

ROLE AND POSITION OF ENGLISH LANGUAGE IN INDIA

*Harshita Sangwan

**Dr Shilpi Bhattacharya

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Corresponding Author: Harshita Sangwan; doi:10.46360/cosmos.mgt.420222001

Abstract

Speech is basic to language, written word came into existence as a graphic manipulation representing the spoken word. It is for this reason that even when we write or read, we continue to speak the written word in our mind. Dr. B. Ballard states, "We are ever liable to forget that language is first and foremost a spoken thing, not a written thing. Its appeal is to the ear, not to the eye." He has further stated that "the bulk of mankind are as illiterate as our multitudinous ancestors and the literate themselves speak far more abundantly than they write." This statement in no way divests the written word of its significance. Due to this, Dr. Ballard, in his book Teaching and Testing English, recommends, "Speech training should have precedence over learning to read, in point of time as well as in point of importance." F.G. French too is of the same opinion when he writes, "Speech is the groundwork; all the rest are built up from it. Through speech, the pupil learns to make the direct connection between the English word or phrase and the object, action or idea it bears. He learns the habit of using words in the correct sentence-patterns and phrase-patterns and he can learn this in no other way." This paper discusses about role and position of English language in India.

Keywords: English, British English, American English, Regional, Language(s), India.

Introduction

India is home to diverse cultures, lifestyles, codes of conduct and languages. The number of speakers of different languages in the country has presented a burning problem before the country as to adopt which language as the medium of instruction. Even after recognising fourteen languages in the Constitution of India, no solution has been presented.

The traits that we earned due to slavery to the British are also at its root. This can be inferred from the statement of Lord Macaulay who said that the books of European literature that can be kept in one shelf of a library cupboard are more valuable than the whole Arabian or Indian literature, so the European culture should be propagated by the medium of English by which the Indians despite their native dress and physique should be physically foreign.

This statement of Lord Macaulay is quite applicable, because while taking mother tongue as the medium of instruction, a child has also to study English forcibly, and this trend is based in getting employment. It seems that the Indian civilization remains incomplete without having studied English.

Review of Literature

Kim (2015) [1] depicted that teaching and learning of English language is of great significance because today's world has become more global. Language proficiency is required to sustain in the world. This language learning and teaching is the most burning topic for the today's world because it affects the language proficiency. He study was conducted on the people of Korea. Keeping in mind the end goal to improve worldwide intensity, the Korean government has executed the open approach as a method for English educating inside their national

educational programs. For upgrading the oral open English expertise Korea government has incorporated the learning of dialect as a piece of syllabus. Accordingly, the goal is to center around understudies' open English aptitudes all through the general population instructive area. In any case, there remains irregularity and uncertainty with regards to the viability of the open approach because of an apparent irreconcilable circumstance between accomplishing talked familiarity and accomplishing high evaluations for college section. For this investigation various Korean English educators and optional school understudies were chosen, notwithstanding ten chose schools inside the Self-Governing Province of Jeju, Korea. The information was collected by using questionnaires and interviews methods. After that the data was studied for analyzing the communicative approach. From the study it was concluded that communicative approach of teaching is effective still some teachers encountered practical issues. They raised issues like that there is unavailability of teaching resources. It is also assumed that in a classroom having multicultural it is difficult to teach language communicative English. It is because educators and understudies have diverse social and social desires which can make an obstruction between common comprehension between the teacher and students.

Md E Abdalla (2015) [2] investigated that there were certain problems in teaching of spoken English. The study was conducted for examining challenges of teaching spoken English in Sudan. Speaking of English language is very important in one's professional life as well as in the academic promotion of teachers. The study also revealed the problems faced by the students in speaking English. For conducting the study the author prepared a questionnaire for teachers communicating English

* Research Scholar, Kalinga University, Naya Raipur, Chhattisgarh, India.

** Supervisor, Kalinga University, Naya Raipur, Chhattisgarh, India.

literature was collected and SPSS program was used to study it. The study revealed the students face some problems in speaking English. These problems are like the students have less interest in learning the language, lack of suitable environment for learning language, teachers are not properly educated, unavailability of teaching aids, and some psychological factors. These all factors create problems for students and interrupt their performance. The students also hesitate in speaking in English as they do not get proper motivation from the learning environment. The present study suggests some strategies that will improve the teaching process and make learning easy. Various higher educational authorities are suggested to take necessary steps for making the improvements in teaching and learning approach of the students and teachers both and also concerned with developing materials. It was always observed that when learner learnt much language, they discover it extremely hard to convey what needs be in talked dialect in the objective dialect. Every understudy had their own particular issues.

Language and Views

Different educationists have expressed their opinion about the medium of education from time to time. Gandhiji said about the medium of instruction that it should be mother tongue and English should not be imposed on students. When Russia can adopt its mother tongue in its country, why can we not?

In 1937, Dr. Zakir Hussain said under the Vardha Plan that there is no doubt that mother tongue can work efficiently to make the youth efficient. Mother tongue is as natural for the mental development as is mother's milk for the physical development of a child.

In 1944, the Sergeant Commission too accepted mother tongue as the medium of instruction and in 1948, Dr. Radhakrishnan Commission too expressed similar views. It said that in order to understand every part of India, it is necessary that two languages must be taught up to secondary levels, one mother tongue or regional language and another English. At the university level, a student must know the regional language, but he should have such ability as to acquire knowledge of other language literature by the medium of English [4-6].

The Constitution of India says in its Article 351 that it shall be the duty of the union to propagate and develop Hindi language so that it can be made the medium of expression of social and cultural components, and without interfering in its personality, the words from other languages mentioned in the eighth schedule be drawn in order to enrich it. The languages included in the eighth schedule are Assamese, Oriya, Urdu, Kannada,

Kashmiri, Gujarati, Tamil, Telugu, Punjabi, Marathi, Malayalam, Sanskrit, Nepali, Sindhi and Hindi among others.

Direction of English Language

If it's considered formal communicative english as they occur in traditional military organizations, messages have a "one-way" directional characteristic. In the military organization, the formal communicative English proceeds from superior to subordinate, and its content is presumably clear because it originates at a higher level of expertise and experience. Military communicative english also carry the additional assumption that the superior is responsible for making his communicative english clear and understandable to his subordinates. This type of organization assumes that there is little need for two-way exchanges between organizational levels except as they are initiated by a higher level. Because messages from superiors are considered to be more important than those from subordinates, the implicit rule is that communicative English channels, except for prescribed information flows, should not be cluttered by messages from subordinates but should remain open and free for messages moving down the chain of command. "Juniors should be seen and not heard," is still an unwritten, if not explicit, law of military protocol.

Vestiges of one-way flows of communicative english still exist in many formal organizations outside the military, and for many of the same reasons as described above. Although management recognizes that prescribed information must flow both downward and upward, managers may not always be convinced that two-way communicative english should be encouraged. For example, to what extent is a subordinate free to communicate to his superior that he understands or does not understand a message? Is it possible for him to question the superior, ask for clarification, suggest modifications to instructions he has received, or transmit unsolicited messages to his superior, which are not prescribed by the rules? To what extent does the one-way rule of direction affect the efficiency of communicative english in the organization, in addition to the morale and motivation of subordinates?

These are not merely procedural matters but include questions about the organizational climate, or psychological atmosphere in which communicative english takes place. Thus, if speed is necessary, if a businesslike appearance is important, if a manager does not want his mistakes recognized, and if he wants to protect his power, then one-way communicative english seems preferable. In contrast, if the manager wants to get his message across, or if he is concerned about his receivers'

feeling that they are participating and are making a contribution, the two-way system is better.

Conclusion

We are aware that there are available several varieties of English, the prominent among them being British English, American English, African English, and now South Asian English (Indian English). Since the speech habits of our native languages make us distinct from the European speakers with different stress and intonation habits, our English can never tuned like that of a British. And if we try to emulate them, we are liable to termed as 'feigning'. It is for this reason that voices have been raised accord a regional standard to the variety of English as prevalent in South in general and India in particular. Gatenby too has recognised "Indian English" and he says that it is the ripe time we should recognize It as a regional standard. The desired standard is the English speech of educated Indians in general, much similar to the RP (received pronunciation) being the speech of the educated British people in South Prof. V.K. Gokak too has treaded the similar lines when he says that exists an Indian pronunciation of English as spoken by educated.

He further recommends that this standard of English should be in each state according to the local standard of the native tongue. However, in this form, it would become too generalised. Hence, the standard of English should be taken as centrally belonging to the whole of India. Moreover, the so-called Indian standard of English is a vague idea, but it is being identified increasingly as a kind of English, and its evidence can be found in several Indian words being included in Oxford and Webster's dictionaries. Just consider a few words dhartal, bandh, dhoti, papa, goonda, chapati, and so on.

There is no doubt that patience and work is required to be done in this field before we can come to a conclusion to know the standard of English as it exists in India. A research would have to be conducted of the way people in various professions speak it. After an exhaustive study, standard Indian pronunciation of English words can be found out.

The aim of this whole exercise would be to teach our pupils the standard 'Indian English pronunciation' as made out with the help of several graphic signs for wide distribution in the public. Jespersen says that 'the science of phonetics' can be of positive help in learning something. The statement of Thompson and Wyatt is relevant, "We should aim at teaching an intelligible rather than a correct pronunciation as other items of work of greater relative importance claim our attention."

Conflict of Interest

There is no conflict of interest between the authors in this manuscript.

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