



Research Paper

“English language is the greatest gift of Goddess”: - English is used as a Lingua-Franca in the World as it has made the social and economic exchange between people of different communities and cultures.

Dr. Deepesh Kumar Thakur

D.Litt. (Pursuing), PhD, MA, MBA, DCA

Assistant Professor, English Language & Literature (Linguistics)

School of Liberal Arts & Management

DIT University, Dehradun (UK)

Abstract:

Impact of English Language Teaching in Indian Diasporic Literature

Language is considered most remarkable achievement, is so much a part of our lives, like the air we breathe, that very often we take it for granted and as often are not aware of its characteristic features. Language is a system.

English has a status of associate language, but in fact it has become the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. English in India is used not only for communicating with the outside world, but also for inter-state and intra-state communication. English symbolizes in Indians' minds, better education, better culture and higher intellect. Indians who know English often mingle it with Indian languages in their conversation. It is also usual among Indians to abruptly move to speak fluent English in the middle of their conversations. English also serves as the communicator among Indians who speak different languages. English is very important in some systems – legal, financial, educational and business in India. Communicative English has a status of assistant language, but in fact it is the most important language of India. After Hindi it is the most commonly spoken language in India and probably the most read and written language in India. Indians who know English will always try to show that they know English. The present paper deals with the importance of communicative English language competence in every walk of the professional life of an engineer for his bright future and how the teachers and students need to make integrated efforts build their competency in English skills that would enable students successful in studies, campus interviews and their corporate life. Man has rightly been called “a talking animal”. Man is gifted with the quality of speech, which differentiates him from other living beings. Language consists of words, idioms and syntax.

Key Words: *Communicative English, Language, Knowledge, Skills, Professional Communication, technical Communication, Indian Diaspora*

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English symbolizes in Indians minds, better education, better culture and higher intellect. Indians who know English often mingle it with Indian languages in their conversations. It is also usual among Indians to abruptly move to speak fluent English in the middle of their conversations. English also serves as the communicator among Indians who speak different language. Until the beginning of 1990s, foreign movies in India weren't translated or dubbed in Indian languages, but were broadcast in English and were meant for English speakers only. The reason Indians give such importance to English is related to the fact that India was a British colony. The English language came to India in the 17th century with the East India Company. It was formed to conduct trade with India and other countries in the east. Initially the Britishers tried to learn Indian

languages to communicate with Indians. They started special colleges for this purpose. They also took the help of the translators. But when their political powers increased, they created the British Indian provinces like Bengal, Madras and Bombay. So, the English traders gave more importance to English rather than to Indian languages. Some missionary institutions taught English to Indians.

History of English language teaching: -

Meanwhile some movements were started by Raja Ram Mohan Roy to introduce western scientific education through English. He wanted to replace traditional Sanskrit and Persian teaching. To take a decision on the issue, a committee was formed. Lord Macaulay was the chairman of this committee. He advocated English as the medium of instruction in place of Sanskrit and Persian. Lord Macaulay wanted to make the people Indian in blood and colour but English in taste and opinion. He thought the members of this class would spread their knowledge through English. Macaulay's purposes were:

1. To create the dominance of British culture over the Indians and to have the control over the minds of the Indian people through English.
2. To train Indians and make them fit for the employment. The British Government gave preference in jobs to the Indians who had the knowledge of English.

A number of Indian students found poetry, drama and other writings difficult to get their degrees. Meanwhile many new colleges and universities were formed. The system of English education founded on English literature continued till the independence. India got independence and the Indian government had to decide its policy towards English. They decided to make Hindi the official language. Regional languages were given the status of national languages. Certain states insisted to make English the associate official language. Universities and schools were increasing rapidly in India. Some of the people from the neglected society also came forward to learn English. English was not limited to a few elite schools and colleges. But there were complains about the standards of English.

The Secondary Education Commission emphasized the same in a similar tone:

Commissions reaffirmed the importance of English. For instance, University Education Commission says: English, however, must continue to be studied. It is a language which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English. The present position of India in the international sphere is partly due to the command that educated Indians have acquired over English. Many eminent educationists and scientists have therefore, expressed the opinion that under no circumstances should we sacrifice the many advantages that we have gained by the study of English. As a result, various courses are developed for teaching spoken English. The use of Language Laboratory and Computer Assisted Language Learning (CALL) has created new changes in the teaching of English. The audio cassettes and CDs are being used on a large scale to learn the spoken language. Various software of English teaching are developed and used by a growing number of people. There are many private institutions that run the courses of spoken English. Especially in big cities the language trainers are helping the learners to acquire the required proficiency over the communicative skills in general and the spoken skills in particular. Now Television channels are also working towards improving spoken English. NDTV Imagine is running a programme “Angrezi Mein Kehte Hain”. All of them cannot be termed as cheap. The irony of situation is that while academicians label these learning centres shops or commercial institutes it is these establishments that are a major influence behind the changing face of the ELT paradigm in India.

A **diaspora** (/daɪˈæspərə/) is a scattered population whose origin lies in a separate geographic locale. Historically, the word diaspora was used to refer to the involuntary mass dispersion of a population from its indigenous territories, in particular the dispersion of Jews. This has since changed, and today there is no set definition of the term because its modern meaning has evolved over time. Scholars have distinguished between different kinds of diaspora, based on its causes such as colonialism, trade or labor migrations, or by the kind of social coherence within the diaspora community and its ties to the ancestral lands. Some diaspora communities maintain strong political ties with their homeland. Other qualities that may be typical of many Diasporas are thoughts of return; keeping ties back home (country of origin) relationships with other communities in the diaspora, and lack of full integration into the host countries. Diasporas often maintain ties to the country of their historical affiliation and influence the policies of the country where they are located. An academic field, diaspora studies, has become established relating to this sense of the word. In English, capitalized, and without modifiers (that is simply, *the Diaspora*), the term refers specifically to the Jewish diaspora in the context of Judaism. Over time, remotely separated communities tend to vary in culture, traditions, language and other factors.

Development of Indian Diaspora:

Indian Diaspora plays a very crucial role in India's development at all levels be it, political, social, economic, cultural etc., economically, the remittances sent by the overseas Indians contribute immensely to the economic development of our nation. Role of Indian Diaspora in development- India recently celebrated the 15th Pravasi Bharatiya Diwas (PBD) from January 21-23, 2019 in Varanasi, India to commemorate the efforts of the Indian Diasporas across the world. This is so because he realises how important the Indian Diaspora is for India's development. Before realising its true potential, it is important to understand the term “Indian Diaspora”. Indian Diaspora refers to those people who migrated from territories that are currently within the borders of the Republic of India and it includes both, the NRIs (Non-Resident Indians) and the PIOs (Persons of Indian Origin). Indian Diaspora plays a very crucial role in India's development at all levels be it, political, social, economic, cultural, psychological, moral, behavioural, etc. Indian Diaspora acts as a link between the host and the home country and is responsible for maintaining cordial ties between two countries at all levels, particularly at the political front.

The word 'diaspora' true to its literal meaning shows far and wide, ‘scattering of human beings’, who acts both as an ambassador and a refugee performing two different roles. While one role requires the projection of one's culture, the other needs refuge and protection and relates more positively to the host culture. Therefore, the rubric diaspora best explains the phenomena related with migration. Etymologically the term `diaspora' is derived from the Greek term dispersion, from dia- "across" (through) and sperien "to sow or scatter seeds", literally meaning scattering or dispersion. In the present times the term `Diaspora' is used to refer who have been dislocated from their native homeland through the movements of migration, immigration or exile and thus, came to be known as the members of displaced community.

English in Education: -

- English is also the state language of two states in Eastern India, Meghalaya and Nagaland. It is the main medium of instruction at the post graduate level, and it is taught as a second language at every stage of education in all states of India. In India, as in other linguistically and culturally pluralistic societies, the position of English is determined by various political, cultural and social considerations sees primarily three questions which continue to be discussed. The first question concerns the position of English in early and in higher education. The second question is concerned with the roles of the regional language Hindi and English. The third question deals with the model of English presented to Indian learners, and how that presentation can be made uniformly and effectively. The government of India has primarily been concerned with the first two questions, which are directly related to language planning at both the national and state levels. There are, as yet, no acceptable answers to any of those questions.

Teaching in rural areas: -

Rural students are very much affected by this diseased ELT system. There is great mismatch between urban and rural students. Urban students somehow manage to learn and use English quite well in the context in which the language is used in India in spite of this deconstructing English language teaching. They are third generation learner having spot and co-operation from parents, environment and atmosphere. But rural students are first generation learner who takes English as foster language and throughout life not able to cope with it in spite of their best efforts. However, they might be able to write as per requirement but speaking remains out of their range. They learn without knowing what they are learning. Linguistic research says this is why a feeling of backwardness itself embosses among these learners. Most students find it difficult to understand the substance of the prescribed literary selection. The typical method of teaching consists of the teachers reading of the text in the small portion, explaining its meaning and allusions and figure of speech in simplified English or in regional language and an occasional discussion of grammar points with a question or throw in.

Learning of ELT more diverse in rural areas: -

Rural students are deprived of technology as enjoyed by urban or university students. Lack of technology, books and other things become an obstacle in their learning process. In urban colleges there are language labs, computers, LCD projector, CD players“ tape recorders, microphones and many more instruments that create an atmosphere of learning but in rural areas they lake even classrooms for proper teaching and the proper supply of electricity. If somehow some colleges manage to get, they do not have regular staff for maintenance. More over teachers are not so competent to handle these instruments as they don't have any such training. At the name of audio visual, they have only chalk and blackboard, centuries old method of teaching. No doubt a teacher can teach more effectively and creatively with chalk and duster as research says but with such a big class of hundred to one fifty students, she/he feels him/her self handicap. The Government has started EDUSET with Soft Skill program to provide an atmosphere of learning English and communication skills but all these efforts are fruitless until and unless something innovative should be done in class room teaching. Rural

students do not get the opportunity to interact with other renowned personality or peer groups; the other reason is that other subjects are taught in Hindi or in vernacular languages. So, like other subjects, students take English as a subject not a language. They don't put their effort to learn it as a language. The problem is not with tertiary level but from the primary and secondary level. The fact is that the roots are rotten.

Mother tongue influence can also be seen in the students with rural area background because they were not given proper pronunciation drill from the primary level. So, whatever they speak, vernacular effect can be observed very easily.

For e.g., School-/sku:l/ Book /bu:k/ Student /setu:dent/ etc. At tertiary level it's impossible to correct these learners

In ELT we wish to train our students:

- i. To hear and understand English.
- ii. To speak in the language and be understood.
- iii. To read in the language and understand what they read.
- iv. To write in the language and to understand.

The four aims of teaching English correspond to four language skills or language ability. These are Listening, Reading, Speaking and writing. The purpose of all language teaching is to make it communicative in the language being taught whether receptive oral (Listening), productive oral (speech) receptive written (reading) and productive written (writing). These four skills are the foundation on which language learning is built. If this foundation is strong, then the structure erected on this will be safe and useful. These language skills are to be developed in sequential order. These are interdependent in the sense that failure to acquire one will lead to a general failure in learning the language. But the curriculum at tertiary level in Indian does not develop these skills. More over the method by which this syllabus is being taught, don't develop these skills in students in sequential order. In our classroom teaching stress remains on writing as our evaluation system is writing based. Whatever students write in their annual exam is the assessment of their whole year learning. Our classroom teaching only enhance our students listening ability as the maximum time is spent in teacher's lectures and student's participation remain almost zero. Maximum teachers adopt translation method so students do not have the drill of listening, speaking, writing and reading as teachers use vernacular language considering the level of learner. Some people may feel that a lot of psychologists or management specialists may be better suited to teach a communication course. However, an English teacher's capabilities in this context are beyond doubt.

To improve student's vocabulary, we can ask them same sounding words as Mat,

Rat, Cat, Pat, Bat, and Hat etc.

Reward, Award, Sword etc.

Hut, Cut, But, Nut, etc

Within groups we can ask them to tell the words related to classroom, hospital, Post office, Bank, Kitchen, etc.

Fill the blanks as

N o _ o _ n

N o _ u _ n

Marks:

Group A	Group B
3	4
4	3
5	1
2	2

In spite of telling word to word meaning to the literary part prescribed in the text book teacher can involve learners in certain activities related to it. As dividing the class in four groups" one group may be asked to collect information about writer, other to about the period when it was written, third to write summary and the last one to compile the matter of all three groups and prepare a presentation. While teaching stories a can write

difficult words on the blackboard and describe them when they come in the context. Later on, teacher can ask learners to narrate same story in past time or in future later on teacher may highlight nouns, pronoun adjective, adverbs etc. in the same story. Time to time a teacher may give small tests to the students based on all four drills as speaking, listening, reading, writing, as project works, reciting competition, spelling competition.

Soft skills in today's India:

According to a recent report by employability assessment company Aspiring Minds, 56 per cent engineering graduates in India lack soft skills and cognitive skills. Non-technical aspects of engineering such as communications, relationships, temperament, emotional intelligence and risk management make a difference between success and failure.

Thus, there are four general aims in teaching English. They are:

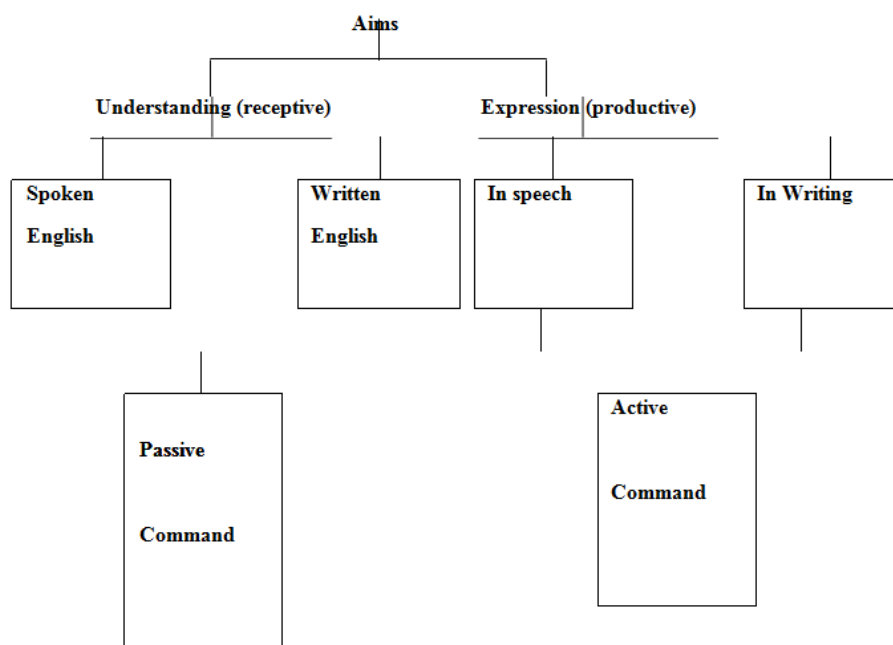
To enable the pupil to understand English when spoken.

To enable them to speak English.

To enable them to read English.

To enable them to write English.

These aims correspond to the four language skills - listening, speaking, reading and writing. Listening and reading are passive or receptive skills and speaking and writing are active or productive skills. The following chart shows the aims of teaching English clearly.



Besides the general aims of teaching communicative English, the teacher should have definite, clear-cut aims in teaching each lesson. They should be clear, precise and expressive.

Primary Level Objectives

At the end of standard VII/VIII a pupil should be able to:

A. understand statements, questions, short talks and passages read out to him on a subject within his experience (within the scope of the syllabus), when read at careful conversational speed.

1. Ask and answer questions in speech relating to his experience and to what he has read (within the range of the syllabus).
2. Read with fluency (both oral and silent reading) and understand simple passages within the vocabulary and structural range of the syllabus.
3. Express himself clearly in writing with reasonable accuracy, within the linguistic range of the syllabus, on subjects within his experience.

Secondary Level Objectives:

- a) Understand a passage read out to him from the prescribed materials or a talk of the same linguistic level on a subject of general interest within his experience.

- b) Ask sensible questions and reply intelligibly to questions based on the above.
- c) Carry on a sensible conversation with clarity of expression on passages from the prescribed materials on a topic of the same linguistic level within his experience.
- d) Arrange and present his ideas intelligently on a topic selected by him.

IV. CONCLUSION:

In this paper, I have tried to show the different process of communication as well as keys for effective communication. We need language speaking in professional life and education. Here, I have given the attitudes of language in India from old period to modern period and use of language. The two main reasons why were used for working purposes at the time: first, exports and the search for markets and, second, the establishment of large multinational foreign companies. As Indian market is become a global market, to exist in this market, should be known the global language that is language. Language competency is a significant aspect of an engineering student's academic life and prospective career. Employers give considerable value to graduates acquiring a diverse set of skills in different work environment. Besides analytical and problem-solving skills, subject specific knowledge, research and improved decision-making ability, management skills, understanding of other culture, confidence and competence to work in international environment are considered the most essential qualities for engineers. However, at the bottom of these lies an effective communication skill. If students fail to see the broader scenario of the corporate world and ignore the communication skills, it can endanger a shallow level of understanding. It is because the main mode of communication used and most of the teaching contents and the sources for information are in different Languages. The present paper deals with the importance of language competence in every walk of the professional life of an engineer for his bright future and how the teachers and students need to make integrated efforts build their competency in language skills that would enable students successful in studies, campus interviews, and their corporate life. Language is a means of communication through which we transfer out ideas, emotions, and thought; express our love, anger and get understood by other persons. It is language that distinguishes human being from other species. It has been the common experience of all human beings that language is acquired in proper surrounding or situation. Acquisition of language is not like learning other subjects such as mathematics, sociology, history, economics, anatomy or electronic engineering. It is the language itself to be acquired and get the information about it. We know well that, for acquiring a language, just the realization of the grammatical competence is not sufficient; it requires the communicative competence as well.

In this paper, firstly it wants to give the definitions of some scholars who have already defined diaspora. After that, it will discuss their explanations from their perspective. In addition to this, like every term in social sciences, the term diaspora's definition is also arguable. Scholars have made various explanations about diaspora. Some of them have added more features to the previous definitions whereas some of them have thought that the term should more limit to define that phenomenon. This term has been used by anthropologists, literary theorists, cultural critics, sociologists to describe the mass migration and displacements in the second half of the 20th c., particularly with reference to independence movements in formerly colonized areas, waves of refugees escaping war-torn states and changes of economic migration in the post-World-War period. Psycholinguistics presents the theories of language acquisition and language use and, therefore, some psycholinguists argue that “learning is entirely the product of experience” while others suggest that man “has an innate language learning mechanism which determines learning or acquisition of language”. Language is a marker of identity and a tool for representing local values and culture. On the one hand, the right to study one's own language is now considered a basic human right. On the other hand, there is an urgent-felt need, particularly among the younger generation, to identify with the global world culture. The patterns of language use in Indian society point to the use of Hindi as the lingua franca in India. Hindi is used by most people in rural contexts mainly in addition to their local language.

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