

ENGLISH AS AN EMERGING LANGUE OF THE GLOBAL SOCIETY: PROS AND CONS

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An urgent call for the innovation of a two way process, beneficial for both learner and the teacher educator of English Language is necessary for the Indian students. It is time now to try to carve out a new path in the way of English language teaching. Policy maker must investigate and understand the requirement of the students and in this new century. There must be a crystal clear protocol of how to and why to teach this global language. Today the education is more need based rather than knowledge based unlike previous centuries and it is truer about language for it plays a determining role on the individual as well the society.

A deeper understanding of the Phonology and Phonetics of English for enriching the speaking power thereby enhancing the confidence to speak / write with much greater efficiency is essential and must be an essential part of English Language syllabus all over India. Both learner and teacher of English language in India must have acquaintance with the aspects of Morphology and the aspects of Syntax. It is foremost to able to know the difference between the above two for the language learner to understand the English language structure. It is more important for a foreign Language scholar to understand and grasp the importance of the Semantic component of the language to master it for vocational purpose.

In earlier times however before English spelling became stabilized in the seventeenth century, it is probable that most English writers were striving, however imperfectly, to record what they believed to the pronunciation of the words they used, and spelling can be used, with reservation as evidence of pronunciation in nature. A descriptive grammar, works like a dictionary, writes Dr. Ramamurthi (2004:112), it keeps a “record of the conventions followed by the members of a particular speech community.” It describes the rules of a language as native speaker uses it. This grammar in this sense expresses no preference or value judgment.

It is important to note here that English continues to be open to influence from outside and now has a rich vocabulary, with more than two hundred thousand words. The creation of compounds and derivatives enter the field of science and technology and become part of the International Scientific Vocabulary (ISV). There are changes, though almost imperceptible, taking place in English sounds too. There is a tendency to change the diphthongs into long vowels, and long vowels to short vowels.

English in this twenty-first century remains one of the front-ranking international languages. As a trade language and a link language, it plays a significant role in the South East Asia. Today the international languages are English, French, German, Spanish and Russian. The prediction for tomorrow is in the order of English, Russian and Chinese. English, with its cosmopolitan outlook and easy adaptability, is poised to play an important role in emerging global village.

The very great multiplicity of languages at the present day is due in part to the ripping up of earlier languages. On the basis of the present knowledge it is not possible to show that all the languages of the world are descended from a single original language, but it is possible to distinguish large groups of languages which are related to each other in this way. This divide has resulted from one of the most sturdily marked features of spoken language: the tendency to alter.

Since the written language usually lags some way behind the spoken language, these changes are not always documented in writing, however many are done so. The changes that have affected the English language can be classified according to the main division of linguistic study. Languages may be studied from several different points of view.

Two quite different approaches are known as the synchronic and the diachronic. Synchronic linguistics deals with the state of a language at a given time; diachronic linguistics deals with the historical development of a language. There is, however, no reason why the two approaches to language should conflict with each other. When De Saussure made his now famous distinction between these two approaches to language study, he insisted that the two methods should always be kept distinct, but historical and descriptive linguistics can help each other; the history of a language provides an explanation of many of the puzzling features of the language today, and, by observing the linguistic habits of living people, it is possible to form a better idea of the true nature of linguistic change.

With the exception of etymology, which is a purely historical study, any of the main branches of linguistic study may be approached either synchronically or diachronically; these branches themselves result from different ways of regarding a language. One may examine its sounds or its word-formation, the way in which the words are arranged or their meaning.

For a student of language it is necessary to have a knowledge of the terms that are used to describe the broad divisions of linguistic/language study. They are as follows:

- a) Phonetics deals with the properties of speech sounds, how they are made and combined with each other, and the acoustic effect that they produce.
- b) Phonology deals with the sounds found in any one language or group of related languages. If the approach is diachronic, phonology deals with the changes that those speech-sounds have undergone, and that is the senses in which the word is used in this book. If the approach is synchronic, phonology is a systematic study of the sounds found in a given language at a given time.
- c) Morphology deals with the grouping of sounds into words. It is concerned with the forms and the formation of words and it includes the study of inflexional endings and of word-formation.
- d) Syntax deals with the relation of words to each other and with the arrangement of words in sentences.
- e) Semantics deals with the meaning of words and with the reasons for their survival or disappearance.
- f) The last but not the least important feature of language study is etymology that deals with the history of words and their relationship to other words.

While studying English as a language one must also study the unique features of this language that isolates it from other, especially languages that are spoken in India. It contains a number of sounds and sound distinctions not present in Indian languages. Speakers of languages without these sounds may have problems both with hearing and with pronouncing them. For example:

The interdental, and (both written as *th*) are relatively rare in other languages for example the words like thin and then. Languages may also differ in syllable structure; English allows for a cluster of up to three consonants before the vowel and five after it (e.g. *straw, desks, glimpsed, sixths*). Tense, aspect, and mood - English has a relatively large number of tense–aspect–mood forms with some quite subtle differences, such as the difference between the simple past "I wrote" and the present perfect "I have written." Progressive and perfect progressive forms add complexity. (See English verbs.)

Other than its speech pattern there are several grammatical features that too make this language different from the native languages of India. They are as follows:

a) Learners of English tend to find it difficult to manipulate the various ways in which English uses auxiliary verbs. These include negation (e.g. *He hasn't been smoking.*), inversion with the subject to form a question (e.g. *Has he been smoking?*), short answers (e.g. *Yes, he has.*) and tag questions (*has he?*). A further complication is that the dummy auxiliary verb *do /does /did* is added to fulfil these functions in the simple present and simple past, but not to replace the verb *to be* (*He smokes too much./Does he?* but *He is an addict/Is he?*)

b) When one studies several modal auxiliary verbs present in English, it can be noticed that each have a number of uses. These verbs convey a special sense or mood such obligation, necessity, ability, probability, permission, possibility, prohibition, intention etc. These include "must", "can", "have to", "has to", "need to", "will", "shall", "ought to", "will have to", "may", and "might".

For example, the opposite of "You must be here for the dinner" (obligation) is usually "You don't have to be here for the dinner" (lack of obligation, choice). "Must" in "You must not eat oily foods" (prohibition) has a different meaning from "must" in "You must have consumed alcohol" (deduction). This complexity takes considerable work for most English language learners to master.

All these modal verbs or "modals" take the first form of the verb after them. These modals do not have past or future inflection i.e they do not have past or future tense.

It is an established fact that English have a relatively high degree of idiomatic usage. For example, the use of different main verb forms in such apparently parallel constructions as "try to learn", "help learn", and "avoid learning" pose difficulty for learners. The idiomatic distinction between "make" and "do": "make a mistake", not "do a mistake"; and "do a favor", not "make a favour also confuses the learner

c) Another unique characteristic of English is that it has two forms of article: *the* (the definite article) and *a, an* (the indefinite article). In addition, at times English nouns can or indeed must be used without an article; this is called the zero articles. Some of the differences between definite, indefinite and zero article are fairly easy to learn, but others are not, particularly since

an Indian learner's native languages either lack articles or use them differently from English. Although the information conveyed by articles is rarely essential for communication, English uses them frequently rather several times in the average sentence so that they require some effort from the learner to grasp it and be habituated to it while practicing the language.

d) The Phrasal verbs also known as multiple-word verbs in English also possess difficulties for many learners because they have several meanings and different syntactic patterns. There are also a number of phrasal verb differences between American and British English.

e) As with many other languages, the correct use of Prepositions in the English language frequently creates confusion and it can turn out to be quite a frustrating learning experience for ESL/EFL learners. For example, the prepositions "on" (rely on, fall on), "of" (think of, because of, in the vicinity of), and "at" (turn at, meet at, start at) are used in so many different ways and contexts, it is very difficult to remember the exact meaning for each one. Furthermore the same words are often used as adverbs (come in, press on, listen in, step in) as part of a compound verb (make up, give up, get up, give in, turn in, put on), or in more than one way with different functions and meanings (look up, look on, give in) (*He looked up her skirt/He looked up the spelling; He gave in his homework/First he refused but then he gave in; He got up at 6 o'clock/He got up the hill/He got up a nativity play*).

Other than these grammatical features studied above English as a language has word derivations which requires a lot of rote learning for the local English language learners of India. For example, an adjective can be negated by using the prefixes *un-* (e.g. *unable*), *in-* (e.g. *inappropriate*), *dis-* (e.g. *dishonest*), *non-* (non-standard) or *a-* (e.g. *amoral*), or several rarer prefixes.

The size of Lexicon also poses a challenge for the learners. The history of English has resulted in a very large vocabulary, including one stream from Old English and one from the Norman infusion of Latin-derived terms. (<http://taiwanaggies.com/node/523>) (2006:56) Scholars and linguists Schmitt & Marsden claim that English has one of the largest vocabularies of any known language. This requires more work for a learner to master the language.

Another frequent problem is that of collocation. Collocations in English refer to the tendency for words to occur regularly with others. For example, nouns and verbs that go together (ride a bike/drive a car). Native speakers tend to use chunks of collocations and the ESL learners make mistakes with collocations in their writing/speaking which sometimes results in awkwardness. Actually in most native English speaking countries, large numbers of slang and colloquial terms are used in everyday speech. Many learners may find that classroom based English is significantly different from how English is spoken in normal situations. This can often be difficult and confusing for learners with little experience of using English in Anglophone countries. Also, slang terms differ greatly between different regions and can change quickly in response to popular culture. Some phrases can become unintentionally rude if misused.

While keeping in view all above sighted problems for the language learners of India it becomes obligatory to find out the method to solve the existing problems because unfortunately the focal point of the present Indian undergraduate syllabus (especially Of Uttar Pradesh) of English Language is traditional Grammar that set up rules about how language ought to be used. The need of the hour is a method of teaching that attempts to describe how language works rather than prescribes how it should work. Such an approach is descriptive. To innovate new ways it is primarily felt by this researcher to collect resources from the students who are the victims as well the path finder.

To collect the primary data a sample survey was conducted among students. The problem faced while collecting the primary data is that the students other than the art faculty do not learn any language; (at least in the concerned university where the research is being conducted) as it is not included in their under graduate syllabus.

The vital question here is why a student pursuing studies in the field of commerce and science is not made to study English language at undergraduate level. How it is supposed that only a student of art faculty or humanities require language. It is a known fact that any studies need language as the mode of expression and at under graduate level one cannot suppose that the student is enough rich in the language which is emerging as a global communicative medium. The enquiry exposed that most of the students of Commerce and Science group feels the necessity to learn this language. They feel that learning English shall enhance their subjective knowledge as umpteenth books in higher education are available in this language.

One cannot negate that English as a language has emerged as an official language of not only India but n most part of the globe and it being a foreign tongue the mastery over it is only possible by regular practice. It is an established but unsaid rule of the country that all students engage in whatsoever field of studies always tries hard to take hold of this language. This is if not by choice then by compulsion to do best in the professional life. Keeping all the above factors of the language in mind and the hindrances a study was initiated.

The study was conducted on five colleges of the locale, picking up one hundred and five students 35 respondents from each faculty of the college ie. Arts, Commerce, Science; 10 students are from B.A. B.Com. B.Sc. ii and iii year and 15 students are from B.A. B. Com. B.Sc. i year; from each college. The research concentrates on larger number of students from first year graduate classes because these students are fresh from the school and have ample time to improve their speaking and writing fluency of English language.

The first hand study evoked the following result:

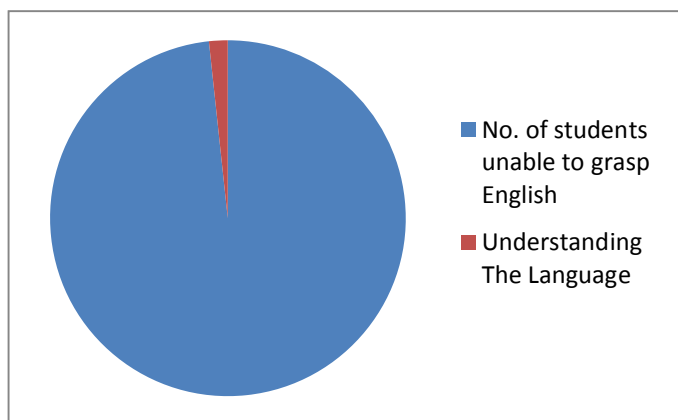
College	Arts	Commerce	Science	Total No. Of Students
A Ist Year	659	162	241	1062
IInd Year	515	152	114	781
IIIrd Year	630	117	157	904
B Ist Year	320	240	160	720
IInd Year	250	155	125	530
IIIrd Year	315	165	135	615
C Ist Year	400	235	160	795
IInd Year	340	210	145	695
IIIrd Year	325	205	115	645
D Ist Year	640	420	240	1300
IInd Year	525	385	195	1105
IIIrd Year	620	395	205	1220

III rd Year				
E I st Year	480	160	240	880
II nd Year	455	153	235	843
III rd Year	465	158	211	834

Total number of Students in English Language and Literature in the respective colleges in B.A. I
 B.A.II & B.A. III :

College	Total No. Of Students in English Language and Literature	B.A. I	B.A.II	B.A.III English Literature
A	English Language	276	263	236
	English Literature	266	244	
B	English Language	177	232	105
	English Literature	111	95	
C	English Language	235	250	136
	English Literature	181	105	
D	English Language	255	245	203
	English Literature	211	232	
E	English Language	202	191	119
	English Literature	185	177	

The survey reveals that the total number of students in the concerned colleges who have offered either English Language or English literature or both as their subject in under graduation level tries their best to master the same but in vain for the table below unfolds the sorry state of the students. About 85% of the students who are already offered English language or literature as their subject in under graduate level lacks fluency and have no idea about the language system of English. It is so because the syllabus does not meet their need.



The above analysis also reveals an interesting fact that English language learning attracts one and all students irrespective of their field of study. One can see in the chart that about 42% of the students in humanities have offered either English language or literature as their subject. It must be mentioned here that the students of Science and Commerce faculty are also found interested in learning English language, 75% in commerce and 85% in Science especially those who are from rural areas.

This no one can negate that English as a language has become a necessity for the students pursuing higher education. Thus one must find out an easier and smoother way to learn the language rather than following the same old method of learning language through literature. The educationist must realize that English is a second language for both the teacher and the taught who are trying hard to grasp the intricacies and peculiarities of this language through a method foreign to both the teacher and the learner. The point to be noted here is that all languages have their own specialties and indigenouslyness that can be grasped only by its native speaker and English as spoken by the people of England is impossible to be spoken by an Indian as the origin of any Indian language, if one acknowledges the history of language development, one comes to know that English is not a sister language of any Indian existing languages.

Thus the concern of the academicians must be to evaluate a process of teaching and learning English that may be rational in its approach and interesting enough so that the learner learns and grasp the intricacies of the language without much effort. It is also noticed that English as a language is felt to be a must inclusion in the syllabus of under graduate classes irrespective of the subject the student has offered. The study reveals that most of the rural students feel that even though they are a student of Science or Commerce it is essential to them to speak and express them in this global language i.e, English.

The researcher has come to the conclusion that the springing up of multiple study centres claiming to make the students fluent in English Language is the reason behind this ardent urge of the youngsters to know and speak this most coveted language. Their concern to learn and master this masters' language (English to them is royal language, an arch that opens the door to success) shall be met if the same is introduced in their under graduate course as a compulsory subject. The need is reshuffle the syllabus and make it need oriented. One must understand the need of today's students and then decide how to frame an English language syllabus that shall enable them to meet the outer world with greater confidence and faith.

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