The Modernization Of English Language In India

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ARTICLE INFO	ABSTRACT
	Towards the Priority of English Language Instruction, this piece of writing also contains an appraisal of the role that English studies play in connection to the dearth of English teachers who are qualified to teach the language. The school system in India has experienced significant modifications since those times, and the tests that were described earlier are now administered in both native language or Hindi and English. This has evolved into one of the most cutting-edge pedagogical approaches in the field of English language learning in India. Since around two centuries ago, India has been home to a vibrant academic community dedicated to the study of the English language. Both teaching English and studying it in India have traditionally been challenging activities, and this is true for both the instructors of English classes and the students taking such classes. As a result of the establishment of colonial rule in India, the English language, which is widely used in other parts of the world, finally emerged as the country's official language. It took some time, but finally it got ingrained in the educational programs of academic institutions and established itself as the language of communication among society's most privileged members. As a direct result of this, the vast majority of individuals have the perception that learning the language is a frightening and challenging endeavour.

1. Introduction

Through British overseers, Indian children have educated at school before India has gained independence in the year 1947. Their instructed method has same as it used in the countries where the English as their basic language is. But once British left India, English language beginning to lose their identity and only lesser people has followed across the country. However language experts have put more efforts to put into the practice of teaching methods and become successful in English language teaching. Hence in India, English language becomes more popular due to many factors like Media, globalization, technology and education. Due to these aspects, the number of Indians speak English is increasing and it is important to assure that all Indians share the English advantages and it doesn't view at the Indian culture and language expenses (Meganathan, 2011; Mukherjee & Bernaisch, 2020; Sharma, Bergs, & Brinton, 2017).

The following are the certain instances of English's growing trend in India,
- English in rapidly and consistently used in public and government services. For instance, several government forms and websites are now available in English.
- English is becoming more famous culture. Several Indian TV shows, Indian music and movies are recently produced in English language. These are just some growing trend examples of English in India. Hence English is now becomes highly significant part in Indian society.
- Nowadays, number of students joined in English medium is raised and consistent. In Jobs also people who use English language is increasing and many Indian companies are expecting good English communication (Parab & Vitthal, 2015; Sah, 2022).

Hence in this research, the major aim is to analyse and discusses the English impact with respect to their roles, slangs and trends, conventional methods and modern methods of English language learning and teaching in India.

2. English impact in India

In India, English is not a foreign language, but it considered as more than a second language. For few peoples it has considered as mother tongue also, however it has termed as greater and influential following. It dwells in unique functional space compared with Indian regional and Hindi languages. It is observed as the significant to several desired roles. Indians have separated English from their regional past and further accepted it for the several pragmatic benefits it proposed. Hence in India, the old contrast of foreign languages is learned with an involved motivation and with integrative motivation of second languages breaks down for English language (Azam, Chin, & Prakash, 2013; Dua, 1940).

Management: English is considered as associate Indian official language and also for four states like Tripura, Manipur, Nagaland and Meghalaya and 8 union territories. At national government level, most of the policy statements, government orders, technocratic communication and discussion, white papers are conducted in English, but official Hindi versions and other regional languages are also available at state and central level. There exists a greater attempt in introduce e-governance in regional languages shows the impact of substituting English slowly from highly functions and genres. Still the technocrats continues to be depends on English for technical reports, presentations and position papers and also to a lesser extent than before in public communication (Mukherjee & Bernaisch, 2020).

Law: English is considered as language of law in India apart from local level. It is language of state high courts and supreme courts. Witnesses can use any kind of language in lower courts for their testimony and can deliver with translations. Judges and lawyers are also use the English along with their English language in their court proceedings. The business and house deals of any legal documents can be in either language. Only judges and lawyers can take part in appeal courts and they through English medium they learn the law and knowledgeable in Basic English too. The judgements' official versions are in English and it is important in Indian legal system. Even though regional languages are used, English is also one of the significant languages in parliament (Getman, 1968).

Education: Education is the major key roles of English, instructed to taught as enforced language in all over India, initiated in 1st grade in certain states, 4th grades in others from primary to secondary. In higher studies also like colleges it has been followed in nearly all subjects specifically the technical majors like engineering, medical, sciences, commerce and law. Classical and regional languages are utilized in certain fine arts like classical philosophy, music, languages, dance, and literature and also humanities areas (Ramanathan, 2016).

Media: India has high-spirited and vibrant independent media and they are multiplies in the recent decades. The total number of registered newspapers are nearly 1,00,000 in India. English and Hindi are dominated the more in circulation and periodicals. However, within every state, the local language media are powerful and popular, whereas highly educated and upper classes can read English newspapers in addition to their local language. There exists more than 900 private television satellite channels and Indians are desire to get their news in English and fro entertainment they prefer their regional language. The cultures of regional language may remained silos and separated from one another without English language (Thussu, 1999).

2.1. Role

In 17th century, English came to India as foreign language, the trader's language. Colonial administration language has seen. Similarly its instrument value for attaining modern knowledge is supposed from development natives and the colonial policymakers provides significant place as medium of instruction. It is considered as major role as lingua franca of powerful and educated elite shows ironic impact of joining the nation in freedom movement and remains today as major tool of interstate communication in all fields. Faster progress of India in economy, communication and education in present decades is incorporating India's self-improving generations more influentially and closely with world economy. Hence English is highly most valued and significant in India presently compared with before. India is using English both functionally and structurally in its own terms. The major purposes, contexts and ways in which Indians using English are all basically Indian and it has been incorporated into Indian multilingual fabric and flourishes in energetic symbiotic relationship and impacted by Indian languages. There exist two manifestations like hybrid Minglishes emergence and Indian English evolution with respect to different syntax, pragmatics, phonology and lexicon. Both manifestations are shaped and sustained by the basic use of English as Indian language in between Indians in the multilingual Indian ecology (Kanna & Rakesh; PATEL; Sahoo & Paramaguru, 2022).

2.2. Slangs changes

English used differently in India like for example, pidgin English, box-wallah English, bearer English and so on. Indian English is an idealizations and abstraction like Standard and General Indian English. Educated Indian English are differs and it can be hear in most of the interviews and conversations and used by rural and urban areas of Indians. This variety of English speakers has basically college degree learned in English medium. May be they are as doctors, engineers, doctors, researchers, journalists, teachers, lawyers, scientists

and so on. On daily basis, they are using English language at work and outside. They may not completely understand informal spoken or American or British colloquial English at a normal speed specifically on social or regional varieties but they may get better with slower expression and higher exposure. These kinds of speakers can be said to be fluent bilinguals and on English proficiency scale they aligned as upper mesolect or mesolect. Their spoken English may be recognizable as Indian rhythm and accent but still said to be comprehensible to other English varieties speakers (Pilipei & Pylypenko, 2020; Sathyanathan & Kumar; Sridhar, 2020).

3. Conventional methods of English teaching and learning

According to W.F. Mackey, It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well." English teaching has viewed as a evolution from multiple stages (Mackey, 2003). The language trainers, policy makers and teachers are using one of these conventional methods or others with respect to the learner's requirement. The major methods used of English teaching and learning are,

The Grammar-Translation Method
GTM- Grammar Translation Method is the eldest approach used for more than a century. $Karl\ Plotz, Johann\ Seidenstucker, Johann\ Meidinger\ and\ H.S.Ollendorf$ are the major exponents of this approach. This language method is also referring as traditional or classical method. GTM is familiarized after the British rule arrival in India. It is the basic method in which the learners master the sentence pattern of English language and it is taught in learner's native language (Grover, 2014).

The Direct Method
Nearly 1900 in Germany and France, direct method was introduced, when several reformers are concentrated on the foreign language learning real principles through conversation, mother tongue learning and discussion. This method is also refer as natural method or reform method. At Early 20th century this method is introduced in India for teaching English language. According to Rao, this approach was presented as "$as\ a\ reaction\ against\ grammar-translation\ method."$ (Varghese & Karki, 2018)

The Audio-Lingual Method
This teaching method has regarded on language learning's behaviouristic observation. According to Prof. Nelson Brooks, emphasized the term '$Audio\ Lingual\ Method$' in 1964. The major aim of this approach is oral skills and communication of English language by learners. Through practice the learners are acquired the expected language. Hence this approach concentrated highly on more practice exercises. The mother tongue role is mainly lesser which is same as direct method (Ghofur, Degeng, Widiati, & Setyosari, 2017).

Total Physical Response
TPR- Total Physical Response method has developed by $Prof.James\ Asher\ from\ Psychology\ department, San\ Jose\ University, California.$ In 1970 and 1980s TPR method gained popularity and it gives importance to comprehension of English language. It is mixing of action and speech co-ordination. In this approach, the language is trained through physical motor activities and learners are achieve and responds to commands due to the language comprehension in classes (Jayendran, Ramanathan, & Nagpal, 2021).

The Bilingual Method
In case of bilingual approach, the two languages like target and native language are used during the process of language learning. It is established by C.J. Dodson and it expected as group of direct language teaching and learning approach and grammar translation approach. Here in this method there is a freedom to use vernacular language for learners. It has said to be the response against direct approach. Every direct method aspect of teaching is focused on maintaining the two languages as possible and hence breaking the connection in which the learners continuously crosses and he wants to be honestly bilingual. (Sahgal, 1991)

The Silent Way
This method originated by Caleb Gattegno considered as language teaching method. The teachers are remain silent as possible during their teaching session and learners can give as much as possible. The major principle is '$teaching\ should\ be\ subordinated\ to\ learning$'. Here the teaching performed with wooden sticks with colors refer as Cuisenaire rods. Hence the teaching elements are colored and rods pronuncial charts. (Aslam, 2006)

Suggestopedia
This approach has created by $Bulgarian\ psychiatrist-educator\ Georgi\ Lozanov.$ It is also refer as Desuggestopedia said to be the specific set of learning recommendations refer as suggestology in which Lozanov explains and concerned with a systematic teaching of non-conscious and non-rational impacts. Here

the people are responding continuously. Here the teacher tries in making the students here the teacher make the learners to believe that English learning is simple and pleasurable. The teaching mechanism considered the music therapy also since it rises up the suggestions also. Classroom arrangement is major features due to their furniture, music, decoration and behaviour of teachers. Posters with grammar ideas and information of English language are there is classroom for taking peripheral learning of students and it has changed per week. While teacher read it loud the learners follows the dialogues of English language. (Venkanna & Glory, 2015)

Communicative Language Teaching

This teaching is regarded as communicative method in which the communication is said to be the major goal. CLT- communicative language teaching introduced in late 1960s and it came into existence for language teaching and learning from the learner centred method of linguistic and communication based. The major aim is to attaining ability in fluent and confident communication in English language. In order to communicate with social context, the learners are required to perform some operations like promising, declining the referrals. This approach is refer by Dell Hymes as *'communicative competence'* and *'linguistic competence'* by Chomsky. This concept is not enough in assisting learners to effective participation during communicative stages. According to Widdowson, It is, *a shift of emphasis in language teaching and from proficiency in structural forms to communication proficiency*. (Sreehari, 2012)

4. Modern trends in English teaching and learning

Recent approaches in the teaching of English have not been successful in gaining widespread presence in India. It continues to terrify the students since the curricula are so demanding, and the syllabus is so extensive, particularly for pupils who are fluent in the regional language but would want to excel in English. Before India's independence, British masters were the ones who educated Indian pupils. Their approach to teaching followed a technique that was comparable to that used in English-speaking countries. After they departed India, however, the English language began to lose its flavour and became less widely used in the country. This process continues to this day. In these modern times, language specialists are working extremely hard to create the greatest possible system for teaching English. (Parab & Vitthal, 2015; Sarica & Cavus, 2009; Sinha, 2022)

CLIC- Content and Language Integrate Learning: it is a method in which the cross curricular subject is used by English teacher and thus the students can learn both English and content.
Teaching English at an earlier age: At school, several nations have initiated English teaching in prior grades. For Example, India started English teaching from Pre.K.G. itself.
Teaching culture change: Both international and native culture rules English language in their classes. However, there is lesser attention on teaching the English native speakers.
English teacher view change: it is identified increasingly that teacher's quality is recognized through intercultural competence, linguistic and teaching compared with English native speaking.
Teaching and Test pattern change: the teachers using a English translations or local or native texts in the classes. In the language classroom, the different accents and language use in tests or listening activities are refreshed.

E-learning: Due to smartphones and tablets, it is ensured that contents and textbooks may fade in few years. Moreover, the knowledge access with respect to mobility and flexibility has modified more.
Teaching and learning in strategic way: English language teaching in classes concentrated on encouraging the student's language, thinking, and learning and outcomes activities. There exist important conversations among student and teacher inside and outside classroom. Learning gamification is developing as a way in making language learning highly relevant and engaging for younger generation.
ICT and English teaching: globalization 3rd dimension is not separable from English teaching is the progression of ICT- Information and Communication Technology. The ELT field has highly infused by ICT.
English mediate by computer: English is said to be internet's lingua franca. It uses the language on the basis of accessibility not by agreement.

CALL: It is expressed as Computer Assisted Language Learning which is the computer mediated language learning manifestation. In 1950, initial phase has built and further executed in 1970s. the computer can provides stimulus to learner as tutor.

Web/Internet based learning: it is technology based online/e-learning or distance learning and considered as rapid developing method. It gives chances to establish learner-centered, interactive, flexible, well-designed, officiate, affordable, and comfortable e-learning environment. There exists more web based English classes which offers training for different basic language skills like Reading, Speaking, Listening and writing which made interactive in different ways.

5. Discussion

In order to support English teaching and teachers several state and national wide projects are designed with effective works and different ways, are executed by native educational bodies and authorities which are frequently in company with external partners. But there is a small sense of framework and co-ordination in which the activities creates intelligible entirely. India's educational system difficulty and scale, national or state level policies lacking like for teacher professional development can be responsible, there is restricted evidence in learning, tests, teaching and preparation quality. It further recommends that the policy formulation is not the basic issue and which developing newer policies will not solve several challenges which are shown. Hence for instance NEP 2020 has compulsory in which pre service teacher education transferring towards recent incorporated model which cannot be expected that re developing programmes address the newer requirements can enhance graduates quality and provides effective teaching. It is the major challenges which are require concentrating at above level of system, and the newer policy resulted in practices and ideas are expected. (Bhattacharya, 2022; Tomlinson, 2023; Winson, Arunkumar, & Rao, 2023)

Based on the discussion there identified several conventional and modern themes in English education teaching in India which further ensures chances to in-depth insights, inquiry and proof based intrusions. Insights are the key and apart from huge English activities in basic Indian education, proof of its influence is also addressed.

Certain points to be considered in future are, *English curricula:* the learners perform with curricula are away from their capability is demotivated inevitably, not higher level teachers also prioritise inevitably the pedagogical methods which in turn fail in optimising the English learning. This problem must be addressed and assessed and if assure proof identified then closer investigation of the factors resulted in inconsistency among the learner and teacher curricular and competence expectations must be considered.

Private sector: private sector must be understood full in regards with English education teaching which emphasizing effective practices and policies which may be moves to government schools and found drawbacks in regarding how the English is taught and students are learned in private sector. Partnerships among the government and private schools must have capacity in supporting English education nationally.

Education pre-service teacher: NEP 2020 changes are categorised in over the upcoming years, however present teacher education programmes which restrict their effectiveness. The English language skills graduates development are require to addressed more effectively, because if teachers have only fundamental English skills, then English education is compromised seriously. There also require being more highlighting on the teacher educator development competences for instance, the British council development.

Professional development continuity: there exists no state or national level CPD contexts and hence the teacher's provision are usually sporadic and uneven across the nation. Previous provision for example, DIETs, RIEs and similar operations is not reviewed and assessed systematically. There exists better chances and thus for studies which plots present provision at state level assess its strengths, impacts, rationale, works and drawbacks towards better practices understandings in primary school English teachers in India.

Development of teacher educator: those who give importance to CPD for English teachers may advantageous from chances and improves their abilities as teacher educators and they are well qualified in terms of academic and have ELT post graduations and doesn't possess chances in establish the competencies particularly to teacher educators. Due to online CPD increase trainers can benefit from chances in establishing and improving their skills as online teacher educators.

Competence of teachers: English teachers in basic education classrooms, their knowledge and skills' insufficient details needs further support and enhancement/ competences range like English skilled users, English effective teachers needs broad and restricted focus on English teaching. Hence several basic education teachers show experience in pre-service teacher education and shows important gaps in how better they are supports the English learning. Indian teaching nature will equally apply to English education also and it explained by pre-service programs, thus teacher focused pedagogies are highly required.

English as instruction medium: the impression which emerges from this study is one of the important and it different practice regarding the English as instruction medium in the basic education. In private sector, the methods development makes informed advice which are seen by guardians and parents with respect to role of English in primary school in India and hence another strategy must be suggested.

Technology: in India teachers education departments are different and during the pandemic it transfer to online, needs and establish suitable support mechanisms. Partnership with private sector and NGOs are significant efforts in supporting the effective and broad use of educational technology by English language teacher educators. (Paliath & Dhinakar, 2021; Yadav & Yadav, 2023)

6. Conclusion

Given that English is recognized on a global scale as a working language, it is difficult to fathom how anybody could ever contest the importance of the language in today's world. English is the language that is spoken in the most areas throughout the world. It is also the language that is used most often in major industries such as commerce, education, research, and communication. English is known as a lingua franca. English is not just a language that is used for literary works such as poetry, fiction, or theater; rather, it serves as a foundation for expressing and learning about scientific ideas and advancements, as well as the tools and appliances of contemporary technology, and, most importantly, as a bridge language that links individuals all over the world. English is used for literary works such as poetry, fiction, and theater. The way in which the English language is conveyed to students has undergone a great deal of development over the course of so many years. When people in India were being educated by British tutors, they were immersed in the Indian language in every possible way throughout this time period. However, as they left, the richness and complexity of the language started to progressively disappear one by one.

The methodologies that are now used in language instruction, especially in India, are lacking in both quality and quantity, and it is quite improbable that they can ever gainwidespread popularity. Students who are fluent in a regional dialect but would like to do well in English are nonetheless frightened by curricula that are overly structured and syllabi that are too long. Significant when it comes to deciding how to teach English and what we expect from students in terms of pace and the roots of their systematic errors (that is, errors that are made frequently even after being instructed). In other words, when it comes to deciding how to teach English and what we expect from students in terms of pace and the roots of their systematic errors. However, categorizing these non-native species may be difficult owing to the fact that the factors that led to their introduction vary from one ecosystem to the next. In order to do this, one has to conduct a sociolinguistic analysis of the language in question and give some thought to the several spheres of language use that may be found within the society. That is to say, it is essential to take into consideration not just the past role that the language has played in society, but also the role that it plays in today's society as well. Because of this, we can arrive at conclusions that are suitable not only for the circumstances but also for the pupils in our care. As a result, it is of the utmost importance to arrive at a decision on the status of English, the ownership of which has been contested in a number of different ways by speakers within the context of the global language.

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