

Impact of English as a Second Language in India

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Abstract

The present article is a thorough analysis of how the expansion of English took place and established it as a global communicable language. This article is a reflection of the status of English being used in India as second language or foreign language. This article also aims at the progress of learning English at different stages. Definition of English language and identification of factor which affect English language learning India where there is a different mother tongue in every state. The present article also a charter for a language teacher which makes him/her understand what the pupils intend the communicate. This mere capability of understanding helps the teacher adopt a genuine approach, methodology and technique which are relevant for his/her pupils. The paper also finds out as to what are the problems being encountered by teacher-pupil in learning English in Indian context. It also champions the requirement of resource and information from the part of the English Teacher to cater to the pathetic situation and achieved ideal standard.

Keywords: English language, India, methodology, English Teacher, Second language

In the last two centuries English language has established its utility in every walk of life. In India English became a source of modern scientific knowledge. The S. Radha Krishnan University Education commission- 1949 concluded “English is a language which is rich in literature, humanistic, scientific and technical. If under sentimental urges we give up English we would cut ourselves off from the living stream of ever-growing knowledge”.

The above submission clearly indicates that by the time of independence English language had become essential in Indian Education system. Language is related to social and emotional development of an individual. It helps a person reflect his past hold commands in present and move to future. In today’s technological world English has become a global language which connects people from one part of the world to the other. There are almost hundred countries where English is official language. There are countries (the colonies) where English is a second language. It is still standing its reach around the world.

In India English is learned as a second language. Yet there are states such as Meghalaya, Mizoram, Nagaland etc where English is learned as the first language. It is a well-known fact

that any educational system desires to achieve certain basic objectives so as to bring a change in the pupil. These changes can be attained by implementing learning experience. The outcome of learning can be assessed only by measuring the changes brought about in the pupils through the means of experience of evaluation.

In India English has acquired a voluminous sphere. So, English has become an issue of linguistics centralism whereas the other region languages leads to linguistics regionalism. It's a matter of the prosperity of the English language which exists so firmly and distinctly and has created two Indias - India of English learning society and India of vernacular society. India of English learning society dominates the other and keeps on prospering four- fold. As for India of vernacular society, they remain neglected and alienated. That is why there is a language problem when comes the matter of teaching learning process. Till now the government has not been able to find a perfect solution to this learning gap. There are millions of students in many states' governments school where the teachers have not been able to bridge this learning gap. Yet there are other set of students in the same states where students learned through English medium in private school. How to teach English has been a debated issue in India. There are some techniques which incorporate theory with practice on some of the teaching topics may help students understand the concept easily. With the rapid growth of modernisation and globalisation has attached us to the English language which is unavoidable. Another important point is that we can't imagine of imparting education through vernacular and regional languages. We have to be dependent on English language. Today is the world of globalisation and students in India have to be prepared to compete with the international counterparts. If we implement regional language, we can disturb the cultural, social, political and economic system of India. The solution is only teaching the students English as a second language.

There are so many concepts of two language system or three language system or even four language system in schools of India. So, there is need for coexistence of English with Indian languages. The teachers will have to corelate the English language with Indian languages to ensure quality education of India. English has a greater role to play in the 21st Century Indian education system. In the past, the role of English was established and consolidated as it was recognised and supposed as:

- The language of knowledge (Science and Technology)
- The language of liberal modern thinking.
- A window on the world knowledge.
- The language of library.
- Universal language.
- Link language.
- Associative and official language in India.
- Socio-cultural understanding.

Therefore, the government decided to incorporate the system of three language formula. This policy was recommended way back in 1956 by the central advisory board on education. This proposal was presented in the meeting of Chief Minister's conference in 1961. The main moto behind this proposal was to make English an integral part of school education in India. This resulted in a positive nod. Students started learning English as second language and in states such as southern and north-eastern India Hindi got to be discarded.

Post-independence era proved to be a crucial phase in English language learning. Research has proved that mother tongue helps pupils learn second language rapidly. Same is the case with learning English as a second language through mother tongue or translation method. That is why there is a rich literature, grammar in English present in every regional language of India. There are so many novels, plays, poems and stories of English language in translated form of Indian languages such as Hindi, Urdu, Bengali, Tamil, Malayalam, etc. Like was literature of these Indian languages has been translated into English.

The process of learning to write and speak English undergoes through five stages. They are:

- **Pre-production:** The Pre - production phase is believed to be silent or mimicking phase. Their vocabulary is limited, and they don't feel content with speaking the language yet.
- **Early production:** The early formation stage may last for six months as the vocabulary expands up to 1000 words and students learn more words. They begin to speak using one- or two-word stages.
- **Speech emergence:** The speech appearance stage carries an even more wide vocabulary approx. 3000 words where students are actually speaking in simple sentences, but more comfortably. They may ask uncomplicated questions with grammatical error.
- **Intermediate fluency:** As they emerge in the intermediate fluency phase, they are speaking and writing in more complexes sentences and are not afraid to express thoughts and ideas.
- **Advanced fluency:** The advanced fluency phase may take as much as ten years to attain academic proficiency in the second language.

A language teacher has to play a crucial role. A teacher works as an interlocuter. He/she plays a vital role of getting the students comfortable in language learning. Language is learned in two ways delivering and receiving capacity. Teacher should ensure that the students learn a concept in as easy way as possible. Teachers should also see to it that the students are getting prepared to face the world competition internationally and globally. Learning English language helped students develop confidence in terms of political, social and international capacity. It develops the self confidence of the students.

It is very much important from the part of a teacher to understand the student's psychology before teaching English language. Theory along with practical can prove to be a boon n the process of language teaching. This helps students groom themselves globally. In

the words of Carl Roger's, "the teacher should first forget that he/she is a teacher. Instead, he/she must possess the skills of a facilitator of learning-genuineness, praising and empathy".

Since the time of colony English language has established and strengthened itself to a great extent. This is the reason the constituent assembly of India announced that English will be the official language for communication in matters of central government issues. After independence there has been a surge in teaching and learning of English language. The reason is quite simple. The more the world is greeting progressed the more English language is becoming a means of communication globally. Without English no country can promote trade, bilateral relations in terms of politics, culture and economy. All the countries tend to promote the teaching of English language more than they promote the teaching of their mother tongue. We have an example of Arabian and African countries. Now countries have started believing that without teaching of English they can not develop in the world. It is very important for countries like India to promote the teaching and learning of the English language to develop globally. Here the role of the teacher becomes pivotal. The teacher should keep in mind the source, origin, obstacles, diagnosis and remedies while teaching English as a second language in India. Hence the teachers in India should try to improve the teaching of the English language to prepare its citizen to achieve following aims and objective:

- Listen and understand English when someone speaks it at normal conversational speed
- Use English for communication
- Read English and understand the content
- Write English for communication
- Enjoy simple poems
- Develop interest in library reading and listening

After a successful course of teaching English, a teacher should see to it that his students are able to communicate in English with fluency and without hesitation. The students should also master over four language skills of English language. The four language skills are given below in details which must be achieved by the students of English language.

Listening Skill: This is the skill that helps students to understand the language of the teacher to comprehend and extract information. Development in understanding spoken universal language

Specifications under listening:

- Distinguish the characteristics of English sounds
- Understand the tone of the speaker who may express feelings of politeness, fear, anger etc.
- Students will be able to use the material and resources for listening skill.
- Follow directions and commands given by the speaker.
- Understand questions and respond to them suitably.

Speaking Skill: This is the oral ability of communication. This is the most important language skill as almost 90% of communication is done through speaking skills. So, a teacher must ensure that the students are adept in English speaking in terms of fluency, pronunciation and another skill. So, the teacher should create an ambience of speaking skills in class room.

Specifications under speaking:

- Produce the correct sounds and clusters of sounds
- Use the correct stress patterns pauses and intonation
- Use the appropriate words and sentence patterns

Reading Skill: It is a cognitive process and ability to comprehend and interpret text. Development of reading, understanding and responding to a wide range of spoken, written and visual English text.

Specifications under Reading:

- Read the passage silently and fast
- Understand the central idea of the passage
- Locate key words, key phrases and key sentences present in the passage
- Guess the meaning of new words in context
- Give a suitable title to the passage

Writing Skill: Writing skill requires the complete knowledge of grammar, comprehension and syntax of the sentence. So, the teacher must ensure that the students are knowing the rules of grammar and composition.

Specifications under writing:

- Write grammatically correct sentences
- Use appropriate words, phrases and sentence patterns
- Follow a logical sequence
- Organize writing in paragraphs
- Avoiding unnecessary repetition
- Write with correct spelling and using marks of punctuation its unique features.

In India there are hundreds of vernacular languages or mother tongues. Among them there are many dialects depending upon regional diversity. When comes matter of teaching-learning English in India, there are various factors which affect the process of teaching learning English as a second language. The most prominent among them is the pronunciation. There is dearth of good English teachers. The impact of MTI has affected the English learning

process in India to a great extent. The rural students do not have access to teachers who are fluent in English, school, learning environment and of course latest technology of learning communication. As a result, the teaching of English has always been hampered in India. If these problems are sorted out, the status of English language can be improved in India.

Education is listed in the concurrent list of the constitution of India. This gives the privilege of making policies differently by different states. There are some states in India which have improved the teaching and learning of English to a great extent. Yet there are states like Bihar, Uttar Pradesh, Jharkhand and Haryana where the state governments are reluctant to facilitate the teaching of English. It is a dilemma to know that in Bihar students are not required to secure minimum passing marks in Board level. The government should pay heed towards the improvement of the teaching of English in these states.

In Indian Education system there is a problem of poor in fracture since time in memorial. As for the teaching of English, there is a need of language lab, audio visual aids and other such gadgets. Most of the students in India tend to carry forward mother tongue impact. They also fail to follow the new trend of language learning. As a result, they do not improve their speaking capability. There is a need for the teachers to look into all these problems and find a way out to groom the Indian students in such a way that they can compete globally and fluently.

It has also been found that students do not show their interest in learning English language. As a result, there is a poor performance of students in rural India. There are some other factors as well. They include socio-economic condition of the students. They don't have capability to buy new books and other language learning materials. They find it difficult to learn English language in the same ways as they have learnt their mother tongue. The government is also hostile towards improving the status of English language learning.

In India English is mostly taught through translation method. As a result, students learn English through their mother tongue. But this method is a defective one. There is need to introduce the communicative methods of teaching English. The teacher should also be trend in this direction. Translation method does not focus on oral communication skill.

The common problem being faced by the teachers of English language throughout India is overcrowded students in the classroom. It is difficult for a teacher to handle a class of seventy or eighty students of heterogenous classroom. The teacher can not concentrate on his teaching. He feels it hard to pay attention to the gifted child or the slow learners. Overcrowded classroom does not allow any scope for individual attention. As a result, quality teaching is not ensured.

The biggest challenge in ensuring quality education of English language is the lake of good teachers. There is no provision for training of teachers. The teachers are not skilled in

many terms. As a result, we find faulty teaching methodology due to untrained and unskilled teachers. There are some training institute such as EFLU and ELTC but only few teachers join the refresher courses offered by these institutions. The teachers should be trained first only after that we can imagine of quality teaching in the classroom. There is also a need of developing curiosity among the teachers. If the teachers are trained and skilled it will be ultimately translated into good out put of the students.

All the above discussed problems are based on practical experiences. The condition of English language teaching in India is utterly deplorable. Therefore, the government should come up with a draft agenda of teaching of English language in India. The English language teachers should be trained at large scales and they should be sent for refresher courses at regular interval. Large number of English medium school should be started at different locations of India. Infra structure development should be ensured to start technology-based teachings. English should be made compulsory subject right rom primary level. Besides oral communication skills should be focused instead of translation method of teaching of English in India. I hope my above-mentioned suggestions will do a little to improve the status of English language teaching in India.

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<http://www.mc3edsupport.org/community/knowledgebases/definition-of-fully-english-proficient-fep-student-194.html>

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