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(A Peer-Reviewed Journal)

English as Lingua Franca from Indo-Europeans to Global English – The official status of English in India – Question formation in Indian English – A teacher's perspective on business communication curriculum in India – Being creative in the teaching of English tense and aspect – A critique on Dogme ELT – Future of texting in the digital world

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The Journal of English Language Teaching (India)

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The English Language Teachers' Association of India was founded on August 7, 1974 by the late Padmashri S. Natarajan, a noted educationist of our country.

Periodicity

The Journal of English Language Teaching (The JELT) is published six times a year: in February, April, June, August, October and December.

Contributions

Articles on ELT are welcome. Share your ideas, innovations, experiences, teaching tips, material reviews and resources on the net with your fellow professionals.

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- To provide a forum for teachers of English to meet periodically and discuss problems relating to the teaching of English in India.
- To help teachers interact with educational administrators on matters relating to the teaching of English.
- To disseminate information in the ELT field among teachers of English.
- To undertake innovative projects aimed at the improvement of learners' proficiency in English.
- To promote professional solidarity among teachers of English at primary, secondary and university levels and
- To promote professional excellence among its members in all possible ways.

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We host annual conferences and regional conferences on specific areas relevant to the ELT scenario today. Delegates from all over the country as well as the world outside participate in them, present papers and conduct workshops.

The Journal of English Language Teaching (India)

Volume LVII Number 6 November–December, 2015

- | | | |
|-----------|--|--|
| 2 | Editorial | |
| 3 | English as Lingua Franca: a Brief Review from Indo-Europeans to Global English | <i>Ricardo Casan-Pitarch</i> |
| 10 | The Official Status of English in India | <i>Amitabh Vikram Dwivedi</i> |
| 15 | Question Formation in Indian English | <i>Madhuri Gokhale</i> |
| 19 | Business Communication Curriculum in the Indian Context: A Teacher's Perspective | <i>Y. Sreenivasulu
R.V. Jayanth Kasyap</i> |
| 27 | Being Creative in the Teaching of English Tense and Aspect | <i>Sarat Kumar Doley</i> |
| 29 | A Critique on Dogme ELT | <i>D.R. Rahul</i> |
| 34 | 2B OR NOT 2B: Future of Texting in the Digital World | <i>Suchitra Pratap</i> |
| 48 | Speaking Activity Shadowing | <i>K. Elango</i> |

Editorial

Let us bid goodbye to 2015, the golden jubilee year of our journal, and welcome 2016, with a resolve to take it to greater heights! The journal has already been indexed in Cosmos and we should be working towards getting a high impact factor, too. We, on our part, have initiated the process and we would urge aspiring authors to ensure their submissions are of quality in respect of content, presentation, methodology, discussion of results and findings, citations and references. We hope you will cooperate with us in bringing up the quality of our articles to global standards.

The first article by Casan-Pitarch from Spain traces the evolution of the status of lingua franca from the Indo-European languages to Global English as the uncrowned lingua franca at present. He discusses the various reasons (i.e., historical, economical, and so on) for English to have achieved such a status. He goes on to point out that, in this process, English has become a language with more non-native speakers than native ones.

The next article by Dwivedi discusses the official status of English in India in terms of two issues: why Hindi could not become the national language and how English came to be adopted as India's national language for historical, political, and educational reasons. This article is followed by Gokhale's on the syntax of Indian English, question formation in particular. While admitting a lack of exhaustive data for making generalizations about the syntax of this variety, she has used survey responses from British and Indian teachers of English on the issue and cited illustrative examples from two well-known corpora of Indian English and from Indian newspapers, magazines, and TV/radio programmes.

The next article by Sreenivasulu and Kasyap attempts to provide a teacher's perspective on the business English curriculum in Indian universities and professional colleges. The authors discuss the growing demand for courses in business communication, provide their assessment of the prevailing curriculum, and offer a few recommendations for designing and implementing a useful and relevant curriculum for preparing students adequately for the business industry.

Next, we have a refreshingly practical article describing how the author, Doley, taught tense and aspect in English in a "creative" way in a remedial class in Assam. He ends this very short piece by narrating how he left the class dramatically, subtly telling his students that they were all angels, but with their wings in the process of growing. An effective motivating strategy, indeed! We welcome more such articles from teachers sharing their practical ideas with our readers.

In the next article, Rahul examines, in the light of post-method conditions, an innovative technique in ELT, called 'Dogme', first discussed by Scott Thornbury in 2000. According to Rahul, it is a way of teaching without textbooks or other materials, and focusing on the needs and concerns of learners. The last article by Pratap discusses the future of texting in the digital world of today. She reports the findings of a study she had conducted with engineering students to find out whether texting was useful and effective in improving students' reading comprehension in general and note-making skill in particular.

We have the usual feature, 'Speaking Activity', by Elango and details of our next annual-cum-international conference and IATEFL membership. Please go through them carefully and avail yourself of the excellent opportunities.

P. N. Ramani, Editor

English as Lingua Franca: a Brief Review from Indo-Europeans to Global English



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ABSTRACT

English as Lingua Franca is a status that this language has obtained after the recognition of society. This paper introduces a brief bibliographical review on the evolution of the English Language towards its status of Lingua Franca. There are different historical, economical, military, and technological reasons that support and explain the achievement of this status. These reasons are introduced in this paper with the aim of providing a general perspective on this topic. This paper starts with an explanation about the origin of the Indo-European languages and moves towards the first Lingua Franca used in history; then the main focus lies on how English has become a global language in the current society, resulting in a language that has more non-native speakers than natives ones.

Keywords: *English; Lingua Franca; Global English; Language.*

Introduction

This paper focuses on an analysis of the evolution of the status of the English language as a *lingua franca*. The aim of this paper is to show the current linguistic situation of English language in the world, and justify why the current *lingua franca* in international scenarios is English. In order to understand the spread and repercussion of English worldwide it is necessary to discuss the origins of prior *lingua franca* and their uses in history, how English has achieved its status, and the consequences of these into the language: the creation of a new and global variety of English. The status of English language as *lingua franca* has been crucial for the globalization process that society went through especially

during the decades of the 1990s and the 2000s.

The Origins

Languages have been present in the world for ages and their purpose has always been to communicate effectively and efficiently. Communication is the process of transferring information, the basis for the development of society. Therefore, communication can be defined as the tool by which mankind interacts within the members of its communities to code and decode information (Brandl, 2012; Hall, 1980; Peirce, 1960; Saussure, 1922; Wren-Lewis, 1983).

Determining the first language in history, before Indo-European, is a difficult task,

since there are many opinions, which differ in criteria to delimit whether a language can be validated as such or not. Some authors suggest that Indo-European languages were the ancestors of most present languages (Genetti, 2014; Palmer, 1954). These are referred as ancestors because they do not maintain their original form any longer, since they have evolved up to the language currently spoken in most western countries. Thus, languages are born, change, give birth to new ones, and die. In its webpage, Fischer (2003) divides languages in five groups:

1. Living, if there are people who still learn it as their first language.
2. Extinct, if the language is not living but it is still eligible.
3. Ancient, if the language is not living and it is intelligible.
4. Historic, when the language is considered distinct from modern languages that derive from it.
5. Artificial, if a language has been created for purposes of human communication.

Languages are complex tools used by mankind to fulfill their communicative goals; according to Chamot and O'Malley (1994), they vary in seeking information (using who, what, when, where, how), informing (recounting information or retelling), comparing (explaining graphic organizer and/or showing contrast), ordering (describing timeline, continuum or cycle), classifying (describing organizing principles), analyzing (describing features or

main ideas), inferring (generating hypotheses to suggest cause/outcomes), justifying and persuading (giving evidence why "A" is important), solving problems (describing problem-solving procedures), synthesizing (summarizing information cohesively), and evaluating (identifying criteria, explaining priorities, etc). Consequently, these linguistic functions reflect an essential need in society to transfer information among individuals, guided by objectives and interests. Nevertheless, these communicative purposes are shattered when communicators do not share the same language and they are forced to find alternatives, which may not be as effective as expected.

Communicative stoppages would be taken as irrelevant if they were very unusual and did not interfere in individual or collective interests. However, history has proved that, as long as the world is getting more a global place, the need for communication with members of other communities is becoming more relevant. Probably, one of the major interests for people to start learning foreign languages was purely economic, parallel to the emergence of trade (Bleakley and Aimee, 2004; Gallagher-Brett, 2004). Ancient communities in some point of history started to import and export goods to communities that spoke different languages. A good example of merchants in ancient times was the Phoenicians, who sailed across the Mediterranean Sea and traded with foreigners (The Encyclopedia of World History, 2001:1). Hence, the interest in

enhancing communicative skills rose among both importers and exporters. As the number of merchants and destinies increased, the idea of establishing a *lingua franca* emerged, a language that the traders could speak and understand.

Throughout history, there have been many *lingua francas* recognized as such. In Europe, Sabir was spoken throughout the Mediterranean Sea as *lingua franca* between the XXI and the XIX Centuries before our era. Greek and Latin were also used as *lingua franca* some centuries later. Spanish became *lingua franca* during the great expansion of the Spanish colonies in America. Later, French was the language of diplomacy from the XVII Century onwards, until it was replaced in the XX Century by English, today's *lingua franca*. Additionally, apart from these, there have been other *linguas francas* throughout history in different continents, such as Afrikaans, Arabic, Azeri (in the Black Sea), Chinese, Hebrew, Hindi-Urdu (India and Pakistan), Nahuatl (Aztecs), Persian, Quechua (Peru), or Swahili (East Africa) (Abas, 2000; Björkman, 2013; Briney, 2009; Frath, 2010; Hall, 1966; Ostler, 2005).

Why English as a Lingua Franca?

As it can be observed, there has historically been a need for the use of a *lingua franca* to communicate with members of foreign communities, and many languages have been used as such. In the late XIX Century the invention of the telegraph, the radio and the telephone changed the vision of global communication in the world. More recently,

during the XX and the beginning of the XXI Centuries, the importance of the use of a *lingua franca* has been emphasized drastically with the spread of the mass media and especially the Internet. As a result, English has become the *lingua franca* worldwide (Cismas, 2010; Morrison, 2009).

Many factors have made English the *lingua franca* today. Eco (1995, pp.331) explains the reasons why English has become the *lingua franca* in the world, including Europe, where the language with most native speakers is German and not English. According to him:

The predominant position currently enjoyed by English is a historical contingency arising from the mercantile and colonial expansion of the British Empire, which was followed by American economic and technological hegemony. Of course, it may also be maintained that English has succeeded because it is rich in monosyllables, capable of absorbing foreign words and flexible in forming neologisms, etc. Yet had Hitler won the World War II and had the USA been reduced to a confederation of banana republics, we could probably today use German as a universal vehicular language.

Hence, it is clear that there are social, historical, technological and especially economic reasons to explain the supremacy of English and why it has become *lingua franca*. Besides, Caballos Bejano (2005) adds some reasons to explain the diffusion of English such as the music revolution in the 1960s (including the new rock music tendencies), the new power gained by youth,

new fashion styles, or the release of American films worldwide. Thus, the acceptance of different Anglicisms in the language has been the key factor in the choice of a foreign language in Education in the last decades. Nevertheless, there have been further reasons in the late XX Century and the early XXI that have definitively appointed English as the most powerful *lingua franca* nowadays. This important rise in recent decades has to do with the impact of media and broad communications. Especially, Internet has been one of the major promoters of the English language worldwide. Then, this is reinforced by the idea that the computing systems are designed by and for English-speaking countries, according to Murray (2000, pp.409):

When speakers of languages other than English try to use their mother tongue online, they are hampered by a technology that was designed for English. The character system (ASCII—American Standard Code for Information Interchange) used for written language in cyberspace privileges the Roman alphabet, making it extraordinarily difficult to represent other writing scripts without special software.

As a result, English controls international business, entertainment, research and other fields of communication. Moreover, statistics show that “English is now the dominant or official language in over 60 countries and it is represented in every continent” and “most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information

stored in electronic retrieval systems is in English” (Crystal, 1997, pp.106); then, it is a must for organizations which are willing to develop international markets to work in English.

Global English: A New Variety

The fact that English has become a *lingua franca* has provoked the number of non-native speakers to be greater than that of native speakers: “although there are at least 360 million native speakers of English world-wide, Sir Randolph Quirk, writing in the Sunday Times on 17th April, 1994, estimates that in a global basis non-native speakers of English now outnumber native speakers” (Firth, 1996, pp.240). This means the emergence of a new variety of this language, English as a *lingua franca*, which is defined as “a contact language between people who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (Firth, 1996, pp.240). This idea does not exclude the participation of native speakers in intercultural communication processes, but when English is used as a *lingua franca*, it is “no longer founded in the linguistic and sociocultural norms of native English speakers and their respective countries and cultures” (Gnutzmann, 2000, pp.357-358).

Furthermore, English as a *lingua franca* is as valid and correct as the standard forms of the language. Obviously, these statements could be argued by certain linguists, but fortunately this position may be defended by differentiating language validity and

language correctness. A variety of English can be considered correct if the language form follows standard terms of grammar, lexis, orthography and pronunciation. On the other hand, a variety of English is valid if two foreigners using English as a *lingua franca* can make themselves understood, even though they are grammatically or lexically incorrect according to the Standard English (Medgyes, 1994).

Following Crystal (1997), this position can even be reinforced by defining Standard English as a variety or a dialect of English, in which the linguistic features of Standard English are matters of grammar, vocabulary, and orthography, but not a matter of pronunciation. Standard English is also the variety of English which carries linguistic prestige within a country; that prestige is recognized by adult members of the community and it is the norm of leading institutions such as the government, law courts and the media. However, Medgyes (1994, pp.5) criticizes those who believe in the superiority of any linguistic variety and states that “Received Pronunciation is unlikely ever to have been spoken by more than three or four percent of the British population” and “ordinary native speakers do not expect foreigners to speak a standard variety”. Then, no variety of the language can be considered better than others to communicate among members of the society. Accordingly, English as a global language can be spoken by everyone, native speakers and foreigners.

Concluding Remarks

This paper introduces the evolution of the
The Journal of English Language Teaching (India) LVII/6, 2015

status of the English language towards a *lingua franca*. As it has been commented, there are social, historical, technological and economic reasons that justify the current status of English and why it has become today’s *lingua franca*. This combination of these circumstances has helped English to become the language for international business, creating a new variety of the language which is spoken among both native and non-native people, being equally valid like the standard form or any other variety of the language spoken only by native speakers.

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The Official Status of English in India

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ABSTRACT

This paper examines two issues: the ineffectiveness of Hindi as a national language and the status of English in India. This article seeks to answer the questions: why Hindi could not become a national language of India, and the historical, political, and educational issues, responsible for adopting English as an official language in India. This short paper discusses these two issues briefly.

Keywords: *National language; official status; multilingual; English; Hindi.*

India, a Multilingual Nation

India is a multilingual country. The Union Education Ministry of the Government of India has formulated a formula in consultation with the states that provides that children are to be taught Hindi/Urdu, English and one of the regional languages. Therefore, educated Indians seem to be multilingual in four skills (reading, writing, speaking and listening), and all twenty-eight states and seven union territories in India promote multilingualism. The constitution of India has not given any language, a status of national language but English and Hindi enjoys the status of official language in the country. The University Education Commission observed in its Report that English is a language which is rich in literature- humanistic, scientific, and technical, and if we give up English, we would cut ourselves off from knowledge, and our standards of scholarship would fast

deteriorate and our participation in the world movement of thought would become negligible (Ministry of Education Government of India 1963, 243). English had been perceived a valuable asset sixty-four years ago by the University Education Commission (UEC) for a good life and a tool for employment skills. However, according to a recent survey of 54 countries, India ranked 14th for the English proficiency index with a third level of “moderate proficiency”; countries ranking above India exhibited “high” and “very high proficiency” levels (EF EPI, 2013). Interestingly, India with its 600 universities and 35,000 colleges (the third largest education system in the world) is producing a low proficiency of English speakers. English is a working official language in India. The word ‘official’ has been used in two senses, firstly, a language that is used in offices for administration, and secondly a language related to the position of importance as

English shares the status of only mutually intelligible language among multilingual Indians.

Historical and Political Issues for English

English had been used in India for official purposes years before India got independence from the British in 1947. Post-independence, the leaders of the Congress Party (the largest and most popular party then) sought to establish a single regional Indian language as a national language to unite and integrate the citizens of this newly independent country. At the same time, the vital significance and relevance of English for Indians was also taken into account by the prominent Congress Party leaders, such as Mahatma Gandhi, C. Rajagopalachari, Pt. Jawaharlal Nehru, and Dr. Abul Kalam Azad. But English was not the language of the masses. It was functioning as a medium of communication among the elite class, a language commonly shared between colonizer and colonized, and a lingua franca of the leaders of the political party in different federal and states. The need for a common regional language was considered important for unifying the country, mobilizing the masses, and developing national literature.

Considering this, M. K. Gandhi realized the necessity of a lingua franca to strengthen the Central Government of the country (Baldrige, August 1996) and he enumerated the following requirements for any language to be accepted as the national language:

(i) Language should serve effectively as a

medium of religious, economic, and political intercourse throughout India.

(ii) Language can be learned easily by the people.

(iii) Language is spoken by the majority of the people.

(iv) Language should not be selected on personal and biased opinions (Gupta, 1970, p.109).

Many Congress party leaders had wished to replace English with Hindi after independence. Agitations started when the bill passed off in favor of Hindi, and the Congress leaders from the South India such as N. G. Ranga, N. Gopalaswamy Ayyangar, T. T. Krishnamachary, and P. Subbarayan, and Jana Sangh Party founder Syama Prasad Mookerjee thwarted the attempts to make Hindi as a national language.

Facing rampant opposition for making Hindi as a national language, the Article 343 of the Indian Constitution designated Hindi as the official language of the Union, and Union decided to continue the use of English language for all official purposes for a period of fifteen years in 1950 initially. But, after nine years, the Official Language Commission of India extended the use of English. Parliament enacted a law in 1963, bowing to the sentiments of people from the South (Venkatesan, 2009). In 1965, India decided not to make Hindi a sole official language, and English came to know as an associate English language. Granville Austin's in "Language and the Constitution: The Half-Hearted Compromise" (1966) calls

the Constituent Assembly's decision a "tactful euphemism" in order to avoid calling one of the regional languages a "national language" (Venkatesan, 2009).

Three-Language Formula: Hindi, English, and Regional Languages

The Central Advisory Board on Education (CABE) planned the 'three-language formula' (TLF) in its 23rd meeting in 1956, and the idea was to protect the linguistic interests of each state in the Indian Language Policy where the speakers were encouraged to study three languages. In TLF, the first is the regional language as the mother tongue of the residents of each state and union territories and it is to be taught at the primary level, then English and Hindi (non-Hindi speaking States switch to Sanskrit, Persian, or Arabic for Hindi) for higher primary level.

The teaching of English in India begins in the first year of schooling or in some cases in fifth or sixth year. A study in 2002 shows that nearly 91 percent of schools followed the three-language formula at the upper primary stage and almost 85 percent did so at the secondary stage, and 10 percent in upper primary stage and 13 percent in secondary stage were studying English as a first language (Meghanathan, 2011).

The English-medium schools are commonly known as convent schools or public schools in India, and it is considered a sign of 'good schooling' to get an education in such schools. The importance education in English medium schools is so much that it is equated with a cultured social life.

Education Issues: Why English is important?

The Department of Higher Education (DHE) and the Ministry of Human Resource Development (MHRD) in All India Survey on Higher Education (AISHE) defined higher education as "the education, which is obtained after completing 12 years of schooling or equivalent and is of the duration of at least nine months (full time) or after completing 10 years of schooling & and is of the duration of at least 3 years" (All India Survey on Higher Education 2011). The AISHE has divided all the institutions of higher learning in the country in 3 categories: University & University Level Institutions, Colleges/ Institutions affiliated to University, and Institutions which are not affiliated to University also defined as Stand-Alone Institutions.

Higher education in English provides good opportunities to Indians. The success in IT sector could be attributed to government job-oriented education and training, and the employees having English language skills. According to World Bank (2004), the human capital with quality educational institutions and large English speaking population in India have brought a cumulative average growth rate (CAGR) of 35.3 percent over the financial year FY-2000/05 amounting to US\$ 17.9 billion in FY2004-05 (Agarwal, 2006). In last five years around 120 MNCs have set up R&D facilities in India, and pharmaceutical and automotive sectors are doing well. The reason for this development is low cost man-power and English speakers in the country. A study on the returns to

English-language skills in India suggested, “wages are 34% higher for men who speak fluent English and 13% higher for men who speak a little English relative to men who speak no English (Azam, Chin, and Prakash, 2010).

Today the foreign origin of English is almost forgotten, and everyone “believes in the transformative power of English” and wants it at the initial stage of schooling (Graddol, 2010). Now it has acquired a new status of efficient or employment language from its old and traditional one of the library language or the language of higher education. English remains a compulsory subject in every college for both technical and non-technical streams. The institutes and colleges of higher learning have internal faculties and sometimes visiting and guest faculty lectures for teaching the courses such as business communication, communication skills, spoken-skill and soft-skills, alike. The colleges and schools are employing English teaching not only for imparting a good education but also for bridging the gap caused by the different mediums of learning and the rural-urban divide. They want to enhance the employability potential of their students but the students’ very casual approach hinders the path and becomes the biggest challenge to make them understand the importance of English in their future careers. Sometimes the students’ reluctant attitude for learning only one skill i.e. speaking and ignoring the other three: reading, writing, and listening skills becomes an obstacle in English education.

The standards set by Education Commissions are ideal and high but the worrying factor is the relatively low quality of education with a chasm between academic teaching and employability requirement. David Graddol says that Indian universities fall far short of rival countries in the quality of teaching and research, and “poor English is one of the causes (2010).” Indian government has not laid down the clear and regulatory guidelines for setting up an ELT centre in India. In absence of regulations regarding minimum quality standards in terms of teaching faculty, content, infrastructure, and fee structure India has been producing mixed graduates of good and poor English which enter into the institutes of higher education in due course. Until recently, the Cabinet Committee on Economic Affairs (CCEA) has started a scheme named Rashtriya Uchchatar Shiksha Abhiyan translated as ‘National Higher Education Mission’ (RUSA) for reforming state higher education system with an objective to improve the overall quality of existing state higher educational institutions by ensuring conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework. This objective is based on pragmatics of enhancing quality rather than any ideological policies.

The Potential of English in India

Language policy in India has been flexible and adaptable since 1947, and the agitations over the issue of the national language have been permanently resolved now. English, an

associate official language, will remain in India and it will enjoy the status of the language efficiency and employment. The linguistic jingoism has been replaced by a subtle pragmatism. Though English has helped India to overcome the tense situation over the issue of national language yet it seems that Hindi has lost its battle for the status of national language and for the language of empowerment. The regional and indigenous languages are flourishing side by side adopting the functional use of English.

English literature is still being the primary criterion of the selection committees in recruiting new candidates for the job of teachers in higher education, and linguistic skills in English are being considered secondary or optional, and this results in a dearth of proficient instructors in higher education. The scarcity of contextualized material and meaningful text is generating a disinterest in the students from technical background for English, and unfortunately they are devising their own methods of learning English through internet chatting, watching English movies, and reading pulp fictions. This is resulting in an imbalance in the learning of four skills and consequently producing a mediocre proficiency in English. The learner is confused too over a lecture on Shakespeare and Milton in a class of communication skills. Equipping good English language teachers would produce proficient English learners. A better learning environment could be provided when English language is taught as a subject rather than equating English language with English literature.

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Question Formation in Indian English

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ABSTRACT

English is a glocal language in India as it satisfies both the global and the local needs. The phenomenal rise in the status of English has resulted in an adaptation of English to the cultural and pragmatic needs of the speakers of English in Asian and African countries. Several scholars have expressed the view that we lack exhaustive data for generalizing about the syntax of Indian English. This study is a modest attempt to examine question formation in Indian English as a system in its own right. For this study, examples have been selected from newspapers, magazines, literary texts, television and radio programmes. A questionnaire was also designed to understand the views of British and Indian teachers on Indian English in general and question formation in particular. To make this study more representative, samples have also been collected from the 'International Corpus of English-India Corpus' and the 'Kolhapur Corpus of Indian English'.

Keywords: *Indian English; Question formation; Indian English Corpus.*

Introduction

One of the most notable changes during the past few decades relates to the way English has become increasingly global. Krishnaswamy and Krishnaswamy (2006) refer to this phenomenal spread of English as 'The English Tsunami'. Since the 1950's the non-native varieties of English have been growing in importance and productivity. Indian English is an important ESL (English as a Second language) variety and its significance is generally recognized now by scholars and linguists. English is a glocal language in India as it satisfies both the global and the local needs. It can be said that English in India has acquired

'functional nativeness' as a medium of communication across distinct linguistic and cultural groups.

Definition of Indian English

Due to linguistic and cultural heterogeneity in India, there is some problem in defining what exactly Indian English is. Some scholars think that the concept of Indian English is a myth as no one really uses Indian English, but they use some regional sub-varieties like Marathi English, Bengali English and Tamil English. It is felt that though there are several regional sub-varieties, all these varieties have a 'common core', and this could be labeled as 'Indian

English'. In other words, there is a need to distinguish between 'regionally restricted features' and 'pan Indian features'. Parasher (1991) uses the term 'Educated Standard Variety of Indian English' and defines it as 'that variety of English which is learnt and used by a large number of educated Indians as a second language' (p. 21). Thus, according to him the term 'Indian English' refers to the kind of English that is used by educated Indians whose process of formal education is complete. The present study endorses this definition of Indian English.

Research on the Syntax of Indian English

Several scholars have carried out work on the phonological and morphological features of Indian English, and some books describing these features are available. However, in the area of syntax, we lack exhaustive data and a lot of descriptive work needs to be carried out in this direction. Kachru (1983) comments, 'The description of Indian English grammar is yet far from satisfactory and improvement of it is a crucial undertaking both from lexicological and pedagogical points of view' (p. 178). It is felt that a lot of systematic work needs to be carried out on the syntax of Indian English, as comprehensive description of Indian English at the syntactic level is not yet available. It is hoped that the present study will contribute to the characterization of Indian English.

Methodology

For this study, examples have been selected from newspapers, magazines, literary texts,

television and radio programmes. Utterances as used by educated speakers of Indian English in different real life contexts were noted down at the first instance and such examples have been indicated as (RCE) in the body of this study, which stands for 'real context examples'. The easy availability of language corpora and their processing tools have opened up several new avenues of language research. To make this study more representative, examples have also been selected from the 'International Corpus of English-India Corpus' and 'The Kolhapur Corpus of Indian English'. Such examples have been indicated as (ICE) and (KC) respectively in this study. A questionnaire was also designed for Indian and British teachers to understand their views on Indian English in general and question formation in particular.

Question Formation in Indian English

The interrogative transformation in British English shifts the first constituent of the auxiliary to the pre-subject NP position. However, Indian English has a much simpler system of transformation. There is a tendency in Indian English to form questions without making the use of subject-verb inversion rule. The following are the instances of the absence of subject-verb inversion noticed in this study.

- How you are spending your time? (ICE)
- Why they should produce two boys of disparate characteristics? (KC)

- Madam, when he is leaving? (RCE)
- Why tourism is no relaxation? (*The Maharashtra Herald*, 21 Feb. 2008, p.6).
- Despite the HC fatwa on cows, how many you want to count on the main roads of Delhi? (Kalra: *University Today*, 15 April, 2006, p.1)
- What you think of small grounds for international cricket? (Manjrekar, Ten Sports Channel, 18 May, 2006, 7.45 p.m)

These examples reveal that in Indian English in both yes-no questions and wh-questions, there is a tendency of not using the subject-verb inversion rule. In British English, in case of yes-no questions, sometimes the subject-verb inversion rule is not followed in informal contexts. However, in Indian English, this pattern commonly occurs in formal contexts, and it seems that the frequency of this pattern is more in Indian English. In British English, except when the question word is the subject of the sentence, wh-questions are never asked without the subject-verb inversion. On the other hand, the tendency of not using the subject-verb inversion rule in wh-questions has also been observed in this study.

Another tendency observed in case of wh-questions and yes-no questions is the omission of the auxiliary 'do'. The following examples illustrate this point.

- You know the answer or not? (Chetan Bhagat, 'Five Point Someone: What not to do at IIT', p.139)
- You like the fun? (All India Radio, 26 September, 2012. 8.15 p. m)
- What you value more? (ICE)
- What you feel about the first four lines of the poem? (RCE)

The omission of 'do' in interrogative sentences can be traced to the pattern existing in Indian languages. For example, in Hindi, there is no equivalent of the auxiliary 'do' and so perhaps due to mother tongue interference, 'do' is frequently omitted in Indian English.

In British English, the declarative question is identical in form to a statement, except for the final rising question intonation. The use of such type of questions is also observed in Indian English; for example, "Pope travelled to Brazil without passport?" (*The Times of India*, 1 June, 2007, p. 15).

In British English, declarative questions are generally used only in informal situations. However, in Indian English, we find relaxation of rule restriction, as such questions are frequently used in formal contexts. In addition, it seems that the distinction between embedded and non-embedded interrogatives is not maintained in Indian English. For example, 'He asked me would I come for the picnic.' Thus, as in British English, embedding in Indian English is generally not accomplished by the use of 'if' or 'whether'.

British English has a complex system of rules to generate question tags. In Indian English, the commonly used question tags are 'isn't it' and 'no'. The following examples prove this point.

- He has left for Mumbai, isn't it? (RCE)
- It is a well developed place, no? (ICE)
- You will reach Poona at four, isn't it? (KC)

In British English, a question like 'Didn't you join the class' is answered by saying 'Yes, I did', or 'No, I didn't'. In Indian English it is common to respond to such a question by saying 'Yes, I didn't'. British teachers have pointed out that a pattern of this kind leads to a lot of ambiguity.

Attitudes towards Indian English

Ten British and Indian teachers were asked to fill up the questionnaire in order to get their views on Indian English as a variety. It was observed that most Indian teachers labeled the variety that they speak as 'British English' due to the prestige attached to it. On the other hand, British teachers had a more tolerant attitude towards Indian English. When asked as to what they felt about a sentence like 'You want a glass of water?' they pointed out that they did not form a question in that way, but had no problem if Indians deviated from British

English. It is felt that attitude plays an important role in language growth and decay, and so Indians must give recognition to the variety that they speak.

Conclusion

This study reveals some deviations with respect to question formation between British English and Indian English. There is a close relationship between the distinctive patterns in Indian English and the core grammar of British English. The various patterns of interrogatives are related to and extend from the patterns in British English. However, in the absence of a comprehensive grammar of Indian English, Standard Indian English is not a concrete reality. It is hoped that scholars would carry out research on various aspects related to the syntax of Indian English, so that the task of standardization could be taken up at the earliest.

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Business Communication Curriculum in the Indian Context: A Teacher's Perspective

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ABSTRACT

The increasing globalization of business has created a serious demand for communication skills in English. Therefore, the curriculum of Business Communication has become a key element to meet the growing global demands of business industry today. Considering the objectives of the course in both B-School and other university affiliated professional colleges, the present paper aims at evaluating the current Business Communication curriculum contents from teacher's point of view. Further, observations on course implementation, teaching and learning approaches, and problems in teaching and learning have been examined critically. The paper puts forth certain viable recommendations for the effective designing and implementation of Business Communication curriculum meant for students of professional colleges in India.

Introduction

It is widely accepted that English in general and Business English in particular as a lingua franca has been immensely influencing the business environment with its obvious advantages. Therefore, this scenario resulted in never before significance of business communication in the context of business setting. This also paved the way for emergence of B-Schools in India as communication hubs to cater to the needs of future business challenges. In addition to that, one can find an increasing number of private and aided management colleges across the country. However, in fact, majority of the candidates passing out

of these institutions pathetically lack the employability skills in tune with the current needs of the global business domain. It is evident from the findings of the survey by McKinsey of Global Institute, the U.S.A: "Only 13% of university graduates from emerging or low-wage countries are suitable for employment in multi-national companies, and the primary reason cited is lack of English communication skills".

In this regard, course curriculum has become a key element for all the stakeholders. In order to understand the status and effectiveness of the curriculum, it is quite essential to evaluate in the light of changing global needs in business

environment. This paper broadly discusses the merits and demerits of Business Communication curriculum, as to what extent it meets the global needs. In addition, other aspects such as whether it is teacher or learner-centred, its implementation, methods of teaching, and role of teachers, and their viewpoints on Business Communication curriculum are examined.

Business Communication Curriculum in India

The following implicit and explicit objectives (both theory and lab components) of Business Communication for an MBA course from various universities are tentatively listed in descending order of importance.

- To equip them with the required skills to cater to the needs of the corporate world.
- To help students acquire the basics of interpersonal communication, corporate communication and soft skills, personality development, body language and social etiquette.
- To make them aware of written communication in letter writing and report writing.
- To develop among students the critical ability to judge the texts prescribed dispassionately.
- To prepare students for higher courses in their respective disciplines.
- To inculcate certain “moral” and “ethical” values in students.

- To develop among students the ability to communicate their ideas cogently and effectively.
- To develop among students “Oral Communicative Skills and Soft Skills”.
- To stimulate in students a “desire” to read even beyond the prescribed texts.
- To develop among students a taste for “Business English”.

(Source: syllabus copies of various universities in India)

With reference to various curriculum components in Indian technical and formal universities, the following topics and sub-topics in a Business Curriculum can be viewed as common for both theory and laboratory. They are:

- Communication – theory – forms of communication - Verbal and Non-verbal - Barriers – Kinesics.
- Types of Communication – Oral – Aural - Writing and reading – Vocabulary - Applications of Communication – Parameters in Communication.
- Presentations – Types – Video Conferencing – Participation in Meetings – Chairing Sessions.
- Interviews - Formal and informal – Interviewing in different settings and for different purposes.
- Written Communication – differences between spoken and written communication – features of effective

writing such as clarity, brevity, appropriate tonal clarity, balance, etc. – GMAT, TOEFL models.

- Letter writing – Business Letters – Pro-forma Culture – Format – Style – Effectiveness, Promptness – Analysis of Sample Letters Collected from Industry – Email, Fax.
- Business and Technical Report Writing - Types of Reports – Format – Analysis of Sample Reports from Industry – Synopsis and Thesis Writing.

(Source: syllabus copies from various universities in India)

The above contents of Business Communication syllabus will broadly cover the following skills.

- General Communication Skills
- Technical Communication Skills
- Leadership Communication Skills
- Vocabulary and Basic Language Skills
- Listening Skills
- Speaking Skills
- Reading Skills
- Writing Skills

ELCS Laboratory Component

To supplement the Business Communication theoretical components, many universities have introduced practical with different titles such as ‘English Language Communication Skills

Laboratory’, ‘Professional Communication Skills Laboratory’, and ‘Executive Communication Skills Laboratory’, etc. to enhance students’ communication skills for business environment. The contents of the lab are both computer assisted (CALL) and task-oriented. The lab component includes a sufficient portion of phonetics, stress, and intonation, speaking skills like role-play, telephonic English, presentations, interviews, discussions, etc. It also covers the listening (recognition/gap filling task), reading (comprehension), and writing skills (resume preparation). To deal with all the above skills in computer assisted language lab, the required software has been referred by the syllabus designers. However, this is an additional asset to the language learners to improve their communication skills for real life needs.

Merits and Demerits of the Curriculum

Business Communication in India has been developed as a specific domain of ELT due to an increasing demand from the MNC’s for able communicators. Within a short span, it has become a key for successful placement in everybody’s dream companies. The prescribed curriculum contents of all the colleges have their own merits and demerits.

Merits

- The components of syllabi are progressively difficult and student-friendly. The thrust is on writing which is a crucial productive skill.
- They are aimed at enriching vocabulary

required to communicate effectively in business transactions.

- The writing skill has more weightage as contents such as preparing various kinds of reports; letters, resumes, comprehending paragraph, etc. will be more useful to be comfortable at work places. This skill is also important to face competitive exams like GMAT and TOEFL confidently.
- They focus on a learner's language needs to be carried out efficiently at work places. The contents cover the required work-related tasks such as making presentations, writing e-mails and reports, negotiating, participating in meetings, conversing with visitors, using appropriate body language, etc.
- They provide the essential skills and knowledge for young managers to lead the complex business settings successfully.
- It aims at preparing learners to existing global communication concepts and improves their communication and problem solving skills.

Demerits

- The prescribed syllabi do not take into account the changing and growing needs of the global scenario.
- The curriculum lacks uniformity and consistency and varies from one university to the other.
- The curriculum at times does not appear

to be pragmatic as lot of content is taught in the class ignoring the language components.

- Too many reference books are suggested and each author presents his own notions, which are distinctively different from others.
- The background of students is not reckoned and they are exposed to advanced communication skills as a result learners find it difficult to cope with the situation.

Besides merits and demerits, motivation of learner is a crucial parameter. Gaining motivation from the curriculum depends on learner's perceptions and abilities. In most of the institutions, students are merely preoccupied with the examination and it is only the motivation factor. As a result, teaching and learning is carried out mere ritualistically defeating the very purpose of the course. It substantiates the point of view that it is largely instrumental motivation. According to the recent survey by Web Portal MBAuniverse.com and Assessment Company Merit-Trac: "The majority of MBA graduates in India are not employable. Outside the top 25 Business Schools, the remaining provided with only 21 per cent of their graduates with job".

From the teacher's point of view, contents dealing with spoken skills in the curriculum are sufficient for any Indian graduate to tune oneself to the multidisciplinary communication environment. However, the lacuna lies in implementing the curriculum and fulfilling its objectives in true sense.

Curriculum Implementation: Various Approaches

Mixed opinions surface regarding the application of approaches to deal with Business Communication in the classroom. Though the curriculum designers make it clear while stating the objectives that it is fit for learner-centred approach, which is, aimed at learners' real life needs, it is only for namesake. The realities taste bitter. As it is well known, except B-Schools and a few Central Universities, many professional MBA colleges affiliated to state universities in India are not equipped with minimum infrastructure like eligible faculty, classrooms, laboratories, libraries, software and infrastructure, etc. Observing the curriculum contents, around sixty percent of the topics are activity based or performance oriented. However, the employability percentage for the last three years (less than 25 per cent) speaks for itself exposing the poor implementation. Only the teachers and taught are fully aware about the amount of sanctity that is being attached to the course.

Further, it is essential for the teacher to introspect periodically his own approach in implementing the curricular aspects. The teacher has his own constraints such as covering the syllabus and fulfilling the targets fixed by the managements. Moreover, students are more inclined towards the core subjects, so all the above factors affect the communication skills of students, which are evident from their performance during different stages of interviews. To overcome such situation, one

should depend on the methods and strategies of teaching which are feasible and which genuinely aim at imparting necessary skills.

To teach Business Communication curriculum for MBA graduates, each skill demands a specific approach. Among several approaches (e.g., Communicative, Structural, Audio-Lingual, Communicative Language Teaching (CLT), Direct Method) in English Language Teaching, communicative and structural approaches would be appropriate to teach Business English curriculum. Particularly, structural approach is suitable for both 'Oral Communication Skills' and 'Writing Skills' such as telephoning, role plays, letter writing, report writing, e-mail writing. To teach 'Presentation Skills' and Negotiation Skills' such as group work, planning and making an oral presentation and problem solving communicative approach is more suitable. Further, to impart the task based activities, audio-lingual and communicative language teaching (CLT) approaches are apt. Audio-lingual method is useful to impart 'Listening Skills' where learners are supposed to listen and comprehend the language used by the native speakers. Through CLT, a teacher can deal with the 'Vocabulary' and 'Reading Skills' by engaging the learners in pairs/group/individual to practice the specific terminology both in oral and written forms. Teachers can assign various tasks to students like reading reports, articles, magazines, etc. to improve their reading comprehension. Finally, to impart

'Grammar Skill', language teachers would prefer the direct method in Indian classrooms.

These methods of teaching may differ from institute to institute and teacher to teacher in reality. Teachers with better orientation and the sufficient understanding of approaches can deliver the goods provided they receive the real boosting from the institutional resources and their work culture.

Problems in teaching and learning Business English

Teaching Business English in Indian professional colleges is always a difficult task for language teachers. In a broad sense, it may be due to socio-cultural diversities, scarcity of men and materials and poor motivational levels of students. The following may be considered as the most influencing factors in teaching and learning process.

- Students from convent based school background are in a more advanced position when compared to the rural students who are underprivileged. The matter of concern is the quality of teaching in rural schools and lack of opportunities for the students to enrich skills in English language.
- Language teachers have no proper training. The need for effective language teacher training to impart English language communication skill is emphasized by the recent National Knowledge Commission report.

- Non-availability of teaching and learning materials such as textbooks, workbooks, teacher's handbooks, lab manuals and audio-visual materials like TV's, computers, software, etc. are demotivating the teaching/learning process. This made the teaching/learning process imaginative than realistic.
- There is a dearth of competent English teachers in India. Language teacher training Universities like EFLU, RIE, and ELTC are not sufficient to train the teachers.
- The heterogeneity factor, the presence of students with mixed abilities and their varying needs pose formidable challenges to teachers.
- Teaching and Testing should go together. However, there is a serious mismatch between the two. Content is tested and language is being ignored. Assessment pattern and the kinds of questions in the examination are encouraging learners to memorize. Language skills are not being tested sufficiently; speaking skills are totally ignored. Even teachers are unable to motivate learners in this regard as they target at memorizing the notes from low-standard materials and reproducing them in the examinations.
- The presence of unqualified and incompetent teachers, who lack the real exposure, cannot deliver the goods. The faculty, in order to effectively fulfill the objectives laid down in the curriculum should equip themselves thoroughly by

keeping abreast of the trends, concepts and innovations in Business Communication by attending conferences, workshops, training programmes and also by fine-tuning their teaching methodologies in tune with the changing needs.

Considering all the problems discussed above, the standard of teaching/learning Business English is disgracefully low. The primary need of an MBA graduate is to acquire good basics in the principles of finance, marketing, or other specializations and sound knowledge in communication skills to survive in business environment. With the problems listed above, it is always questionable to what extent the curriculum is being implemented and how graduates are benefitted at the end. Hence, it is understood that curriculum designers dump

too many responsibilities on the shoulders of language teachers, which, practically speaking, may be difficult to fulfill.

However, management institutes with right curriculum implementation besides the B-Schools are a rarity. One can find plenty of reasons for B-Schools' popularity among the circuit of Indian management education. These schools are far ahead with state universities and its affiliated MBA colleges in imparting all the required skills for today's global business environment. Here is look at the broad differences between the two categories.

The intention behind the identifying the shortcomings in state university/ professional colleges is not to undermine its value but to provide a scope to seek certain remedies to better the situation.

B-Schools	State Universities/ Professional Colleges
<p>B-Schools have:</p> <ul style="list-style-type: none"> ● An autonomous status. ● Well-scheduled academic calendar, which is followed strictly ● Well-designed curriculum for global needs and proper implementation ● Sufficient and skilled regular faculty ● Well-equipped and advanced infrastructure ● Motivating and learner-friendly learning environment ● Emphasis on imparting the practical knowledge ● Opportunity to experience multi-cultural environment. 	<p>Professional MBA colleges have:</p> <ul style="list-style-type: none"> ● Except a few institutes, others are affiliated to their respective state universities. ● Erratic and ill-planned schedule. ● Curriculum with the same global perspectives but its implementation is big question due to institutional problems. ● Insufficient and un-skilled faculty. ● No learner-friendly environment... ● Focus on teacher-centred method of teaching and less focus on practical knowledge. ● No scope to experience multi-cultural environment.

The current course contents of Business Communication should be more pragmatic. Usually, English language courses are multi-dimensional in nature, which aim at overall personal and professional development of learners. To fulfill such aims, it would be better to impart the Basic English language skills even before taking up professional courses. That is, the idea of including English language as one of the subjects in common entrance examinations would be helpful to some extent. To address the problems at the level of implementation, professional colleges have to appoint eligible and better-qualified faculty or train the existing language faculty frequently to adopt advanced and innovative methods of teaching. In order to fulfill the objectives, it is possible to suggest the following recommendations:

- Current syllabus should be fine-tuned / modified according to learners' needs.
- Course structure should be from the basic level to advanced level.
- Introducing periodical assessment.
- Greater Focus on skills.
- Evaluation pattern should be modified.

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Letters to the Editor

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Being Creative in the Teaching of English Tense and Aspect

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ABSTRACT

This article is a short description of the innovative and creative teaching methods used by the author-instructor in the teaching of English tense and aspect in a remedial classroom in Assam. It briefly presents the techniques adopted by the author-instructor step by step.

Introduction

Teaching tense and aspect had been one of the most challenging tasks that I undertook in my classroom until last semester. Since I met my students once a week and I had lost several classes because of holidays in the previous semester, I ventured this semester to teach all the tenses and aspects in English in a single class instead of confining the class to the teaching of one particular tense alone. This time I decided to use technology and that made all the difference.

Description

In the first fifteen minutes, I told my students a story in the past tense. The time of the story was emphasized several times to make the students conscious of the fact that the events narrated were referring to a time in the past.

It was followed by a PowerPoint presentation. The first slide was the written version of the story in the past tense in all its aspects. In the next slide, the tense and

aspect markers and the references to time in the story were shown in red. It was followed by a slide in which only the past tense and aspect markers were shown in a table; this was then followed by a slide in which the tense and aspect markers in present and future tense were shown in an enlarged table with a column showing the time of the story. Instead of the grammatical terms used for tense and aspects, the corresponding dates were shown in the table with a comprehensive list of the tense and aspect markers. The next slide was the same story with the places for the tense and aspect markers left blank.

Then, in the final part of the class period, I distributed a handout, which had a paragraph of the same story in the past tense using all the past tense and aspect markers and two paragraphs of the same story with blanks in the places for the tense and aspect markers. Then I told them the time reference for the two paragraphs separately and asked them to fill in the rest of the blanks. They took ten minutes to complete the task. I asked them to write

their roll numbers on the top of their sheets and to exchange their sheets with each other. Then I showed them the correct answers on the screen asking them to evaluate their friend's answer sheet accordingly. In the mean time, I changed the slide and showed a new slide with the picture of an angel with wings. I asked those students who had correct answers of 80%

or more to raise their hands. To my surprise, more than half of the class raised hands and I told them that they were angels with wings. I changed the slide once again to show the class a picture of an angel without wings. As I left the class, I told them that the rest of the students in the class were angels with their wings about to grow.

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A Critique on Dogme ELT

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ABSTRACT

This article is a qualitative research on the innovative technique brought into the domain of ELT by Scott Thornbury, Dogme in English language teaching. An attempt is made to analyze Dogme ELT in the light of post-method conditions.

Keywords: *ELT, Methods; Dogme ELT; Critique.*

Introduction

In search of a perfect method for English language teaching, a lot of research has been done. According to the two pioneers, Scott Thornbury and Luke Meddings, who came out with the book, 'Teaching Unplugged: Dogme for ELT', Dogme ELT is not a method; it is rather a 'Movement' and 'State of mind'.

The inception

The idea of Dogme ELT by Scott Thornbury dates back even before the article 'A Dogme for EFL' was published in IATEFL issues, March 2000. Growing up as a language teacher, and interested in 'transformative pedagogies', his idea was ignited by Adrian Underhill's article which advocates the notion of abandoning the coursebook while teaching. Agreeing with Underhill, Neil Postman and Charles Weingartner, who also had moved away from the use of textbooks, Scott came up with an article on how grammar is equated with the power of

knowledge (Grammar, Power and Bottled water, 1998), which he claims to be the impetus for the Dogme article.

The critique

English language teaching has grown in different dimensions to enhance effective ways of teaching. Dogme ELT deals with the process of learning through interaction among students. This helps language emerge from learners' intellect. However, a learner with poor socio-cultural exposure finds it hard to interact. This discourages a learner from taking part in the interaction properly. Teacher's focus on each individual's learning process is very different and paying attention to individuals becomes a hard task for a teacher in a large classroom.

Briefly, Dogme ELT can be viewed as a way of teaching English without materials, dependent on the concerns and needs of learners. The downplaying of materials

plays a vital role in the adoption of Dogme in the English language classroom. Though there is nothing sacrosanct about Dogme ELT which could make one consider it a method, there have been discussions for over a decade, which makes us wonder what the scholars were building upon. Considering the fact that Scott Thornbury himself agrees with the arguments of Kumaravadivelu, the need for more socially responsible and transformative pedagogies, Dogme ELT is a fair attempt.

One of the main reasons why Dogme ELT has become so popular is that it claims to focus on learner's actual needs. Learners are considered as the primary resources of teaching. Extracting everything from learners in order to teach them language could be a scaffolding process. For example, a student in a classroom would feel bored if we ask him to take a textbook and turn to a 'random page number'. However, if we ask him about a favourite movie that he saw the previous day, he would be excited. Taking this as a chance, if the teacher builds on the conversation, we are sure that the teacher has taught something new.

Deviating from conventional language teaching, which assumes learners to be able to master the language i.e. accuracy, before they put it in practice i.e. fluency, Dogme ELT, which uses conversation both as process and product, claims accuracy is the result of fluency. Unlike isolated activities and exercises, conversation needs to be coherent. Learners are given a platform to use connected speech and build on the meaning, which is relevant to the topic. In

order to achieve this relevance, the teacher helps build the conversation. The concept of scaffolding comes in handy for the interactional support that learners need.

The worst scenario in Dogme ELT is to allow grammar driven materials to rule the teaching and learning process. Worried about such materials in context, Thornbury states that the abundance of teaching materials ends up in treating language as something from outside rather than within. Relating this to the first among the three core tenets of Dogme ELT, with such materials, conversation is not possible. Thus, Dogme ELT captures language as a means for self-expression. Therefore, this rejects any pre-constructed syllabus and helps language learning to happen through social interaction and dialogue.

The additional benefit for this method is that it rejects all external inputs. This leads to transparency between the teacher and the learner. The teacher has to be very open in this case. He cannot turn down things that he does not know. This leads to a healthy conversation where learners and teacher sit down and work on the language learning process. There the teacher becomes the facilitator and manager of the resources than a strict director of the classroom. Teachers who adopt Dogme ELT should possess high creativity, intense practical training and experience in teaching with efficacy. Recent research has found that the interest of learners in different areas will vary according to their cultural development. Motivation is the basic tool for absorbing the interest of students, so lack

of motivation leads to slow down the learning process. Teacher should provide better motivation and get students to participate, and making them learn will be an easy task for a teacher. In today's world, making a student to come forward and speak is cumbersome. Participation is important in Dogme ELT. In most of the Indian schools, children do not have the confidence to come up and speak. This is due to the problem of abstaining from the situation to which they do not have greater access to the target language. The aim of the teacher's skill is first to communicate empathy for the learner's threatened inadequate state and to aid him linguistically. Slowly, the teacher strives to enable him to arrive at his own increasingly independent language adequacy. This process is furthered by the teacher and learners' ability to establish a warm, understanding, and accepting relationship. Consequently, the learner is not thought of as a student but as a client. The native instructors of the language are not considered teachers but are rather trained in counselling skills adapted to their roles as language counsellors. Part of learning a foreign language is developing new understanding about the particular cues to meaning that the new language offers, and they differ from those of our first language. The transferability of knowledge, skills and strategies depend closely on the rapport between the two.

Technology in the context of Dogme ELT gives a platform for a severe censure. In the present scenario where even a small child

is techno-friendly, the classroom learning environment may not be equally the same. The amount of time teachers nowadays spend on PowerPoint presentations, collating documents, gathering videos, etc. though fruitful, raises questions of credibility, relevance and usefulness. Not all the learners may find the time for interaction in the classroom. Technical problems in the classroom may shut down the serious process of learning. In addition, considering the fact that it is sceptical about the value of Dogme in low resource contexts or that of large classes, Dominic McCabe addresses this issue in his online forum report of Dogme in the IATEFL issue, 2005.

Most Indian school teachers, who are women, have very stressful lives and have less time to prepare for lessons. Most of the classrooms have more than forty children and some exceeding a hundred. In this context, respecting and catering for the need of each individual is at risk and is difficult as well.

The major drawback is student/parent expectations. Many parents are concerned about the completion of the syllabus if they are given a chance to know about what is going on in the institutions. It is the same with the teachers too where the curriculum focuses on the results i.e., product than what the student actually learns. The worry about completion of syllabus accounts for this.

A clear understanding of the methodology and the movement has its roots in communicative aspects. Its intention of

humanising the classroom with the interactional dialogues would also account for the argument stated above. As Thornbury accepts that there could be similarities to Task based language learning except for the learning philosophy and the methodology. Agreeing with Christensen that Dogme ELT would face many cultural challenges in countries outside Europe, the possibility of adopting Dogme ELT in the Indian context is also at risk.

The origin of Dogme is in Europe where the classroom culture of teacher training is very different from the other parts of the world. The classroom strength is not as much as in any Indian classroom. Therefore, considering this fact, the negligence of materials as a whole, and conversation driven language learning, etc. may seem acceptable but in non-European contexts, such adaptation may not come in handy for language learning because of several reasons like huge classrooms, socio-cultural factors, affective factors, etc.

Conclusion

A better understanding of the learners' necessity and the Dogme pedagogy can vouch for Dogme ELT as a post-method according to the claim of Kumaravadivelu, which empowers the theorists to empathise with practitioners' classroom, oriented practice than that of the knowledge oriented pedagogies. Admitting the truth that there were more successful methods and approaches before this, like audio-lingualism, communicative approach, natural method etc., which focus on various

aspects of language learning, Dogme ELT too shares the responsibility of creating suitable conditions where learners learn the language meaningfully. Scholars like Pennycook, Nunan and Richards mention that no method is utilised in its purest form, because these are not borne out of actual classroom experience but are artificially transplanted into classroom situations and are far removed from classroom reality. Continuous research attempts show that language learning does not hold on to a particular principle or pedagogy. Dogme ELT claims that there is no particular framework for this to be considered as a method. It is eclectic in its view and the teachers' autonomy can definitely influence Dogme ELT in the light of post-method conditions.

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2B OR NOT 2B: Future of Texting in the Digital World

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ABSTRACT

In this new world of communication, a Short Message Service language called Texting has engulfed the world like a towering inferno. It is a language created for those who have no time but plenty to communicate. Educationists and media have voiced their growing concern over the infiltration of this language, which is assumed to be a scourge to English language. Texting is all about minimizing, abbreviating, short forms, and symbolic representation of information, which may be faster written than spoken. This new technique is popular with the youngsters who claim it is faster, practical, and fulfilling to emotional needs. Studies have found a positive correlation between texting and literacy. In other words, contrary to what you might think when faced with “creative” usages such as ur for your, 2 for to, and w8 for wait, kids who text may be stronger readers and writers than those who do not. In fact, if we look at studies on texting, a different conclusion emerges: Texting increases literacy and it improves, of all things, spellings. If students have learnt the grammar rules and know the difference between slang and correct English then there is no reason why it should be shunned. An experiment was undertaken to understand one aspect of Texting: “Is it useful in effective note-taking/comprehension”. This simple experiment was conducted in a few classes of engineering students. This paper presents the analyses of this experiment with the interpretation of the inference.

Keywords: *Texting; SMS; Texting and note taking.*

Introduction

The world is poised on the brink of a new era where new modes of communications have swept people off their feet. Today millions of people across the globe are expressing themselves in a million new ways, a million times. What has made this accessibility to one another so easy? It is obvious that individuals do not prefer to send long, typed out messages. Yes, it is this mode of texting that has engulfed the world like a towering inferno.

Texting is not restricted to a particular age gender or to people with commonalities. It is a language created for those who have no time but plenty to communicate. That is how the digital world survives – so much of information exchanged in so little a time. Children right from their elementary level have picked up the art of texting that it might well be replaced by learning alphabets or being taught grammar. This is instant communication.

Keeping abreast with time

Whether we conform or not to this new digital world we are thrown by compulsion into this digital era where in every child is knee deep, and if we wish not to have a communication gap with them we need to wean away our staunch supporting attitude of the Queens English. A conventional grammarian and a die hard supporter of English language may find texting atrocious and abusive but when he is thrown into a pond of texting fishes he has to learn to swim whether he likes it or not.

Keeping aside English language, with all its vulnerabilities, one has to accept this new language code, very alien, erratically obscure, yet may make one not conforming to it seem –illiterate

As Swatzlander (2010) says, “I, like most parents, am a bit conflicted on this new language of texting. Am certainly not a –”digital native”, which describes the generation (my daughter included) that was born in a digital era. I am what I have been described as a “digital immigrant”, eager to embrace technology for my own purposes as well as to communicate with my children.”

The frequency of this digital communication has led to an assault of language as it were .But to remove it totally would be like removing an important organ from the body... Youngsters go into paranoia in its absence because texting has so corroded their individuality that life for them without it becomes vegetative. Media and scholars

have voiced their growing concern over the invasion but nevertheless find it obtrusive and adversely constructive.

Examples of comments on Texting by print media read as follows:

“The changes we see taking place today in the language will be a prelude to the dying use of good English.” (*The Sun Magazine*, April 24, 2001)

“English language is beaten up; civilization is in danger of crumbling.” (*The Observer*, March 7, 2004)

“Texting is penmanship of illiterates.” (*The Sunday Telegraph*)

“Appalled teachers are now presented with essays written not in standard English but in a compressed minimalism language of mobile phone text messaging.” (*The Scotsman*, May 4, 2003).

Why Focus on Texting

Initially, when I was contemplating on this topic, I thought I was the lone teacher in this crusade for the survival of Queen’s English. Soon I realized that this was the plight of hundreds of supporters of standard English all over the world. I was overwhelmed now and decided to take a step further and analyze: WHY ENGLISH? What is the destiny of this language? Should we say that we should let punctuation, grammar, good vocabulary go for a toss and enter a world of abbreviations, short forms, symbols and a forgotten world of punctuations? Words such as chat speak and texting are for the generation N and

perhaps here for stay. Alternatively, like other fads, can we consider it as a passing phase?

If we take the camera back in time a little, say in the 70s, there mushroomed a language called F language. This suddenly took its toll on the high school students. Teenagers got thrills using this self-created language, which was as if coded English meant to share secrets. In this language, every word had an f inserted in the middle of the word. For e.g.- Has she come .She is a bore...would be... Hafs shfe cofme.Sfe ifs a bofre

The same rules could be used with the insertion of the alphabet T or any other, though R, T, S were the popular ones. This phase came lasted for a few years and faded away .Teenagers realized that speaking the original language was less cumbersome rather than exercising their brain so much by placing the extra alphabets in between.

Similarly, some may opine that texting is just a temporary phenomenon that will either fade (unlikely) or develop into a new language used primarily in electronic communication among those who can"decode" the abbreviations. Learning another language does not influence one's ability to use proper English as long as students have learnt the grammar rules and therefore know the difference between slang and correct English. Whether it is regarded as a separate language or not, chat speak can never be considered literate.

An interesting observation made by John Whorter an accomplished linguist caught

my attention. Mc Whorter disagrees with the fact that texting should be linked to written skills. He asserts that more than writing "texting" involves the brute mechanisms of writing, but in its economy, spontaneity and even vulgarity, texting is actually a "new kind of talking."

There is a virtual cult of concession and little interest in capitalization or punctuation. Then it is high time people stop associating it with English language in all its puritan form but accept it as a novel language with its own kind of grammar, combinations and permutations.

Status of texting

If we take a minute and look back a little bit into history, we know that the older generation indulged in written form of communication ie.via letters, which soon was replaced by e-mails. Today the mobile phones have slid into email mode And furthermore texting has replaced all communication. This hierarchy-letters-to email-to phone calls-to texting....can it be called technical growth or is it degeneration of quality communication. Through texting long distance, communication has been reduced to seconds and sent to many at the same time.

Presumably, the main problem with texters is their lethargy to conform to the primary form of communication in the sense lack of proper grammar spellings and word usage. However, what one should not fail to observe is the speed with which the mortar ability as well as the ability to think fast is monitored. In an age of instant curry mix

why not an instant language mix, or instant communication.

On one side many schools and educational institutions ban cell phones in the classrooms and penalize texters. On the other hand academicians resort to sending messages syllabus, explanation, or important information to the students through texting, which means students have to be glued to the mobiles anyway for any lesson plans and institutional updates. According to them texting has become advantageous to many learners because it expands the way students think since they have to edit what they are trying to say in order to fit in a long message in the shortest way possible. If a teacher permits her students to write in whatever way he is comfortable in then he might be surprised at the positive results. It is easy to be accustomed to small abbreviated writing, brief sentences that include complicated words or proper grammar but equally imperative is the perfection in language acquisition.

BBC British broadcaster John Humprey wrote a rant for the "Mail Online" about texting when he cited that texting teens are "vandals who are doing to our language what Genghis Khan did to his neighbors' 800 years ago. They are destroying it, pillaging our punctuation, savaging our sentences, raping our vocabulary. And they must be stopped"

Today if the teenagers are advised against the use of texting language then they would discard the idea impatiently as an old

antiquated notion, too conventional and not at all in keeping with the fast paced digital age where instant communication is the need of the hour.

Review of Research

On the other hand over the 25 years research has shown that the 16-year-old learners of America have shown tremendous improvement in writing skills. A study conducted by Cambridge Assessment (a dept of Cambridge university) "students all over the US are testing higher in the writing category and the quality of their writing has greatly increased. Alf Massey declared that "the quality of many features of writing by school leavers (British term for graduates) has improved over the past decade, Contrary to our fears he found that students" are using more complex sentence structures, punctuation and a wider range of vocabulary" Gradually to type faster teenagers began to use short forms like l8r -for later 2-for two, lol for laugh out loud, omg for o my God, u -for you,

There is no doubt that the increased use of abbreviations can be correlated to proliferation of text messaging which may not necessarily have a negative impact. A pidgin language of this kind can display thoughts and emotions in writing without worrying about perfection and in a style suited to oneself. Not conforming to a standard orthography and sending out millions of text messages adds to a great deal of writing. Linguistics Professor David Crystal asserts that texting can actually help rather than hinder literacy among students.

He says "Texting has added a new dimension to language use, but its long term impact is negligible. It is not a disaster." Texters know that they cannot break too many rules. Hence being aware of them and using discreet strategies might make them analytical and mentally alert Furthermore it testify the point that communication in whatever form, keeping close to the texters frame of mind ,emotions and freedom of expression can yield positive results.

Opinions on Texting

At PEW Centre, one teenager commented, "I don't think texting harms our communication skills. It enables us to communicate more. A long time ago before there were phones people were rarely able to communicate with people. Only a few times a day like in the morning and in the night were you able to have any kind of communication through phone. I think we are evolving and learning to communicate in more ways.

It should be accepted as a fact that with a global digital infiltration of new techniques and amazing gadgets, there has to be language to communicate instantly the benefits of the same. Like Mc Wohter said" texting is a miraculous thing. Texting is not writing at all .It is a finger language" Writing is a conscious process and speaking is like a telegraphic process. If you can speak like writing for e.g. the long orations delivered by political leaders, Then there may be a time where we can write as we speak. That is when texting comes into the scene. Texting is loose in structure-a fingered speech. So let us not consider it

as a scourge. We can write the way we talk, with its emergent complexity, we observe a new structure coming up. For e.g. LOL-laughing out loud earlier is today empathetic communication accommodation. A battery of new constructions are developing. Being bilingual, bidialectical is an expansion of a learner's repertoire wherein a learner can indulge in two parallel activities: one is texting for local communication and the other to improve scholastic inputs by learning English as a language.

Experiment Conducted

An experiment was conducted to understand one aspect of Texting: ***Is it useful in effective communication/comprehension?*** A simple experiment was conducted in a few classes of engineering students. To understand this, students were divided into two groups and given different passages .The students of first group were allowed to read and 'text' the matter to the second group who were required to interpret and understand it. A total of 14 questions were asked after the 2 passages were given for texting. This was conducted for sets of groups both having different paragraphs. The questions and the results are enumerated below.

Part 1: Interpretation of the Experiment.

1. The students were able to understand the text and reproduce it to texting form with clarity of 73%.
2. The students receiving this 'text' could interpret it better and reproduce with improvement in all (100%) the cases.

3. The final text was reproduced with matching clarity of 86% to the original even though the text forwarded contained 73% matches.

4. This shows that the students were good

at reference to context to recreate the original.

5. Overall there was an increase in the understanding of the original text to forwarded text i.e. nearly 20% improvement.

Results: Interpretation of the passage

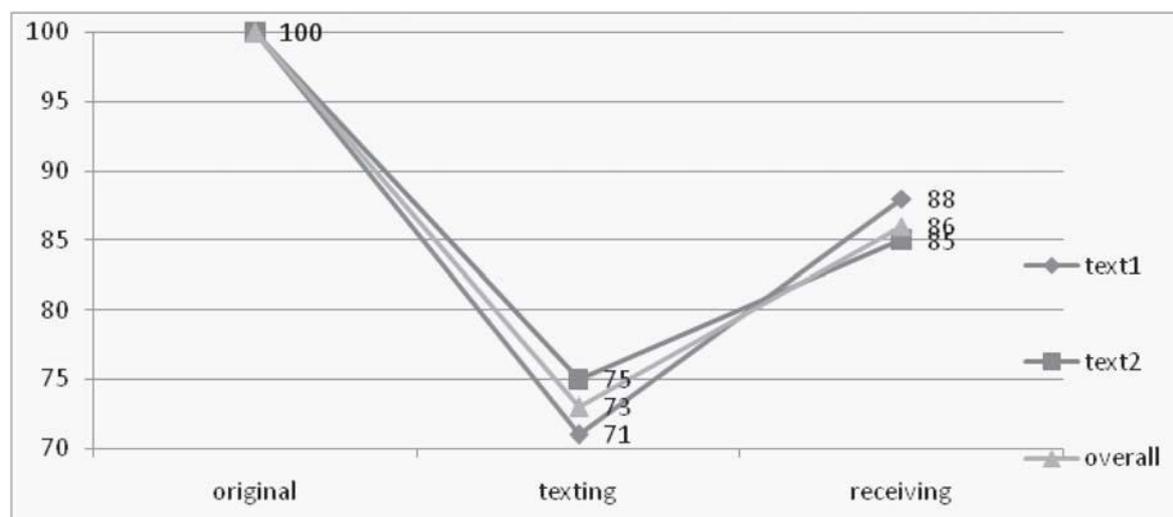


Figure 1: % conversion for text transmission vs. reproduction

Part 2: Student feedback

1. In the survey 70% of the students have started using the cell phone less than 2 years back.
2. Texting is very popular with them as nearly 53% are using texting since 2 years and all 100% were currently using this feature.
3. Texting is not very popular with family members. Only 20% were doing regularly and 80% sometimes.
4. It is very popular amongst the fellow students. A majority of 73% always

5. used between themselves and the balance 27% sometimes.
5. With others nearly 93% never used or used sometimes. Only 7% used regularly.
6. A big majority of students found texting (87%) and receiving (87%) as a very easy and convenient mode of communication.
7. More than 80 % of the students felt that there may be a need to standardized texting words / language.
8. 60% of the students were of the view

that texting could be used as an alternate language.

9. Nearly 70% students felt that texting helped them in improving their communication skills.
10. A majority i.e. 77% felt that texting was exciting to use in communication.
11. Apart from texting 90% were of the view that emotions and character usage in communication was very useful and meaningful to communicate.
12. Most of the students (67%) felt that it should not be taught as a subject in English but they could develop it on their own.
13. Students could not comprehend that this could be the language of the future. Only 33% thought that this could go on to be the language of the future.

Inference from the experiment conducted

It can be seen that

- a. All students used texting in some form to communicate.
- b. They were very familiar and at ease with texting especially with their fellow students.
- c. There was improvement in the text reproduced in 100% of the students.
- d. It was easy convenient and time saving.
- e. They were apprehensive about standardizing the 'texting Language'.
- f. They were not sure about how this could

be integrated with English language.

Conclusion

It is time we realized the strength of Texting in English communication. Let the fraternity repose its confidence in this global language and see that justice is done to the kind of teaching in the school itself. A tribute should be paid to the English teachers who have contributed to the divine digi world by giving a firm grounding to the language. Learning a language is like swimming, which can never be forgotten once one masters it. It can be welcomed with all its modulations and permutations with open arms. Hence academicians should find no reason to feel threatened and fear its decline. It is only when the edifice of a structure is not strong enough that we fear its decline. The British are contemplating of bringing out a dictionary of texting words for their elders who have grown up in the pre-digital era. This would help in understanding the language.

In conclusion we can stray away from these notions of decline of English to take texting as a motivating factor to the betterment of teaching. It is a contribution to the future world of digital monopoly where the digi language may be the perfect mode of communication. The digi invasion can be consumed and the teachers begin to enjoy the power of weakness.

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30 June – 2 July 2016

MAIN THEME

Content-Based Instruction (CoBI) and Learning: Redefining the English Language Curriculum

SUB-THEMES

- Recent developments in ESP
- Building academic language in/for content classrooms
- Understanding disciplinary discourses
- Using English to learn subject content
- Content and Language Integrated Learning (CLIL) and Bilingual Education
- Promoting higher order thinking skills through CoBI
- Discipline-specific authentic materials for language learning
- Teaching Language through Literature
- Integrating technology in CoBI/Technology-supported CoBI
- Challenges in implementing CoBI/CLIL
- Authentic multi-disciplinary content in language classes
- CoBI and Competency-Based Instruction Models of CoBI/CLIL (e.g., themed language lessons; skill-based and content-based language lessons; content-specific materials for language learning; language pedagogy training for subject teachers; subject training for language teachers; content and language teachers teaching classes together; content teachers trained to teach vocabulary and grammar as part of the content course.)
- CoBI and the Skills-based approach

Paper Submissions

Each submission should include the following:

- An abstract of about 200 words – Manuscripts must be prepared according to the format specified in the recent edition of MLA Handbook for Writers of Research Papers/APA Handbook for Writers of Research Papers.

- **Submissions should be sent electronically in MS Word 97-03 format to: eltaianualconference@gmail.com with copy to: icele.vce@gmail.com**

Important Deadlines

Submission of abstracts : **15th March 2016**
Submission of full-length Papers : **5th May 2016**

Souvenir and Proceedings with ISBN

A souvenir will be released at the inaugural, which will contain the conference details, messages from dignitaries and abstracts of contributors. In addition to the souvenir, conference proceedings of selected papers will be published with ISBN.

Registration

It is compulsory for all the joint authors of each accepted paper to register for the conference.

Registration fee

Registration fee by demand draft drawn in favour of “ELTAI Chennai, should be sent to the following address:

**The Secretary, ELTAI
D-54 Third floor, Anandam Apartments
156, SIDCO Nagar Main Road
Villivakkam, Chennai – 600049.**

Early Bird Registration:- Before 29th February 2016 Rs 800/-

After this date

Rs.1000/- (ELTAI Members) Rs.1200/- (Non-ELTAI Members)

Rs.1000/- School teachers (with a letter from Principal) US dollars 50 (Overseas Participants)

On-the-Spot Registration Fee: Rs 1500/-

For further details about local arrangements, contact:

Dr. Jacqueline Amaral – Conference Convenor

Department of Humanities and Social Sciences

Vasavi College of Engineering, Ibrahimbagh, Hyderabad – 500 031

Telangana State

Email: icele.vce@gmail.com

**11th International & 47th National Annual ELTAI Conference
REGISTRATION FORM***

Name :
Designation :
Name of Institution :
Address for Correspondence :

Contact Number : Office: Residence:
Email :

Title of the Paper:
(an abstract in about 200 words to be enclosed)

Time and Date of Arrival :
Time and Date of Departure :

Details of **registration fees** :

Amount: _____ DD/Cheque No.: _____ Dated: _____
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Accommodation

Is accommodation is required in hotel? Yes/No

If accompanied with spouse : Yes/No

Note: If you require accommodation, you need to send a DD or cheque (payable at par) in advance in favour of **Principal, Vasavi College of Engineering, Hyderabad by 15th May 2016 posted to:** Mr. K. Ramana Prasad, Department of Humanities & Social Sciences, Vasavi College of Engineering, Hyderabad-500 031.

Hotel: Rs.1500/- per person per day with Tea, Buffet Breakfast and Dinner (Vegetarian)

Details of Amount sent for Accommodation:

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On-the-Spot Registration for Accommodation may be accepted subject to availability.

Signature

***Registration forms submitted online or by post without DD/Cheque will not be considered.**

The Journal of English Language Teaching (JELT) – ISSN-0973-5208

[A publication of the English Language Teachers' Association of India (ELTAI)]

Submissions

The JELT is an international, **peer-reviewed journal** published by the English Language Teachers' Association of India based at Chennai, Tamil Nadu, India, but with over 55 chapters in different parts of India. **Please see the front inner cover for details of the establishment and objectives of the association.**

The JELT is published **six times a year** – February, April, June, August, October and December. The overall aim of the journal is to promote the professional development of its readers, namely English teachers teaching at all levels, researchers and teacher trainers around the world. The journal, therefore, accepts submissions on all aspects and issues relating to the teaching and learning of English in ESL settings.

Criteria for Evaluating Submissions

Each submission will be evaluated for its suitability for publication in terms of the following criteria.

The article should:

- ★ Reflect current theories and practices in English language teaching.
- ★ Be relevant and appeal to the wide readership of the journal.
- ★ Be well written and organized, with sufficient explanation and examples to enable readers to apply the ideas and insights in their own classes.
- ★ Discuss the topic in the context of other work related to the topic.
- ★ Be written in clear and concise language, making it easy to read.

Guidelines for Submissions

Each issue of the journal addresses a specific theme. Authors should send submissions related to the theme before the deadline indicated for the issue. *See the ELTAI website and the journal for the themes (if any) and deadlines for the subsequent issues.*

Authors should follow these guidelines while preparing their articles for submission:

1. The article should not have been published previously in any form (print or online).
2. The maximum length of the article should be 2000 words (excluding an abstract in 150 words).
3. All pages should be double-spaced with a clear margin of 1 inch on all sides.
4. The title should be brief and focused, not broad or vague.
5. The article should carry only the title, abstract and the main paper.
6. The title, author(s)' name(s) [the last name first], affiliation [i.e., the name of institution(s) the author(s) belong(s) to; city, country] and email address should be provided on a separate cover sheet for the article, along with author(s)' photo(s) [.jpg].

7. Only sources cited in the article should be listed as references at the end of the article.
8. The article should use the author-date format for citations and references (e.g., Anderson 1997; Anderson 1997, p.17). *See the Chicago Manual of Style (15th edn.) for more details and examples.*
9. A list of all the references cited in the text should be given at the end of the article. In each reference, only the author's last name and initials are to be provided. The year is placed after the author's name. Only the first word of the title and the sub-title (after a colon) are capitalized along with proper nouns. Titles of books and journals should be in *italics*. Quotation marks are not to be used in the title.
For electronic sources such as websites, the date of accessing the source should be given in brackets after the URL.
10. ***The filename of the article (in MS Word format) sent as an email attachment should contain key words from the title and the author(s)' names.***

FOR THE ATTENTION OF OUR MEMBERS

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You may also write to eltai_india@yahoo.co.in requesting us for the information.

SPEAKING ACTIVITY

Shadowing*

Dr. K. Elango, National Secretary, ELTAI &
(Formerly) Professor of English, Anna University
Email: elangoela@rediffmail.com

- Objective** : To enable learners to acquire the abilities such as active listening, faster process of syntax and semantics, intelligible pronunciation and effective speaking.
- Preparation** : Learners are to listen to audio materials of their choice on their mobile phones/MP3 players/TV/radio and so on as frequently as possible for a total familiarization.
- Participation** : Individual
- Duration** : 5 minutes

Procedure

- Teacher identifies appropriate audio texts (lyrics, stories, dialogues, and thematic texts – informative texts based on specific themes) and plays them in the class two to three times. If learners are at the threshold level, he could provide transcripts as well to aid their comprehension.
- Teacher divides the class into 6 member groups and gives the following instructions:
 - o Groups could listen to the audio text again with/without the transcript, if necessary
 - o To start with, the groups do the shadowing in chorus.
 - o Later on, every member of the group does the shadowing one after the other.
 - o While one is shadowing, other members jot down the errors such as skipping words, substituting words, wrong pronunciations, and intonations, and offer their feedback.
- When the group task is done, the teacher gets a couple of volunteers to re-do the shadowing and elicits feedback from the class.
- The activity is concluded with the teacher suggesting the following:
 - a) Students could choose the audio materials of their interest and download them onto their mobile phones to do the shadowing.
 - b) Audio materials are to be identified from sources such as audio books, podcasts, and TV/radio channels that have contemporary relevance.
 - c) Shadowing is not merely parroting but comprehending and reproducing the content.

Learning Outcomes

1. Learners realize that they could enhance their oral competence with greater fluency and accuracy by shadowing.
2. Learners also realize that they could develop their mastery of language by using a strategy such as self-check. (They could record their shadowing to compare with the original text, leading to corrective steps, if any.)

Further Activity

Learners could listen to audio texts, especially English lyrics, as often as possible, and repeat along with the speaker/singer to gain the approximation for better linguistic output.

*Shadowing is a technique of repeating verbatim and almost simultaneously what one hears. Unlike the normal 'listen and repeat' technique, learners need not wait for an utterance to be completed to repeat it. Shadowing will be a huge waste of time if it is used only for the purpose of acquiring native-like pronunciation.

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