

CHAPTER-I

INTRODUCTION

1.1 INTRODUCTION

Wisdom is to know one another. So, one of the main duties of human beings is to know themselves as individuals and as groups, but this knowledge cannot be attained without a means and the best means of attaining knowledge and facilitating communication is language. Language is one of the most powerful and greatest means of communication. Language is the easiest tool of exchanging one's thoughts, feelings, desires and exchanging the views and ideas either orally or in a written form. The historical and cultural life of a society is very much reflected in the history of language they are speaking. Every society either big or small, has its own specific language for transmitting ideas and obtaining co-operation among the individuals in all forms of human actions and their communication to serve the society to live together. The importance of language can never be underestimated. Nobody can deny the importance of language in the day-to-day activities of all human beings because it is by and large the single means we rely on to express our feelings, thoughts, wishes and desires. In this present age of communication as all information pertaining to various activities, communication, knowledge and scientific inventions is recorded and retrieved through language, it becomes a vital and important means, which human beings cannot in any way overlook.

Communication is being carried out among individuals of one's own society or outside it. To comprehend and to share the experiences and events of this present scientific world and to cope up with the changing civilization, man needs to know more than from his own language to link with all the areas of existence. A person's outlook will be almost inevitably be provincial, if he confines himself to his own native language. In order to touch every activities of life, to know more about the development of human civilization, learning a language or two other than one's mother tongue becomes a basic need, a vital importance for communicating competence and will especially be more rewarding in terms of peak experiences if the language learned happens to be a universal language. In this respect, it falls to "ENGLISH", which is one of the

most important and known languages in the world. English is a language which acts as a vehicle to transmit the thoughts and cultivating extensive and varied tastes from the simplest to the highest and most profound. English is a language which is rich in literature, humanistics, scientific and technical areas. These qualities of English make it a world language. Its study has excellent disciplinary value as it would help in producing balanced and liberal minds.

Today, English has been spreading around the world making itself the second largest language of the world, just after Chinese and the first global language in the international arena. The number of English users, world wide, according to Crystal (1985), surges towards a probable two million, but those for whom it is the mother tongue fall to a fifth or less of this total. Wren (1972), foresaw the current status of English as a world language. With the recent expansion and extension of non-ethnocentred purposes, irrespective of nationality, English language education has become one of the several umbrella labels that are applied to the complex field of teaching and learning. English literature is wide and various as life itself, offering potential benefits to the learners to increase in the power of judgment of critical balance and speculative equity.

Generally, the aim of teaching a language, irrespective of either Chinese, Arabic, Russian, Hindi or English is to make the learners proficient in some or all of the basic language skills, i.e., speaking, reading, writing, and understanding, but this process of learning these skills can be enhanced by experiencing and using them in real situations, by the learners, relating certain activities of day-to-day life. Traditionally, English language teaching gave much emphasis to the usage of language, i.e., Grammar. However, the contemporary studies, realizing the needs and purposes of the learners have started giving much emphasis to specific purposes and needs of the learners, like ESP (English for specific purposes). These studies usually focus attention on discovering ways as to how language usage in real communication and what and how to meet the needs of the learners.

From the late fifties onwards, rapid changes in development in the political, economic and technological arenas have been bringing up radical shifts in priorities for English language teaching which has resulted in rapid expansion both in developed and developing countries. This has led to the development of an increasingly varied range of professional specialism, culminating in the establishment of faculties of science and engineering, technical colleges, polytechnics, law, medicine etc. As a result, the basic contrast between English as a foreign language for external communication and as second language for specialized internal functions became sharper. Learners started realizing their needs and targets for learning the language and specifically why they are learning the language. This generally affects the pressure and development on the language teaching profession to deliver the required needs, where the learners had no question of wasting their time and go through with their intended requirements and limitations in order to make a success in their specific fields. To know the needs and wants of the learners is started realizing and emphasis has been given to this focus, rather than simply learning the language for pleasure and prestige. The expansion of demand and essential for English in every field, and to suit particular needs of the learners helped in developing specialization in language learning.

In a complex multilingual society like that of India, English plays a very predominant role touching the various spheres of national life. Concerning the teaching and learning of English language, pressures began to mount on teachers of English tremendously. The English language pedagogy has begun to face several new challenges of providing the right types of courses to the learners fulfilling the need of their specific fields. So, finding and identifying the needs and requirements of different categories of professionals and non-professionals will at least come to some positive views in making appropriate courses, which are concerned with the learners' needs and purposes, and offer an explicit awareness with regard to their specific needs.

1.2 THE ROLE OF LANGUAGE

Language is everywhere. No one knows how, when and where language originated. The most primitive society of which we have any record possessed language already developed. Somebody started language somewhere, sometime, but we cannot say that language was developed in any one time and place; it might have started at many places at many times. All men have language, ever since he could be called human. Language and humanity may be only two aspects of the same thing; language may be a way of defining man.

Human beings are social animals, who always have the thirst of eagerness to know things in and around. To satisfy the thirst of eagerness, interaction and communication is necessary. And to fulfill this purpose, language plays an important role in the life of mankind. Language promotes our thoughts, mediates our relations with others, and even creeps into our dreams. It serves to express and create emotions, to sustain social contact and to communicate. Language plays an important part in unifying a vast and complex world, without it, society as we now know would be impossible. The overwhelming bulk of human knowledge is stored and transmitted in language.

Language always swims along with the normal day to day life of human beings. From the moment, he stirs up from the bed, till he retires himself at night, he devotes himself to the mercy of language in one or another form, making it as a vehicle of thought and communication. Language is an instrument in organizing human thought and to carry on social intercourse. He thinks in language and expresses his ideas and views in language. Without language, human beings are unthinkable; he thinks and acts at the mercy of language. As Harris, (1967) observes, ".....only through language, thought is

made possible, and only through it humanness is made possible". Human beings think ranging from the simplest to the most profound and complicated issues or topics, in a simple or complicated form. The process and motives of thinking involves the use of language as a tool crystallizing the ideas. It may be difficult to determine how much of our thinking can be done without language. Bloomfield (1973) conceives language as "the central to and pervasive in the realm of all human thought". He conceives language as the instrument of social interaction. Language makes it possible for individuals to live in a society, but still language has a very individual side also.

Language is so ubiquitous that human beings take it for granted. It is developed by all the members of a linguistic society. Language is born itself in a social group, eventhough we may not really know anything about when and how it was originated. Language is learned, not inborn, it is handed on, not inherited. Language is acquired in a particular environment, and the particular language he uses, the way he uses it, are very much a product of his environment. Every society irrespective of its size either big or small, always possessed its own linguistic culture. The background and historical cultural life of a society is very much reflected in the history of language the members are speaking. A language is not only a part of the cultural achievement of a society, it also transmits the rest of its cultural system. The use of language to communicate arises from the communal nature of language. Language has an individual side also. An individual's speech is intimately associated with his own way of social stratum. The way he talks, the way he uses the sentence and speech form is highly associated with the way he learns from his family and his friends. The use of language to express and create emotions is related to the referential nature of language and exploits the connotations of lexis. An individual may view the things of the world differently, and to an interlocutor's view, he may interpret the view in his own way. Language is related to the

individual's own concept of himself, his relationship to others, and his total view of the universe. Language is social in nature which belongs to the whole society that speaks it, but at each moment, it is an individual who performs the tasks of communication. So, language may be social in origin, but it becomes the medium and vehicle of personal expression of his feelings and thoughts.

Whether language attributes to thought or thoughts expressed as individual side, language still contributes as one of the most important purposes for human beings in living together, i.e., communication. Even though communication is not the sole function of language, it still serves as the best tool for the system of communicating between individuals. As we know human beings are social beings in the society, where the bonds are tightened up by communicating and interacting with each other. And to fulfill this purpose, language plays an important role in the life of mankind. Without language, the social life of human beings would be limited to a great extent and limits would be set to human comprehensive co-operation in all forms of human actions and their communication. The use of language to communicate arises from the communal nature of language. Social beings' urge to communicate with others is irrepressible. They want not only to express their views and ideas, but also desire to listen for ideas communicated by others. As Flower, (1967), rightly observes, "Isolated man is a silent man". Human beings convey not only their articulated feelings, desires, attitudes, advice, command, assuring, reaffirming, comforting etc., but these also develop their vicarious experiences from others also. Grace de Laguna (1965), in her excellent book, "Speech: Its Functions and Development", wrote "Men do not speak simply to relieve their feelings or to air their views, but to awaken a response in their fellows and to influence their attitudes and acts". Language helps in fulfilling this purpose. It is because of language, that an individual is able to outlet his knowledge and serve to affect the knowledge of an interlocutor in the sense that he confirms, modifies or adds to his knowledge. Language touches each and every activities of

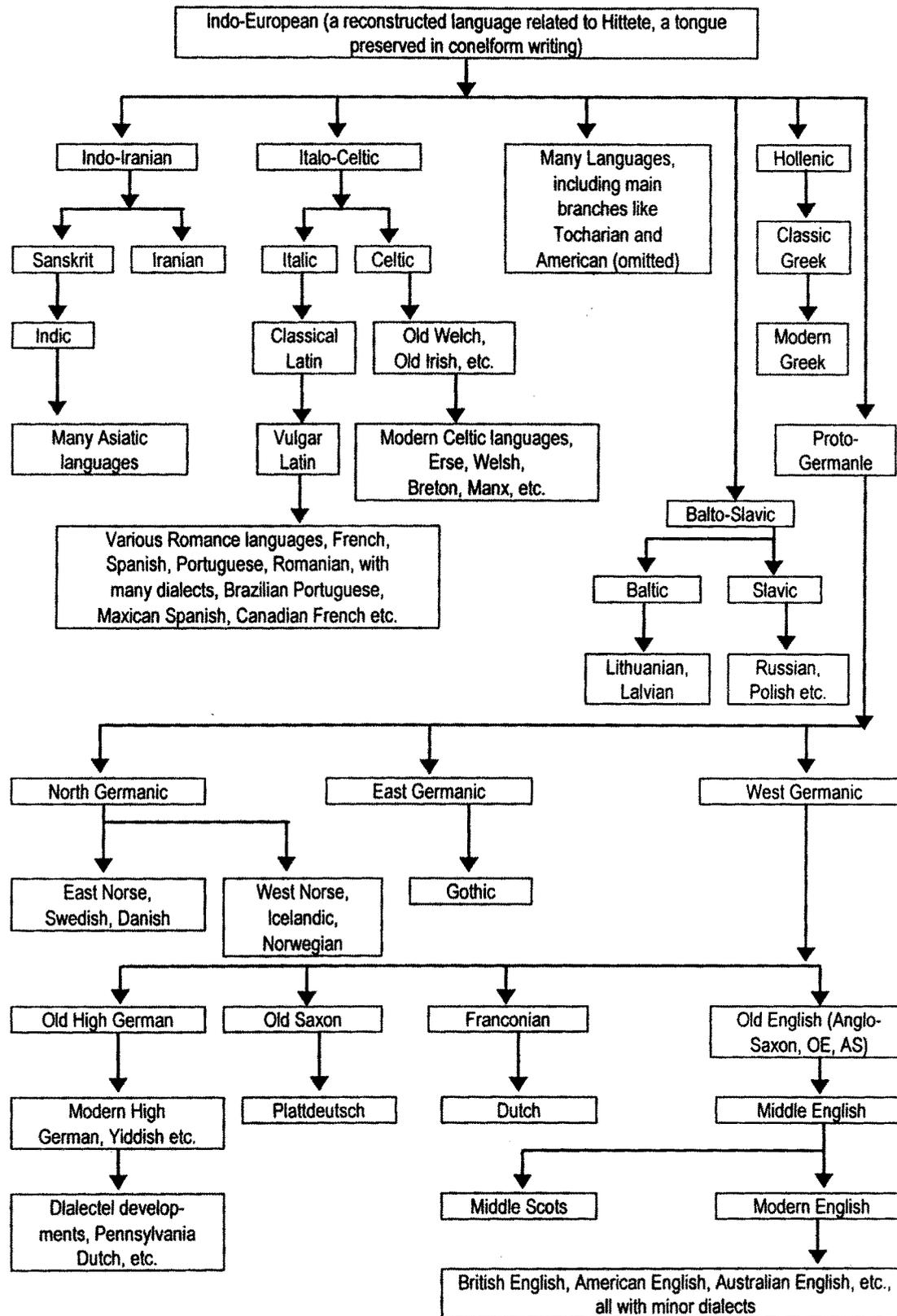
human life, from the most highly civilized to the most primitive life. It becomes an essential means for getting along together with the development of human civilization. The process of reciprocating and comprehending language begins from his childhood, continues and enters its further phase in adulthood, when he realizes the needs of additional language for a wider communication. He realizes the necessity of picking up other relevant languages to grasp things and to keep abreast with the new changing scientific world. The speed of development of new knowledge which requires new words for new concepts and their relationships makes demand upon learning more languages, and is more rewarding when the language being learnt is a universal language. And when seen from this perspective, English is the most sought after language today. English with its intrinsic worth, stands aloft even in every corner of the world.

1.3 ORIGIN OF ENGLISH

English has come a long way from its obscure beginnings in the southern part of an island of the European continent and the term "ENGLISH" goes back to the name of one of the Germanic tribes - the Angles. The following chart would highlight the link of English with the West Germanic sub-branch of the linguist's conception of a parent language called Indo-European, which must have been spoken perhaps four or five thousand years before Christ. The name Indo-European is used because the languages it comprises cover most of Europe and India. Its starting is perhaps at a point in southern Europe near the Asian border, and dispersed both to the west and to the east. As it spread, the language underwent different kinds of changes according to the needs of its speakers for different homes.

Figure 1.1

Simplified Chart of the Indo-European Language Family



English is closely connected with Dutch and Fresian, more remotely with German, and more remotely still with Latin, Greek, Welsh, and Russian, and very remotely with Sanskrit and Iranian. Gorrell and Laird, (1967) pointed out, that William Dwight Whitney, a great nineteenth century American philologist put together the following comparison which shows the connection of various languages with each other. And studies such as this has helped in developing the modern theory of growth and descent of Languages.

Figure 1.2
Connection of Languages which Helps in
Developing the Modern Theory of Languages

ENGLISH	LITHUANIAN	CELTIC	LATIN	GREEK	PERSIAN	SANSKRIT
three	tri	tri	tres	treis	thri	tri
seven	septyni	secht	septem	hepta	hapta	sapta
me	manen	me	me	me	me	me
mother	moter	mathair	mater	meter	matar	matar
brother	brolis	brathair	frater	phrater	---	bhratar
night	naktis	---	noctis	nuktos	---	nakta

The origin of language lies in a social dislocation. The emigration of certain groups from England, with the subsequent breaking of communication between these groups and their original kinsfolk. The different speeches of different communities during its successive generations resulted in justifying the time-divisions in the history of English language. The growth and development of English language could be seen under three stages:

- (i) Anglo-Saxon or the Old English (OE). (roughly from 450 to about 1150)

From the middle of the fifth century and for the next hundred years, waves of invading tribes of Angles, Saxons, Jutes and Fresians, brought their Germanic dialects from Europe to comfortable settlements in Britain. Among the isolated settlers, the Angles were majority in numbers and had control over

all the powers. Their language became an integral and important part which encouraged the other tribes to use it for communication. The settlers subsequently acknowledged their dialects which they called it "English". However, the language, was not entirely uniform. This period roughly from 450 to about 1150, was named as Old English (OE). It is written as original West-Saxon or was transcribed into it from its original Northumbrian and Mercian sources.

(ii) Middle English (ME), (1150-1475)

The Middle English period dated roughly from 1150-1475. During this period English was mostly confined and restricted to England only. The first part of this period was a linguistic chaos. During this period, England had seen three important events which had far reaching impact on English:

- a) French became the official language, i.e., the language of the court and administration, and the language of big business; and Latin was used as language of scholars. English has borrowed an enormous number of words from these languages.
- b) The loss of West-Saxon written standard allowed free-play to the dialectal peculiarities and disturbed the linguistic equilibrium.
- c) The influence of French and Latin spelling did much to revise the traditional orthography of English.

(iii) Modern English (Mod.E), (from 1476 to the present)

The third and last period of English extended from about 1476 to the present. As early as 1400, the powerful bourgeoisie of England's first industrial stronghold, East Anglia, had developed a kind of lingua franca, based on the local dialects of that region. The business affairs were carried out through this language. In the 17th century, the settlement of new England colonies, emigrants from south Eastern English formed the basis for the Eastern American speech of today. This period from 1476-1780 is called the period of Early Modern English (EMnE), and from 1780 to the present, as Late Modern

English (LMnE). During this period, the linguistic equilibrium has been re-established and the phenomenal growth of English also has begun. The English speaking merchants, explorers, adventurers, buccaneers, traders, settlers, and administrators with their new spirit of exploration went out from Britain to begin settlements and colonies overseas.

From 1750 to 1900, three major changes took place. First, the population of the overseas Native Speakers (NS) settlements grew greatly in size and became colonial governments which extended the flavor of the English they used. Second, the various colonies of Britain, like the United States, Australia and others began to take their independence from Britain, which greatly reinforced the degree of linguistic difference: Noah Webster, for example, urged Americans to take pride in the fact of their English reflecting the dynamic new life of the United States. And third, as the possession stabilized and prospered, quite large members of people, being non-native speakers of English, had to learn to use the language in order to survive, or to find employment with the governing class. (Stevens, 1987).

Since 1900, English has begun to grow more and more as a fourth stage emerges in the creation of today's English. The schools which the colonies began offered education and English was a significant part of their curriculum. The English literature, films, started spreading all over the world.

1.4 ENGLISH IN THE MODERN WORLD

English is inherently a borrowing and an Anglicizing language which the accidents of history have made it the most important language for wider communication and most useful to study. Perhaps, the reasons for the predominance of English can be found related to two important phenomena in the world, i.e., the vast expansion of English cultural and commercial influence in many parts of the world by the British imperialism in the nineteenth century, and secondly with the economic influence of the United States of America, in the twentieth century. The combination of political influence and technological

superiority gave English an advantage to become an international auxiliary language of the world. English is used for several international and intranational purposes. English is being used as an international language in diplomacy, international trade, tourism, air-traffic controls, etc., English is official language of international aviation, and unofficially is the first language of international sports, as well as for international pop-music industry. The rapidly developing technology of the English speaking countries started spreading more programs on the media like radio, television, films, recordings and books readily available to the developing countries. As Crystal (1987), puts it:

It is the main language of books, airports, newspapers and air-traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop-music and advertising. Over two third of the world's scientists write in English. Three quarters of the world's mail is written in English. Of all the information in the world's electronic retrieval system, 80 per cent is stored in English. English radio programs are received by over 150 million in 120 countries.

Today, it is difficult to estimate the number of people in this world who have acquired an adequate working knowledge of English in addition to their own native-language. English is a language which is used by more people than any other language on this Earth, without the barriers of race, colour, creed, and caste. English now exists in its own right in a number of world varieties. English is widely used over the world as a first language, second language or as a third language or foreign language.

The native speakers (NS), or mother tongue speakers of English according to Strevens (1987), make up a quarter or a fifth of the total. They exist in several parts of the world such as the United States, Britain, Australia, New Zealand, etc.

Regarding the speakers of English as second language, it would be worth while to quote Strevens (1987):

English is considered as a second language, when it has special standing such as being acceptable at the courts of law, being the medium of instruction in major sectors of the educational system, being used in regional or national administration, being commonly used on radio or television, and where there are major newspapers published in English.

Thus, in countries like India, Pakistan, Bangladesh, Sri-Lanka, Hong-Kong, Cyprus, Gibraltar, Singapore, Malaysia, Nigeria, Ghana, Kenya and Philippines etc., English functions as a second language and its speakers are referred to as non-native speakers (NNS). English has been designated legally for official or semi-official status as politically attractive and as a neutral language where non-native language is acceptable. It acts as a means of communication between people of different mother tongues. It is also used as a medium of instruction in the higher reaches of the educational system, as a legal language in the courts, as the language in which many books and periodicals are published. Indeed, English has become a significant factor in national unity. As for example, English attained its dominance over Africans for political reasons.

In several countries now English is being learned as a third language. As Strevens (1987) notes:

English is a foreign language within a community when it has no special standing, but is simply just another language.

In countries like Norway, Egypt, Belgium, Indonesia, Japan, Korea, Brazil, China, France, Sweden, etc., English is used as an international or third language. Students are required to learn it or choose it as a foreign language. In Russia, English is the primary foreign language, eagerly studied for access

to western science and technology, for international commerce and tourism, or for international economic and military aid.

It is evident from what is discussed above, that English has gained a unique place all over the world. The phenomenal rise on the levels of use and growth of English had been unprecedented in the history of language. In this context, Quirk (1985) writes:

..... English is a global language in ENL (English as Native Language), ESL (English as Second Language) and EFL (English as Foreign Language) countries all round the world. The English language works pretty well in its global context today; certainly the globe has at present no plausible substitute.

1.5 ENGLISH LANGUAGE IN PRE-INDEPENDENCE INDIA

As far as India is concerned, English is not a foreign language. English has become an integral part of the history of India. The history of English language in India can be traced back, to 31st of December, 1600, when Queen Elizabeth I of England granted a charter to the "Governor and Company of Merchants of London trading with the East India". During the reign of the British, it was used as the official language. Lord Macaulay is generally held responsible for the introduction of English into the Indian Education. It was in the first half of the nineteenth century that schools and colleges, teaching through English began to be established. As the popularity of the English grew, Raja Ram Mohan Roy and David Hare founded the Hindu college in which the medium of instruction in higher classes was English, and also established the Duff's English College, a missionary institution in 1830. In 1857, three universities were established, one each at Calcutta, Bombay and Madras. The senate of the University of Calcutta adopted a resolution of conducting all the examinations in English, in 1861, which eventually, compelled all schools to introduce English as a subject at a very early stage.

In 1917, the Calcutta University Commission took note of the rapid decline in the academic standards, particularly, of English and in other subjects as well. Instantly, the Calcutta University Commission, recommended a progressive education replacing English by the Vernaculars as an alternative with English for the high school Examination of all Indian Universities and Boards. Thus, over a hundred years ago, i.e., when the British introduced the modern system of English education in India, the study of English was an important part of the liberal and humanistic discipline. Macaulay's Minute became the official language policy of British government in India and assured pride of place for English in the Indian Educational, administrative and social system. English gained deeper roots and had been accepted as the language of the elite, of administration and above all for the all India Press. Some of the most widely circulated newspapers of present day India namely, the Friend of India (1818), forerunner of the present 'The Statesman', The Times of India (1838), The Hindu (1878), The Tribune (1881) and the Hindustan Times (1923) were established during those years.

1.6 ENGLISH LANGUAGE IN POST-INDEPENDENCE INDIA

Soon after Independence, India faced a big complicated and controversial problem about the place of English in the Indian Education. The majority of the political leaders, especially in Gujarat state believed that the study of the English language and literature should have a secondary position in teaching. However, many eminent educationists and scientists expressed their opinion that this would lead to sacrifice of many of the advantages gained from the study of English. India is still a developing country and giving up English would be totally cutting ourselves off from the living stream of our growing knowledge. The study of English in free India is not only desirable but also essential. Maulana Abulkalam Azad, the then Education Minister, expressed his opinion,

So far as general studies are concerned, it was never my intention to suggest that there should be any falling in the

standard of English. One hundred and fifty years of intimate contact has made English an integral part of our educational system and this cannot be changed without injury to the cause of education in India. In addition, English has today become one of the major languages of the world, and the Indians can neglect its study at the risk of loss to themselves. I am convinced that in the future as well the standard of teaching English should be maintained at as high a level as possible.

Many eminent elites, despite of the indiscreet attitude towards English, have expressed their opinion for the need of English language in free India. The Radhakrishnan Commission (1948), recommended the continuance of the study of English,

English should be studied in high schools and in the universities in order that we might keep ourselves in touch with the living stream of overgrowing knowledge.

As quoted by Qaiser Zoha Alarn, the Kunzru Committee 1955 recommended that the teaching of English literature should be related to the study of Indian literatures so that apart from its value for linguistic purposes, it could be an effective means of stimulating critical thinking and writing in the Indian languages. The committee stressed the importance of the use of special methods in English language teaching and the study of linguistic as the essential pre-requisites for adequate proficiency in English at the University stage. The Official Language Commission (1956), recommended that English should be taught as a language of comprehension rather than as a literary language so as to develop in the students learning it a faculty of comprehending writings in the English language, more specially those relating to the subject matter of their specialized fields of study.

The recommendations of the Central Advisory Board made at its meeting held on January 16, 1957 were, "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".

In the opinion of Kabir (1959), "leadership in the modern world cannot be achieved without the knowledge of the lives and history of the peoples of many lands. English is a symbol of this contact and it provides us a major window to the outside world".

Kothari Commission, (1964), emphasized the role of English as a library language. National Policy on Education, 1968, laid down that, "special emphasis needs to be laid on the study of English as an international language". M. Das, (1989). Shri. Aurobindo (1977), the great scholar, philosopher and educationist, laid down his opinion that the political freedom of India was attributed to the instrumentality of English language through which Indians learned about liberty, democracy and equality and recommends it for national integration. He further expresses that, "India's mission in the world cannot be carried out through any of her own regional languages, but only through English". To quote him again, " the root of the tree of world culture entered the Indian soil in the shape of English through which India will transmit the water spiritually and divines the world". Menon and Patel, (1969), also express their views on the contribution of English to the formation of new independent India, "The work of John Stuart, Bruke, Macaulay, Lincoln, Carlyle, Ruskin and most of others written in English stimulated independence among Indians and made them conscious of their political subjection as well as their political rights. It was this consciousness that inspired the pioneers in them fight for political regeneration of the country. Thus, the unity of the country, the political emancipation of the people and the attainment of independence are largely due to the impact of English thought in the minds of Indians". Guha (1977) in his introductory remarks at the Twelfth Annual Conference of English Language Institutes held at Hyderabad referred to English as, "one of the Indian languages". Nayak, (1977), goes one step

further when he points out that like Hindi, Bengali, Oriya, etc., English is one of India's national languages because it is the mother tongue of the Anglo-Indians who are the citizens of India (the Anglo-Indian community is one of the politically recognized minorities). George, (1977), CIEFL Hyderabad strongly recommends the teaching of English language for the weaker sections of the society which would ultimately contribute to our country's social and economic development. Mehta, (1980), says that,

Reaching Education to the remotest part of the country to one and all as a social objective is a Herculean task-where language has a specific contribution to make and where a foreign language like English has a precise role to play.

English is also playing, especially in India, as a unifying device to link together all the different provinces which enjoy different dialects as well as medium of instruction. English is still acting as the key external link language which paces with the rest of the world to achieve globalization, modernization and an economy that will ensure a qualitatively better life for us. In these days of the global market, English is a valuable asset and we should try to capitalize it. As Prabhavathi (1980), points out, the aims of teaching English in India in view of its importance and the national needs are as follows:

- (i) English as an important foreign language or as an internal language,
- (ii) English as a source language,
- (iii) English as a link language,
- (iv) English as a medium of instruction at the university level, and,
- (v) English as a library language.

And considering about the role of official language, Parasher, (1991), points out that English is still the official language of Manipur, Meghalaya, Nagaland, Tripura, Arunachal, Chandigarh, Dadra and Nagar Haveli, Daman and Diu, Mizoram and Pondicherry.

English is taught as a compulsory language at different stages of primary education by different state Governments. In Gujarat, the study of

English is delayed until standard VIII, although schools have the option of teaching it from standard VI. According to the survey study of Kumar and Kumar (1986), the teaching of English begins at class V or VI and goes on for 5 to 7 years in most states and Union Territories. However, there are a few states and Union territories where English teaching begins at class I to III and goes on for 8 to 12 years. In short, as Joseph, (1994), puts it, "..... it still plays an unrivaled role not only as lingua franca but also as a medium of instruction".

In the light of the above observations, regarding the functions, necessity and utility of English language in India, it still plays a vital role which no other language can take over. English is the medium of instruction of such professional courses as Medicine, Engineering, Law, Agriculture, Management, etc. It continues to be the only medium of All-India level seminars, symposia and academic discussions. English is now chiefly a "service" subject and a library language. There is a greater concern now for the learner's needs. Thus, a noticeable shift of emphasis from the subject to the learner is felt these days. English is an important language for higher education and knowledge, for establishing intellectual, cultural, economic, commercial and political relations with the rest of the world.

1.7 ENGLISH IN GUJARAT

Gujarat was a part of old Bombay state upto 1960, and till then English was taught from VIIIth (Eighth) standard. After the bifurcation of Gujarat from Bombay, on 1st May, 1960, the then chief Minister of Gujarat state called a conference on 26th May, 1960 to discuss the place of English in all its aspects in the educational set-up. The conference was attended by the Vice-chancellors of the universities in Gujarat, Chairmen of District and Municipal School Boards, some members of the Gujarat Vidhan Sabha, Chairman and a few members of the Integration Committee for Secondary Education, where the Government took the following decisions, as:

- (i) To continue to teach English in standard VIII, IX, X and XI as a compulsory subject.

- (ii) To allow schools to teach English as an optional subject in standard V through standard VII outside school hours.

It was also implied that the schools which offered English in standard V through VII had to incur their own expenditure as no grant aid from the state would be released but later these recommendations were reviewed by a committee appointed under the Chairmanship of Mr. L. K. Desai. After 1969 English was introduced from V standard.

The policy of the Government regarding the teaching of English changes from time to time. In September 1976, a decision was taken to teach English from standard VI on a compulsory basis. This policy was to be implemented from June, 1977. With the introduction of the new pattern of education, i.e., 10+2+3, learning of English depends upon the choice of the pupils. If the students go to the science stream, English is a compulsory subject, while it is not so in general streams.

1.8 ENGLISH FOR SPECIFIC PURPOSES (ESP)

English has become a lingua franca for many international conferences. English began to be accepted gradually as a link language among many countries. English is now critical in promoting transport, tourism, study abroad, international business, entertainment, scientific and technical researches, politics and world peace. English has become a world language spoken by many communities in most countries as mother tongue and ubiquitous as a second language or as a foreign language. English is associated with material progress in many parts of the world with the growth of education, trade and commerce as well as with the technical and economic development. English language has become an important tool to keep pace with the rapid changes that take place all over the world. English has come to play a great role in the world of international commerce, technology, industry and medicine, etc. Thus, a whole generation of different people - viz., businessmen, professionals, mechanics, manufacturers, traders, and a whole range of students, etc., felt

the need of learning English in order to be a successful personnel in their specific works. Unlike in the pre-war times when English language was learnt as a part of one's formal or general education or just for the pleasure of learning the language, but now it is learnt entirely for a different reason, with a new found motivation and with an awareness of the transforming effect it would have on their specialized fields and career. Learners started learning the language in order to fulfill their needs and wants concerning to their specific purposes. The purposes of learning and the situations in which such learning takes place are so varied that it is difficult to define and still more difficult for each situation. People are learning the English language because there is some need to learn it in order to fulfill certain societal functions or uses or roles.

The concept of English language teaching began to assume greater importance in many parts of the world. As the demand for English language began to grow, learners started analysing the differentiation in learning the language. They found learning general English to be of no immediate utility and a waste of their resources. Hence, learners started focusing on their needs and wants, specific to their targets which their work situation demanded. This kind of utilitarian approach to learning English resulted in orienting learners to learn the language with definite purposes. Thus, the need for learning English for Specific Purposes was felt more strongly and widely than ever.

Traditionally, English language teaching emphasized the usage of the language i.e., Grammar. However, the contemporary studies gave more importance to the real communicative properties of language than to the grammatical descriptions. The demands of the learners' or courses in English which would cater specifically to their needs marked the emergence of English for Specific Purposes (ESP) courses. The rapid expansion of technological education in developed and developing countries culminated in intense and exciting research into different areas of language study which is called English for Specific Purposes (ESP).

English for Specific Purposes (ESP) has been in existence for almost 30 years. The term "English for Specific Purposes" was formerly used as "English for Special Purposes". It has now changed from "Special" to "Specific" as a number of scholars suggested that "English for Special Purposes" is thought to restrict language that is different from English Language Teaching (ELT) only because it is characterized by a set of specialized lexis and syntax specific to a particular subject or occupation, whereas, "English for Specific Purposes" concentrates on the purposes of learners and refers to a whole range language resources that can be exploited for realizing the purpose. ESP is regarded as different from general ELT only in terms of ESP is associated with samples of language taken from subjects' specific sources. As Munby (1978) states, ESP has developed at different speeds in different countries. Hutchinson and Waters (1987) have identified three main reasons common to the emergence of all ESPs. They are as follows:

1. The Demands of a Brave New World

After the end of the Second World War, enormous expansion of scientific, technical and economic activities on an international scale has created a demand for an international language. And for various reasons the role fell on English. A new mass of people wanted to learn English not only for the pleasure or prestige of knowing the language, but because English was the key to international currencies of technology and commerce. It has created a new generation of learners who know specifically why they are learning a language.

2. A Revolution in Linguistics

Traditionally, the aim of linguistics has been to describe the rules of English usage, i.e., Grammar. However, the new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication. English language teaching gave rise to the view that there are important differences between,

say, the English of commerce and that of Engineering. These ideas lead naturally towards the development of English courses for specific groups of learners.

3. Focus on the Learner

Learners are seen to have different needs and interests which would have an important influence on their motivation to learn and therefore on the effectiveness of their learning. Development of courses relevant to the learners' needs and interest was important, like texts books about Biology for Biology students. The assumption underlying this approach was that a clear relevance of the English course to their needs would improve the learners motivation and thereby make learning better and faster.

Most ESP surveys begin with some attempt at definitions. It is worthwhile to cite some of these definitions:

Munby (1978) notes that, "ESP courses are those where the syllabus and materials are determined in all essentials by the prior analysis of the communication needs to the learner".

According to Strevens (1977), "ESP courses are those in which the aims and the content are determined, principally or wholly, not by criteria of general education (as when "English" is a foreign language subject in school) but by functional and practical English language requirements of the learner".

The procedure adopted in ESP is the identification of the learners, language users and the characterization of their uses of language in particular circumstances together with a representative selection of linguistic habits regularly employed. This is seen to be more effective than teaching the language system as a whole. In ESP, learners can function and utilize the knowledge to their concerned subjects, as for example, the English of technical studies varies from the English of commerce. In realization of this fact, various English courses have to be designed separately for specific groups of learners

in order to satisfy and fulfill their needs. According to Strevens (1980), ESP entails the provision of English language instruction as:

- (i) device to meet the learners particular needs,
- (ii) related in themes and topics to designated occupations or areas of studies,
- (iii) selective as to language content,
- (iv) when indicated, restricted as to the language skills included.

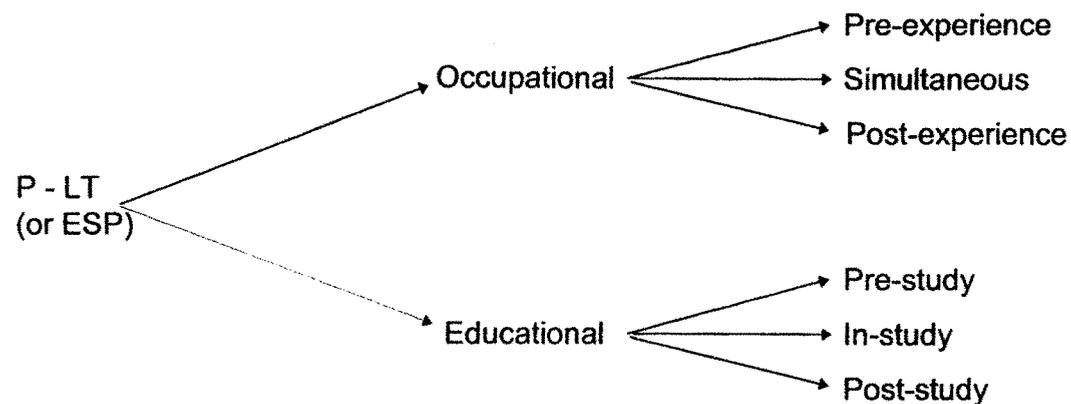
Hutchinson (1987), also points out:

The idea was simple: if language varies from one situation of use to another, it should be possible to determine the features of specific situations and then to make these features the basis of the learners' course.

According to Widdowson (1983), ESP is basically a training programme which seeks to provide learners with a restricted competence to enable them to cope with certain clearly defined tasks. These tasks pertain to the specific purposes which the ESP courses are designed to meet. ESP courses therefore are directly related to the target purposes or aims of the learners. General English, on the other hand, is basically an educational programme which provides learners with a general capacity to enable them to cope with undefined purposes in future. New ideas in the field of educational psychology were also an important and reinforcing factor in the growth of ESP. The value of learner-centred methodology and approach was realized and an awareness of learning and its relevance vis-à-vis the individual's motivation and needs began to influence significantly all language teaching programmes.

Strevens (1985), suggests that ESP courses are either occupational or educational in nature. He makes a three-way distinction according to the timing of the courses as shown in the following diagram:

Figure 1.3
Nature of ESP Courses



Thus, we learn that ESP generally used in circumstances in which command of English being imparted relates to a specific job or subject or purpose. Its aims and content are determined, principally or wholly, not by criteria of traditional general teaching, but by functional and practical English language requirements of the learner.

1.9 ENGLISH FOR PROFESSIONALS AND NON-PROFESSIONALS

Acquiring knowledge cannot be done in isolation. One needs to be exposed and connected with the outer world. And in order to fulfill this order, language is needed. Language, as mentioned earlier in section 1.2, by and large plays the most vital role in communication. Language plays the most vital and significant role of communication in all social activities. Doctors need to communicate with their patients, engineers with their clients, and businessmen and industrialist, at all levels of performance - from production to administration. The very efficiency of an organisation is very closely tied up with its system of communication in speech and writing. In this modern complex world, with its continually changing base, an enormous amount of learning is needed to cope up with the continual changes. The development of science, agriculture, technology and research needs to have the strength to face the challenges as and when they arise. And all this cannot be possible without the knowledge of English as English enjoys importance of being an

international language. No other natural language comes anywhere near rivaling English as a world language today. English is the best hope the world has for continued and improved international communication. English is a window on the world for all the learners who want to succeed in their specific works.

English language has become an integral part of India. It acts as a symbol of and a passport to prestige, power, success and social superiority. No other regional language, even Hindi does not enjoy such a paying-potential as English does in every activities of life. English is the main language in administration, in trade and commerce, in education, in science and technology, etc. Because of the role English plays in administration, business and commerce and in higher education, helps in getting higher level jobs both in the public and the private sectors and in many other specialized fields, there is an increasing demand in knowing the English language. Several political and socio-linguistic factors also influence the spread of English studies in decolonised India. As Prasad (1997), continues to state:

It is the language of international aviation, business, beauty contest, commerce, communication, diplomacy, entertainment, finance, government, journalism, law, shipping, sports and trade.

Everywhere, the demand for knowing the English language is increasing day by day. In this context Gupta and Kapoor (1991) state:

You cannot become a doctor, a scientist, a technocrat, a top-level business executive or a high-ranking bureaucrat if you do not know English. Time was when English was referred to as the "window to the world". Now English is simply and unequivocally, to continue the metaphor, the door that opens out on success and social control.

Professionals and non-professionals require English for performing various tasks to carry out their duties and to keep in touch with their

professions and works and to know what is happening in their respective fields. In India, the multi-functional role of English is evident from every activities performed by an individual in his day-to-day life. Most of the textbooks and journals or any other references in all the branches especially in technical fields like medicine, engineering, technology, management courses, law books, etc., are found written in English. Hence, sufficient books and journals are not available in any regional languages of India. English is the medium of communication when professionals and non-professionals from different regions meet and a lingua franca among most of the educated in India. All these have resulted into creating greater demands for learning English by the concerned personnel. It also plays an important role in disseminating knowledge and information pertaining to their professions or works. Thus, to maintain a fair standard in their business, or profession as well as to be a successful personnel in their specific fields, knowing the English language has become more of necessity. Besides these academic and professional needs, English also helps them in fulfilling their personal needs like reading newspapers, magazines, books for pleasure, in watching television programs,, movies, listening to radio programs, conversing with tourist especially foreigners, communicating with others in the social gatherings, etc.

English in its spoken form, although not as widely used as in its written form, does play a vital role in the day-to-day life of various professionals and non-professionals. Most of them acknowledge the importance of both spoken and written forms of English in the functioning of their professional works or in administrating their business transactions. Spoken English plays an important role in fulfilling a friendly and a transactional note with other personnel within and outside their professional works or concerned activities. It enables them not only in improving interpersonal relationships, but also in creating chances to know one another. It will be worth quoting the observation made by Huckin (1988) in this context:

Oral communication is especially valuable in decision-making and creative research environments, where the flow of

information is often unstructured if not chaotic. It is faster and often more convenient than written communication (e.g. over the telephone, at meetings) and it facilitates immediate feedback and clarifications

Catherine (1987) also points out the importance of oral communication as:

..... some will want to write scientific articles and read textbooks in English, some will want to write letters and read newspapers. But many will become tourists, foreign students, immigrants, hotel clerks, steward on cruise ships, journalists, diplomats, participants in international conferences. Such people will need to be able to communicate orally and to Understand the other fellow when he speaks.

From the points of view of the above observations, English language, either for written or oral communication is an essential need for the professionals and non-professionals who want to establish and succeed in their specific fields. It is used as a medium of instruction in institutes of higher learning, science and technology, in occupational training programmes and in work oriented literacy campaigns many a professional and non-professional personnel needed English for their professional purpose. They realized the importance in transmitting thoughts, needs, ideas, views and feelings and in gaining information relating their purpose. They learned English with a new found motivation with an average of the transforming effect it would have to their career and life. And above all, with its immense value, the Indian polity and society has endowed it with a high degree of job potential. Thus, it would not be an exaggeration to say that there will be a near total breakdown in communication at times, if the concerned professionals and non-professionals fail to communicate through English and this may cause serious limitations in their way of carrying out their day-to-day affairs in various vocations and avocations.

English being so important in the day-to-day life of both the professionals and the non-professionals alike, it would be a matter of great concern to know how they pick up English, how they put to use their knowledge of English, what they have to say about the various courses of English they underwent at different levels and what type of courses they would have preferred to undergo. Knowledge pertaining to these aspects is of utmost importance, as it would shed ample light on such issues which, in turn, would provide the much needed insights and guidelines to those who are involved in policy making as well as materials preparation. Studies, therefore, need to be conducted on such aspects and such studies, in fact, are the need of the hour.

1.10 RATIONALE OF THE STUDY

Language acts more or less as one of the most important means of communication amongst the human beings. Human beings are social animals and through language only men are differentiated as social beings from other animals. Today, with the drastic changes and advancement of new technologies and scientific inventions, it necessitates men to communicate more with other people in order to nurture their inter-relationships. As different people speak various languages in different parts of the world, communication becomes a problem. This makes it necessary for men to learn a language or two in addition to their own mother tongue.

With the tremendous growth of modernization, industrialization, economic and scientific development, learners need a wide diffusion of the scientific temper of mind, and a readiness to adapt new techniques and new knowledge to their needs in order to keep pace with the ever changing modern complex society. Thus, in a vast country like India, with its several ethnolinguistic contrasts, only through the use of a single or common language this can be achieved. English with its intrinsic quality and unifying function seems to be the only alternative that can preserve the unity and integration amongst the different ethnolinguistic groups in India.

Ever since India became independent in 1947, controversial and contradictory argument for the status of national language still remains the same as before due to many socio-cultural and political interest groups which resulted in bringing a hindrance to the growth of literacy and expansion of education and modernization. The role of English language in India for shaping the patterns of living of large masses of people who have still to be brought into the main stream of education and economic development cannot be underestimated. In spite of all these controversial and contradictory arguments, English language has been retained unproblematically and its status as one of the most important and main functioning languages has helped in maintaining tremendous growth and development. English is assumed to have greater capability in uniting the masses that speak different dialects. It also plays a significant role in bringing advances and benefits of the contemporary knowledge to the multilingual people of India.

English is considered to be the language of science, technology and advanced literature. In India, majority of the standard journals, magazines, and books are mostly published in English. This has helped in acquiring better knowledge of science and technology, social sciences, industry and health. English plays a vital role in producing and promoting changes and accepting new trends in the society. English helps in generating modernity, imparting new knowledge and skills and in providing a formal system of living which is found in the advanced countries of the world. Learning a language like English become a very important aspect in order to succeed in every field of our life. It has, therefore, acquired a great instrumental value as it promotes social mobility, status and power through highly remunerative jobs and positions, its use is associated with material progress in many parts of the world. English is a language rich in literature and also covers a large spectrum of science and technology as well as industries and commerce. In India, still English continues to influence the life and profession of the majority of the educated Indians in every aspect of their life. Thus, in order to grasp the drastic changing science, technology, social sciences, industry, health and commerce, the scientists and

the concerned professionals or intellectuals should have a knowledge of English to be successful in their own specific profession or work.

Since independence, political leaders, eminent educationists, scientists and scholars have been endeavoring to bring about innovations in teaching English in the country. To extirpate the ideology of English language teaching with the departure of the British would be naive to assume and at the same time, though English served as an overreaching category, it would not be possible to create any organic unity among the vernaculars. This seems to be particularly absurd in view of the fact that English language teaching policy did not change substantially after independence. Although English has retained its status in the field of education, the fate of the English language teachers and the learners does not seem to be very pleasant. The context of English language teaching in India entails radical revision and renovation. The pedagogical assumptions must be in consonance with the contemporary realities. There is a serious need of developing the necessary infrastructure and teaching aids for proper training of the teachers so that real atmosphere could be created for natural socialization of English learners from the lower level to higher level in order to keep abreast of the times.

Initially, English language teaching was done in a traditional way giving much stress to the usage of norms and roles of language, i.e., Grammar. It was learned for pleasure and prestige of knowing the language. A knowledge of other languages especially English had been generally regarded as a sign of a well rounded education, but few had really questioned why it was necessary. English usually served to preserve the identity of the elite. Now, English has become a subject to the wishes, needs and demands of people, which resulted into motivating to and therefore on the effectiveness of learning. The English pedagogy in India is now facing new challenges of providing the right types of courses respectively concerning to the needs and demands of the learners.

It has long seemed unjust that an ever growing number of young people learning English and also studying science and technology should be forced to learn their English largely through the study of literature and literary criticism, simply because that has been, the only form of teaching offered to them which resulted in spending more time and effort in learning materials that are not their primary concern. The curriculum needs updating and slimming down to the specific needs of the learners. The pedagogy should be less cultural - and in particular less bound up with English literature, as well as should be more instrumental, whereby the learners can open a window on to the modern world, especially the world of science, technology, the media, trade and industry, and international aid and administration. More emphasis is needed to be given towards the learners, their needs, in order to help them in acquiring better proficiency related to their specialist fields or professions. This focus on the specialist areas, resulted in emerging the pedagogy of ESP courses which are more relevant to the learner's needs. This pedagogy will help in giving the learners a more useful and a better command over English language which will enable them not only to show greater interest in their own specific fields but also to maintain their links with the ever changing developments of knowledge. As a result, businessmen and women who want to sell their products, mechanics who have to read instructions manuals, doctors and engineers who wish to keep themselves up-to-date with the developments and succeed in their specific fields and a whole range of students whose course of study include textbooks and journals only available in English, would find themselves in a better position with respect to their profession or vocation. All these and many others needed English, and most importantly, they should have the awareness of why they are learning and for what purpose they need it to learn. Thus, a method of teaching English language which stresses both the target situation needs and learning needs must be taken into account.

During the seventies, the ELT (English Language Teaching) methodologists demanded fresh reassessment of objectives and syllabus reforms and still the problem of providing the right pattern of courses is trying to bring into the main stream by many educationists and leaders. Several Commissions and Study Groups also stressed the need for changing the English language pedagogy to suit the needs of different categories of students of science, commerce and humanities so that, these methods can reach the masses irrespective of the hierarchy in the society. But still, in India, inspite of the enormous revisions and renovations there is confusion about the nature and purpose of courses for the right and proper students and methods to meet adequately the specific needs of the learners.

At the moment, English is the associate official language, link language, viable medium for higher education, language of elite, language for science and technology, etc. English has become a must and an essential necessity. As the present study mainly stresses in investigating the needs and uses regarding the English language by various professionals and non-professionals, it would be worthy and useful to go with the actual users of English. An awareness as to how they learn, whether in a spontaneous (naturalistic) way or a tutored way, what prompts them to learn the language for what purpose and how they put to use their knowledge of English, what advantages and benefits they gain from their knowledge of English language, etc., would be of great interest. This will also help in providing a strong evidence about the needs and uses of the language, their attitude and feelings about the English language. It is regarded that information about all these aspects is of vital importance. So, this study is thought to be highly imperative.

1.11 STATEMENT OF THE PROBLEM

A study of English language learning and its use by professionals and non-professionals of Baroda city.

1.12 CHAPTERIZATION SCHEME

This thesis has been presented under five chapters.

The first chapter is an introductory chapter giving details and defining the scope of the study.

The second chapter includes the review of the related literature and its impact on the present study.

The third chapter deals with the methodology followed in the study, i.e., selection of sample, sources of data and their collection, methods and techniques of analysis, etc.

The fourth chapter provides a critical analysis of the data collected with reference to the various objectives and their interpretation.

The last (fifth) chapter concludes with the major findings of the study and suggestions for the possible areas of further research allied to the present investigation.