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Answers
-----**4.0 OBJECTIVES**

In this unit we shall;

- discuss the historical perspectives of English Language in India,
- comprehend the significance of English as Foreign Language in Academics in Contemporary World,

- perceive the potential of English Language in the coming 100 years. On completing the unit, you shall be able to;
- converse the stages of inclusion of English Language in India (pre and post-independence),
- learn the importance of English Language globally and its various vital functions in knowledge acquisition,
- foresee the strength of English Language in all the domains of knowledge (formal & informal).

4.1 INTRODUCTION

Language is closely attached to person's feeling and action. It is in close relation with nationality, religion and the feelings of self. It is used for work, worship and fun by everyone, s/he be beggar or banker, savage or educated.

Languages are essential aspects in the growth and development story of any country. The persons of a social group require language to converse (oral & written) with one another and for all social purposes like public administration, commerce and industry, education and so on.

Ours is a country with “Multilingual, Multicultural, and Pluralistic Setting”. An individual can perform the best through the language which s/he acquires natively, i.e., the mother tongue. The social desires can best be satisfied when they are allowed to function through the mother tongue. So it is usual to think of mother tongue for the purpose of education. However the need to have a common language for communication has lead to the learning of English.

4.2 HOW INDIA CHANGED THE ENGLISH LANGUAGE

For hundreds of years, words have flowed along the routes of trade and empire. They are in there, often unnoticed. These words have become part of everyday English like loot, nirvana, pyjamas, shampoo and shawl; bungalow, jungle, pundit and thug.

What are the roots, and routes, of these Indian words ? How and when did they travel and what do their journeys into British vernacular – and then the Oxford English Dictionary – tell us about the relationship between Britain and India ?

Long before the British Raj – before the East India Company acquired its first territory in the Indian subcontinent in 1615 – South Asian words from languages such as Hindi, Urdu, Malayalam and Tamil had crept onto foreign tongues. One landmark book “The Definitive Glossary of British India” (1886) records the etymology of colloquial Anglo-Indian words and phrases. The poet Daljit Nagra described it as *“not so much an orderly dictionary as a passionate memoir of colonial India. Rather like an eccentric Englishman in glossary form”*.

The book explains how many of the words pre-date British rule. *“Ginger”, “pepper”* and *“indigo”* entered English via ancient routes : they

reflect the early Greek and Roman trade with India and come through Greek and Latin into English.

“**Ginger**” comes from Malayalam in Kerala, travels through Greek and Latin into Old French and Old English, and then the word and the plant become a global commodity. In the 15th Century, it's introduced into the Caribbean and Africa and it grows, so the word, the plant and the spice spread across the world.

As global trade expanded through European conquests of the East Indies, the flow of Indian words into English gathered momentum. Many came via Portuguese. “The Portuguese conquest of Goa dates back to the 16th Century, and mango, and curry, both come to us via Portuguese – “**mango**” began as “**mangai**” in Malayalam and Tamil, entered Portuguese as “**manga**” and then English with an “**o**” ending.

But the movement of South Asian words into English did not always follow a simple East to West trajectory, as Teltscher highlights with “ayah”, a word we've always understood to be an Indian nanny, or domestic help. “*Ayah is originally a Portuguese word, which means governess or nurse, and it's used in this way by the Portuguese in India and is absorbed into Indian languages, and then via India comes into English.*”

The Hobson–Jobson glossary describes an unusual journey for the word “**chilli**”, recorded as “the popular Anglo–Indian name of the pod of red pepper”. According to Yule and Burnell, “There is little doubt that the name was taken from Chile in South America, whence the plant was carried to the Indian archipelago and thence to India.”

Hindi, Urdu, Tamil, Malayalam, Portuguese and English words pinballed around the globe in 16th & 17th Centuries, revealing how languages evolve over time as culture is made and remade & people adapt to conditions around them. This is neatly illustrated by 03 words – “**shawl**”, “**cashmere**” and “**patchouli**” – that travel hand–in–hand from India into 18th Century English.

“**Cashmere**” is what we associate with wool and its origins are in Kashmir and the wool produced by Kashmir goats. It was closely associated with shawl, a word which originates in Persian, and travels into India via Urdu and Hindi and then enters English.

“**Shawl**” enters English in 18th & 19th Century because it becomes a desirable luxury garment for women in high society – if you had a brother working for the East India Company, you would want him to send you a beautifully embroidered shawl. “**Patchouli**” is linked to shawls because the perfume was used to deter moths while shawls were being transported and as a result this heady, heavy perfume became popular in Britain.

But “**patchouli**” soon lost its aspirational edge. “As the 19th Century moves on, patchouli becomes associated with racy, decadent French women and prostitutes. So patchouli goes from something royalty might wear into being beyond the pale, and then in the 1960s it becomes associated with the hippie movement,” says Teltscher.

It was inevitable with colonialism that Britain would imbibe the local culture and it would have a lasting effect. “One way of looking at it is these Indian words disrupted the English language because they just didn't exist in English – for example “*veranda*”. The climate's cold here so you wouldn't have a “*veranda*”, or “*pyjamas*” – loose fitting cotton trousers, which again are perfect for a hot climate.

Today, words such as ‘wifi’, ‘internet’, ‘Google’, ‘email’ and ‘selfie’ have become universal; there aren't other words for them. They have infiltrated English and languages all over the world. Social media has also changed the way we talk, the meaning of a word such as ‘*like*’ has completely shifted, and also the words like ‘*following*’, or ‘*lol*’.

India's influence on English points towards how language is perpetually in motion, and highlights the importance of former colonies in the making of the modern world. “*It's so fascinating to look at words because they provide wings to our imagination, emotions and erudition*”.

CHECK YOUR PROGRESS 1

EXPLAIN THE HISTORICAL SIGNIFICANCE OF FOLLOWING WORDS IN 2/3 LINES.

(I) ginger

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(II) mango

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(III) ayah

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(IV) chilli

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(V) shawl

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(VI) cashmere

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(VII) patchouli

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(VIII) veranda

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(IX) pyjama

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4.3 STATUS OF ENGLISH IN PRE-INDEPENDENCE ERA

Public instruction in English language 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 1835, English replaced Persian as the official language of the Company. Lord Macaulay played a major role in introducing English and the 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 modeled on the University of London and using English as the medium of instruction were established in Bombay, Calcutta and Madras. During 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.

In the early 1900 and very specifically around 1925–1930 English was accepted as the language of the elite, of the administration, and of the pan Indian press. In addition, another phenomenon with a far reaching consequence was that of developing Indian literature in English”.

4.4 PROTEST AGAINST HINDI AS OFFICIAL LANGUAGE OF INDIA

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 language. With this in mind, the English Language Amendment Bill declared English to be an associate language “until such time as all non-Hindi States had agreed to its being dropped.” This has not yet occurred, and it is still widely used. For example, English is the only reliable means of day-to-day communication between the central government and the non-Hindi states.

The view of the English language among many Indians has gone from associating it with colonialism to associating it with social and economic progress, and English continues to be an official language of India.

4.5 ENGLISH IN INDIA

Indian English is the register of the English language characteristic of the Republic of India. The Constitution of India designates the co-official language of the Government of India as English, along with Hindi. Today many regional varieties of English or English(es) exist around the globe and are slowly but steadily gaining recognition. Indian English (IndE) is one of the oldest.

Hindi is the official language of the Union Government of India. However, even after 70 years of Indian Independence from Britain, English is still retained with a status of the “subsidiary” official language. English holds the vital position of foreign language in Indian Educational System. Even after independence, it continues to be a major language in our society.

4.5.1 Phases of Introduction of English in India :

Introduction of English language in India includes three phases.

- The first phase is the *missionary phase*, which includes the efforts of the Christian missionaries who came to Indian subcontinent to proselytize.
- In the second phase, the *Indians themselves demanded instruction in English studies*. Raja Ram Mohan Roy (1772–1833) made efforts to persuade the officials of East India Company for Western scientific education in part replacement of Sanskrit and Arabic.
- The third most important phase is that of *bilingualism* which started with the implementation of educational policies for instruction in English based on Lord Macaulay's “Minute on Indian Education (1835)”.

In the early 20th century, English was formally established as the official and academic language of India. English became the prestige language, completely replacing Persian and the other Indian languages.

4.5.2 Status of English in Post Independence Era :

The constitution of India which was adopted in 1950 had envisaged Hindi as the only official language of the Union of India. However, English has been allowed to continue for 15 years from the date of adoption of the constitution and then to be replaced by Hindi. It was also assumed that it is impossible to educate millions in a totally foreign tongue (English). To quote Pandit Nehru, "*English will certainly remain an important language because of our past association and because of its present importance in the world*".

4.5.3 Studies on Inclusion of English Language in Academics :

To assess the overall language question of India, the Government has taken various steps like appointing study committees and commissions. The official language commission was appointed in June 1955 under the chairmanship of B. G. Kher to make recommendations about the progressive use of Hindi for all official purposes.

In the report of University Education Commission headed by Dr. S. Radhakrishnan, it was stated that English should be studied in schools and universities so as to keep ourselves in touch with the stream of ever growing knowledge.

"Kunzru Committee of 1957 supported a general proposal to consolidate English, for the foreseeable future, as a major university and pre-university subject. This committee proposed two major changes in approaches to English :

- (1) linking of the study of English literature to the study of Indian literature and
- (2) major expansion at all appropriate levels of linguistics

In 1960 the Banerjee Committee emphasized the value of English as an instrument in scientific learning. The Kothari Commission of 1964 asserted that "*As English will, for a long time to come, continue to be needed as Library language in the fields of higher education, a strong foundation in the language will have to be laid at the school stage*".

The knowledge required for the development of technology and industries in our country can be best achieved from the books published in English on these subjects. So long as we don't develop such skills and prepare books in our national language or regional languages, we are obliged to continue the study of English language.

The 'Three language formula' suggested by Kothari Commission has been proposed as a solution to India's language problem. It involves three languages, namely, Hindi, English as a link language and one regional language.

"*English should be one of the three compulsory languages for students at the secondary stage, the other two being Hindi and the mother tongue or the regional language. This three language formula should form the basis of a National Policy and all state Governments should be invited to fall in line with it as early as possible*". (Central Advisory Board : 1957)

“Whatever the controversies and attitudes towards the future of English in India, one thing is certain : The diffusion of bilingualism in English, creative use of English in the country and its use as a pan Indian Language has continued during the post Independence era”. (Kachru 1983 : 93)

CHECK YOUR PROGRESS 2

ANSWER THE FOLLOWING QUESTIONS IN 1/2 LINE/S.

- (I) When did public instruction in English Language begin in India ?
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- (II) When did English replace Persian as the official language of the East India Company ? And who supported it ?
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- (III) When did English was accepted as the language of the elite, of the administration, and of the pan Indian press ?
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- (IV) Why did “English Language Amendment Bill declared English to be an associate language” was introduced ?
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- (V) Enlist the phases of introduction of English in India.
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- (VI) Who headed University Education Commission ?
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- (VII) What are the two major changes in approaches to English as suggested by “Kunzru Committee of 1957 ?
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(VIII) Name the committee that emphasized “the value of English as an instrument in scientific learning”

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(IX) Briefly state the “three language formula”.

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4.6 THE USES AND THE FUNCTIONS OF ENGLISH

4.6.1 English as Lingua Franca :

Of all the languages of the world, English deserves to be regarded as a world language. It is the common means of global communication. It is the language of international politics, trade, commerce and industry. The present world of science and technology needs the knowledge of English. No language, ancient or modern, can be compared with English in the number of geographical distribution of the homes, shops, factories, and offices in which the language is spoken, written and read.

4.6.2 English as Link Language :

It is the only language which is understood by the educated people all over the country. English is needed not for operational purposes but also for identifying oneself with those who use the language in India and abroad. According to Dr. S. Radha Krishnan Commission on Education

“English is the only means of preventing our isolation from the world and we will act unwisely, if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance”.

4.6.3 English in Education :

In spite of the stated goals of the official language policy (replace English by Hindi), English continues to enjoy a pride of place in our educational setup. It continues to be a school subject throughout the country with certain differences in the number of years English is taught at school.

The teaching of English holds an important position in university teaching programmes in national institutions, administration, social circles, creative writing, the mass media, both print and electronic, and publication of books. It has acquired a complementary function in the Indian society along with other indigenous languages.

4.6.4 English Language in Written Communication :

English can be considered the key to the store house of knowledge. Books on all branches of knowledge are available in English, besides most of technical Journals, newspapers, periodicals are published in English.

A great deal of the world's scientific, commercial, economic & technological knowledge is written & published in English though the

writers may be Chinese, Swedish or Italians. Publication in English ensures widest readership of new findings and ideas.

4.6.5 Indian English and Creative writings :

The increasing use of English for creative expression and the adoption of it by writers like Mulk Raj Anand, Bhabani Bhattacharya, Raja Rao and others have given rise to the notion of Indian English. Kachru, who has made a study of Indian English, in his paper “Indian English : A study in Contextualization” says

“In the spoken medium, Indian English by now established itself as an Indian variety of English. Indian English has ramifications in Indian culture, and is used in India towards maintaining appropriate Indian patterns of life, culture and education. This in short we might call the Indian English, in the same way as we speak of the Englishness of British English”.

The Indian writers in English expressed their national identity and Indian consciousness effectively through their writings because of their innate originality and felicity of the English language.

CHECK YOUR PROGRESS 3

- (I) Enlist and Explain the uses and the functions of English Language in detail.

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4.7 OBJECTIVES OF TEACHING ENGLISH IN INDIAN ACADEMIC SETUP

Dr. Walker Hill says, *“in a sound system of University Education the objectives, the learning experiences provided in the college and the process of evaluation are closely related; they are interdependent”.*

Any language teaching situation should contain three important considerations.

1. Objectives of teaching the subject.
2. Appropriate methods and materials to achieve these objectives.
3. Periodic testing to ascertain whether these objectives have actually been achieved.

One of the serious shortcomings of the ELT situation in India is the lack of definite statement of objectives of teaching English.

A clear statement of objectives is essential. Teaching and testing become arbitrary and wayward if there are no objectives to guide. The teaching situation as far as English is concerned is fairly stable for several decades. The syllabi, teaching methods and testing procedures had remained fairly stable, though the standards of attainment in English are deteriorating,

In the sphere of ELT we continue to sticks to old methods and cherish objectives which were dear to our teachers. Reform in teaching English

ought to begin by stating the objectives in no uncertain terms. Objectives which are unrelated to our immediate need may fail to create the necessary motivation for learning the language.

To reformulate our objectives in the Indian context today we have to take into consideration (1) the motivation of the learner, (2) the availability of resources for teaching English and (3) the national needs that English may have to serve. For majority of students English is a highly useful language to be taught for practical purposes.

To quote Prof. V K Gokak, “*English will continue to be the language of all important trade and industry in the country for many years to come. It will take many years before it ceases to be the language of administration at higher levels*”.

So it is necessary that we need to design our syllabi on the skills needed in an L2 situation. Understanding of the four basic skills, listening, speaking, reading and writing (LSRW), is needed and it is to be incorporated in our syllabi.

4.8 OBJECTIVES OF TEACHING ENGLISH AS A FOREIGN LANGUAGE ACROSS THE GLOBE

Wilga Rivers enlists 06 classes of objectives which have dominated the teaching of English as a foreign language across the globe at different times. These are :

1. To develop the student's *intellectual capability* through foreign language study
2. To widen the student's *cultural understanding* through the study of the great literature and philosophy
3. To increase the student's learning capability to know how language functions and to bring him/her through the study of a foreign language
4. To teach the student *to read the foreign language with comprehension* so that s/he may keep him/herself abreast of modern writing, research, information and knowledge
5. To bring the student to *a greater understanding of people across national barriers*, by giving him/her sympathetic insight into the ways of life and ways of thinking of the people who speak the language s/he is learning.
6. To provide the student with the *skills which will enable him/her to communicate* orally and to some degree in writing with the speakers of another language and with people of other nationalities who have also learned this language.

CHECK YOUR PROGRESS 4

SHORT QUESTIONS

- (I) What are the points of considerations in formulating objectives in teaching English Language in Indian context ?

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- (II) Enlist the classes of objectives suggested by Wilga Rivers.

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4.9 STATUS OF ENGLISH IN THE PRESENT & IN THE FUTURE

The current status of English has turned a significant percentage of the world's population into recreational users or learners of English. The wide spread need for learning puts a considerable pressure on the educational resources involving curriculum development, methodology of teaching and evaluation procedures. Indeed they are getting evolved and rapid expansion and development in digitalization will also reach to almost all knowledge seekers.

The global role English plays today as a *lingua franca* – used as a means of communication by speakers of different languages – has parallels in many foreign languages of the world. Even many countries that have never preferred English Language in their countries have opened the windows and doors for English Language. New “*interlanguages*” are emerging, in which features of English are mingled with those of other native tongues and their pronunciations.

Meanwhile, the development of automatic translation software, such as Google Translate, will come to replace English as the preferred means of communication employed in the boardrooms of international corporations and government agencies. So the future for English is one of “*Multiple Englishes*”.

Looking back to the early 20th century, it was the Standard English used in England, spoken with the accent known as “Received Pronunciation” that carried prestige. But today the largest concentration of native speakers is in the US, and the influence of US English can be heard throughout the world : *can I get a cookie, I'm good, did you eat, the movies, _ “skedule” _ rather than “shedule”*. In the future, to speak English will be to speak US English.

US spellings such as **disk** and **program** are already preferred to British equivalents *disc* and *programme* in computing. The dominance of US usage in the digital world will lead to the wider acceptance of further American preferences, such as *favorite, donut, dialog, center*.

4.9.1 Examination of English as a Lingua Franca in Social Media :

International communications have always relied on a Lingua Franca to serve as a bridge of understanding between individuals with diverse cultural and language background. Arrival of social media in 1995 has resulted in an amplified need for a Lingua Franca. Since then, social media has grown into a global phenomenon that has billions of individuals partake in various media services available to them. Wide spreads of social media allows the users of numerous cultures and languages to interact with one another on a daily basis. This leads to the need for a Lingua Franca to be used to overcome various language barriers that would form in communications of such scope.

The language used as a Lingua Franca will vary. But more often than not, the language chosen for that role will be the one of the country with the strongest economic presences. In modern time, USA has that possession. As a result, their mother tongue English had been a dominant Lingua Franca even before emergence of social media. Therefore, as social media spread around the globe so did the influence of English as a Lingua Franca and the need to use English, allowing the presence of English to grow even stronger.

4.9.2 What is being lost ? :

In the 20th century, it was feared that English dialects were dying out with their speakers. Projects such as the Survey of English Dialects (1950–61) were launched at the time to collect and preserve endangered words before they were lost forever. A similar study undertaken by the BBC's Voices Project in 2004 turned up a rich range of local accents and regional terms which are available online, demonstrating the vibrancy and longevity of dialect vocabulary.

The turn of the 20th century was a period of regulation and fixity – the rules of Standard English were established and codified in grammar books and in the New (Oxford) English Dictionary on Historical Principles, published as a series of volumes from 1884–1928. Today we are witnessing a process of de-standardisation, and the emergence of competing norms of usage.

In the online world, attitudes to consistency and correctness are considerably more relaxed : variant spellings are accepted and punctuation marks omitted, or repurposed to convey a range of attitudes. Research has shown that in electronic discourse exclamation marks can carry a range of exclamatory functions, including apologising, challenging, thanking, agreeing, and showing solidarity. Capital letters are used to show anger, misspellings convey humour and establish group identity, and smiley-faces or emoticons express a range of reactions.

4.9.3 Getting Shorter :

Some have questioned whether the increasing development and adoption of emoji pictograms, which allow speakers to communicate without the need for language, mean that we will cease to communicate in English at all ?

The fast-changing world of social media is also responsible for the coining and spreading of neologisms, or “new words”. Recent updates to Oxford Dictionaries give a flavour : *mansplaining, awesomesauce, rly, bants, TL; DR (too long; didn't read)*.

Clipped forms, acronyms, blends and abbreviations have long been productive methods of word formation in English (think of *bus, smog* and *scuba*) but the huge increase in such coinages means that they will be far more prominent in the English of 2115.

CHECK YOUR PROGRESS 5

- (I) Define interlanguages and Multiple Englishes.
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- (II) Critically evaluate the statement “English as a Lingua Franca in Social Media”.
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- (III) What is the process of “de-standardization” in usages of language in “Online World” ?
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4.10 CONCLUSION

English has been the main Lingua Franca in use the world for almost 400 years. English owes its popularity to being the native tongue of two nations that had the biggest economies. But today it is not their property; it is the language of everybody. It is used in business, entertainment and leisure, as a preferred means to maintain communicational exchanges. With the arrival of social media, the possibilities of interaction between people of different backgrounds have increased to an unforeseen extent. Despite being the most widespread language in the world, with the advent of social media, English has reached its peak of dissemination thanks to the use of English as Lingua Franca (ELF) propitiated by these types of services. The users’ desire for a simple and efficient means to convey their thoughts has converted English into the mainstream language for textual and verbal communication on the world-wide web. Hence it is very important that English Language Teaching – Learning can be revamped in briskly changing world – *“The World With No Boundaries”*.

4.11 LET US SUM UP

In this unit you have learnt to;

- converse the stages of inclusion of English Language in India (pre and post independence),
- learn the importance of English Language globally and its various vital functions in knowledge acquisition,
- foresee the strength of English Language in all the domains of knowledge (formal & informal).

4.12 KEY WORDS

1. Language – the method of human communication, either spoken or written, consisting of the use of words in a structured and conventional way
2. Monolingual – (of a person or society) speaking only one language
3. Bilingual (of a person or society) speaking two languages
4. Polylingual/Multilingual – using several languages
5. Polyglot – knowing several languages
6. Dialect – a particular form of a language which is peculiar to a specific region or social group
7. Register – professional variety of a language
8. Lingua Franca – A language that is adopted as a common language between speakers whose native languages are different
9. Interlanguage – A language or form of language having features of two others, typically a pidgin or a version produced by a foreign learner
10. Pidgin – A grammatically simplified form of a language, typically English, Dutch, or Portuguese, some elements of which are taken from local languages, used for communication between people not sharing a common language
11. Englishes – The language of England, widely used in many varieties throughout the world
12. Received Pronunciation – The standard form of British English pronunciation, based on educated speech in southern England, widely accepted as a standard elsewhere
13. De-standardization – Removing something from its set standards
14. Emoji – A small digital image or icon used to express an idea or emotion
15. Neologisms – Newly coined words or expressions
16. Acronym – An abbreviation formed from the initial letters of other words and pronounced as a word (e.g. NASA, BBC, WHO)
17. Coinages – The invention of a new word or phrase

4.12 BOOKS SUGGESTED

Indian English (Introduction And Development Of English in India and Present Scenario)

Jenkins, J. *English as a Lingua Franca : Interpretations and Attitudes*. World Englishes, 2009.

Kachru, Braj. *The Indianisation of English : the English language in India*. Oxford UP, 1983.

Larsen–Freeman, D. & Anderson, M. *Techniques and Principles in Language Teaching* (3rd ed.). Oxford UP, 2011.

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Norton, B. *Identity and Language Learning : Gender, Ethnicity and Educational Change*. Harlow : Longman, 2000.

Sedlatschek, Andreas. *Contemporary Indian English : Variation and Change, Series : Varieties of English Around the World*. John Benjamins Publishing, 2009.

ANSWERS

Check Your Progress 1

- I. Ginger comes from Malayalam in Kerala, travels through Greek and Latin into Old French and Old English.
- II. Mango, comes to us via Portuguese – “mango” began as “mangai” in Malayalam and Tamil, entered Portuguese as “manga” and then English with an “o” ending.
- III. Aayah originally a Portuguese word, which means governess or nurse, and it's used in this way by the Portuguese in India and is absorbed into Indian languages, and then via India comes into English.
- IV. Chilli is the popular Anglo–Indian name of the pod of red pepper
- V. Cashmere is what we associate with wool and its origins are in Kashmir and the wool produced by Kashmir goats.
- VI. Shawl enters English in 18th & 19th Century because it becomes a desirable luxury garment for women in high society.
- VII. Patchouli is linked to shawls because the perfume was used to deter moths while shawls were being transported and as a result this heady, heavy perfume became popular in Britain.
- VIII. Veranda – an open space to move around with ease in hot climate.
- IX. Pyjamas – loose fitting cotton trousers, which again are perfect for a hot climate

Check Your Progress 2

- (I) 1830s
- (II) 1835 Lord Macaulay
- (III) In the early 1900 and very specifically around 1925–1930.
- (IV) to bring uniformity in accepting English Language by all the states)

- (V) the phases 1 – missionary phase – 2– Indians themselves demanded instruction in English studies – 3 bilingualism
- (VI) Dr.S. Radhakrishnan
- (VII) (1) linking of the study of English literature to the study of Indian literature and
(2) major expansion at all appropriate levels of linguistics
- (VIII) Banerjee Committee in 1960
- (IX) Hindi, English as a link language and one regional language.

Check Your Progress 3

- (I) (1) English as Lingua Franca
(2) English as Link Language
(3) English in Education
(4) English Language in Written Communication
(5) Indian English and Creative writings

Check Your Progress 4

- (I) (1) motivation of the learner
(2) availability of resources for teaching English
(3) national needs that English may have to serve.
- (II) (1) intellectual capability
(2) cultural understanding
(3) learning capability
(4) read the foreign language with comprehension
- (5) greater understanding of people across national barriers
- (6) skills which will enable him/her to communicate

Check Your Progress 5

- (I) “interlanguages” – features of English are mingled with those of other native tongues and their pronunciations. **“Multiple Englishes”** – dominance of countries like US/Canada over English Language with new and varied usages of words as well as languages
- (II) Social media is a global phenomenon with billions of users with diverse cultures and languages to interact. This leads to the need for a Lingua Franca to overcome various language barriers. The language used as a Lingua Franca will vary. But more often than not, the language chosen for that role will be of the country with the strongest economic presences. In modern time, USA has that possession. As a result, their mother tongue English had been a dominant Lingua Franca even before emergence of social media.

- (III) (1) consistency and correctness are considerably relaxed
(2) variant spellings are accepted
(3) punctuation marks omitted, or repurposed to convey a range of attitudes.
(4) in electronic discourse exclamation marks can carry a range of exclamatory functions
(5) Capital letters are used to show anger,
(6) mis-spellings convey humour and establish group identity
(7) smiley-faces or emoticons express a range of reactions.

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