_____

_____

_____

Now, let us review the first part of the proofread manuscript together**:**

Dear Ms. Adams:

We've received your manuscript and have read enough of it to offer this constructive critique, which we hope you'll take into consideration before sending us another sample of your work. We do value your time.

16.5.2 Part II of the manuscript after proofreading by the editor (1-12):

1. The beginning of your story is week. Try to evoke an emotional response within the first few paragraphs.
2. You use to many semicolons. Its distracting.
3. You use third person omiscient POV, which in our humble opinion, weakens the impact of your main characters painful situation.
4. You tell more then show what your characters are feeling. As Anton Checkov wrote: "Dont tell me the moon is shining, show me hte glint of light on broken glass."
5. You switch points of view, jumping from one persons head to another without warning, it's confusing and you risk loosing your reader's trust end attention
6. The dialogue feels forced and unathentic: the southern accent is overdone and painful too read.
7. Your use of ellipsis is… awkward. And you use them quite a lot. Consider removing most of them. No one pauses that much..
8. Your love of dashes is evident. Please eliminate most of them, and and make your sentences shorter clearer, and less wordy.

9. Please please please stop using dialog tags like “he grinned” or “she sighed”. You can’t sigh or grin words. It can’t be done. Stick with “said” but try to make it more obvious who is saying whom without using dialog tags for every quote. If you must indicate sighs, grins, and other nonverbal gestures set them apart from teh quotes with periods rather than commas.
10. Your main character launches into a stream of conscience monologue and his dialoge partner somehow doesn’t lapse into a coma before he finishes this is wishful thinking and makes it hard to sympathize with the mane character who’s soliloquy is way too long to keep you’re readers attention. We tired but had to skip to the end wear he finally sums it up nicely.
11. We don’t really get to know your secondary character well enough to care about what happens to her. She listens to the main character and throws in a few responses hear and their but is otherwise bland and two dimensional. Her boyfriend the main character, does most of the talking, and she stairs out the window a lot and I mean a LOT. Yet we never find out weather she’s waiting for someone or something or if shes just really board. She’s certainly stiff as a board (see what i did they’re?).
12. My fellow editers here at Proper Publishing House agree with all the statements in this letter which I spent hours perfecting ought of sincere gratitude for your efforts and true dat concern for yore development as a writer.

16.5.3 Let us now crosscheck our proofreading task so undertaken

1. The beginning of your story is weak. Try to evoke an emotional response within the first few paragraphs.
2. You use too many semicolons. It’s distracting.
3. You use third person omniscient POV, which, in our humble opinion, weakens the impact of your main character’s painful situation.
4. You tell more than show what your characters are feeling. As Anton Chekhov wrote, “Don’t tell me the moon is shining; show me the glint of light on broken glass.”
5. You switch points of view, jumping from one person’s head to another without warning. It’s confusing, and you risk losing your reader’s trust and attention.
6. The dialogue feels forced and inauthentic; the Southern accent is overdone and painful toread.

7. Your use of ellipses is… awkward. And you use them quite a lot. Consider removing most of them. No one pauses that much.

8. Your love of dashes is evident. Please eliminate most of them, and ~~and~~ make your sentences shorter, clearer, and less wordy.

9. Please, please, please stop using dialogue tags like "he grinned" or "she sighed." You can't sigh or grin words. It can't be done. Stick with "said," but try to make it more obvious who is saying what without using dialogue tags for every quote. If you must indicate sighs, grins, and other nonverbal gestures, set them apart from the quotes with periods rather than commas.

10. Your main character launches into a stream of consciousness monologue, and his dialogue partner somehow doesn't lapse into a coma before he finishes. This is wishful thinking and makes it hard to sympathize with the main character, whose soliloquy is way too long to keep your reader's attention. We tried but had to skip to the end where he finally sums it up nicely.

11. We don't really get to know your secondary character well enough to care about what happens to her. She listens to the main character and throws in a few responses here and there but is otherwise bland and two-dimensional. Her boyfriend, the main character, does most of the talking, and she stares out the window a lot — and I mean a LOT. Yet we never find out whether she's waiting for someone or something or if she's just really bored. ~~She's certainly stiff as a board (see what i did they're?).~~

12. My fellow editors here at Proper Publishing House agree with all the statements in this letter, which I spent hours perfecting out of sincere gratitude for your efforts and true ~~dat~~concern for your development as a writer.

16.6 Summary

Ideally, any kind of communication is not just about transmitting or imparting information. It implies shared knowledge and establishing understanding of the subject between the sender/addresser and the addressee or the receiver or between the parties involved. Thus, as facilitators in language teaching we need to be cogent about transmission of meaningful message in a given context in order to be credible and make a deliberate effort to enable our learners attain communicative competence for functional usage.

NOTE