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# A Model for spoken English? - A Minor Field Study of Teachers' Attitudes towards Spoken English in Punjab, India

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## **Abstract**

### **BA Degree Project within the Teacher Education Programme LP01**

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What model of spoken English a teacher aims for in the classroom is far from self-explanatory with implications for learners and the future of English Education. Through a SIDA-scholarship this essay — a Minor Field Study, sets out to explore teacher's attitudes to spoken English in Chandigarh, Punjab and, moreover, whether a model for spoken English exists and thus motivated by a selection of teachers here. Furthermore, to discuss spoken English within perspectives of power and identity.

Mixed methods have been adopted for this study, instruments such as an introductory discourse analysis, teacher interviews, learner survey and observations, all were employed to investigate the aspects mentioned above. Nevertheless, the main method lies within qualitative semi-structured interviews conducted with nine Indian English teachers. Furthermore, to complement the interviews a survey with Indian English learners to investigate the role English plays in their lives, and thus identity and incentives for acquiring English was also selected. Moreover, this essay is based on poststructural theory and, therefore, not claiming a generalised result, instead it should be read as a discussion where factors such as identity and power are situated culturally and socially.

The study revealed that the English language was ascribed with formality, high status and power by the Indian teachers, which has implications for the identity and language learning not only in India but also raises questions of the English Education in Sweden. All teachers but one recognised British English as the model for teaching, moreover, the most common motivation for acquiring English was that for communication beyond the nation's borders.

## Acknowledgements

This degree project has been conducted as a Minor Field Study in India. Hence, we, the authors of this essay, have been on site in India for the duration of the project. In this, by us, previously non-experienced country we lived together in one room performing all everyday activities together. Under these circumstances we tried to turn this into our advantage. Therefore, all work from taking turns conducting interviews to writing this acknowledgement we both have been involved in and neither of us can claim to be the sole creator of any part. We see this as an accomplishment and are proud of our joined effort to produce this essay playing on our strengths for hopefully achieving an interesting paper.

The opportunity to produce this essay was given by the Swedish International Development Agency [SIDA] who sponsored this project. We hope their requirements have been met and thank them for this experience.

A special thank you to Dr Manohar Lal, his wife Kanwal and their family for being our contacts on site in India. Of course the schools and teachers agreeing to participate in our study deserve a special thank you as this essay would not have been possible without them. Thank you, also, to our supervisor Anne who patiently received many drafts in inconvenient hours. Moreover, a personal thanks goes out to our families whom we missed while away.

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# 1 Introduction

## 1.1 Introductory

During our time studying English and pedagogy at the University of Gothenburg many aspects of teaching English were raised. When we, through the Department of Language and Literature, got the opportunity to visit the University of Sussex, issues of the British colonisation and English as a language of the world were emphasised. The teachers at Sussex University talked about the importance of viewing the English language free of its context, its history and free of the constraints and the mind-set: that the English language is and has been 'owned' by the British. This idea and its implications have been with us ever since. Now, when the opportunity to write our Bachelor's Degree Project abroad rose, we wanted to look further into the issues of teaching English in India - a nation that has a long history and relation with Britain in terms of language. Furthermore, because its history with the English language seems very different from our Swedish relationship to the English language, we wondered; can we learn from them?

India has one of the largest populations of English speakers and according to Jenkins, Indian English is considered to be a variety of English (Jenkins 2009:151). How does this affect the ownership of English? If it is removed from the native speakers within the inner circle<sup>1</sup> then, the responsibility of English language teaching would be affected, and a certain language mixture would be acceptable. Furthermore, since post-independence there has been a steady growth in the use of English in India with English nowadays being used primarily for communication among Indians rather than with native speakers from the inner circle countries (Jenkins 2009:151). This raises the question of how teachers, in the Indian society where the status of the English language is complex, view the question of ownership. Furthermore, does this affect their motivation and their attitudes for teaching and learning English?

The Swedish International Development Agency [SIDA] granted us a scholarship that made it possible to look closer at teaching and learning English in India. However, because we had eight weeks to complete this Minor Field Project as a Bachelor's Degree Project, we had to narrow our focus. We decided to visit the city of Chandigarh located in the north of India, bordering to the state of Punjab and Haryana. Here, we would visit both public and government schools to interview teachers, observe classrooms and conduct surveys with learners.

Our aim with this essay is to explore teachers' attitudes to spoken English in the Indian Education System within the state of Punjab and city of Chandigarh. Due to the complex language structure between the states - within India and, moreover, their long tradition of teaching English; learning what attitudes they have towards spoken English might inspire thoughts on how our Swedish English motivate spoken English and which English it is to be. Investigating how the Indian syllabi of English motivate spoken English, interviewing teachers, plus being a part of their lessons hopefully will answer the question: How do they choose a model of English to teach in the classroom and why? Furthermore, issues concerning attitudes in language education such as identity, power and whether spoken English is considered an International language or a global language will be discussed.

Moreover, this essay uses the essence of post structural theory, thus we acknowledge the fact that there is no absolute or objective truth, instead, all knowledge is situated socially and

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<sup>1</sup> According to Kachru's circles of English, the world English is divided into three categories: The Inner Circle, The Outer Circle and the Expanding Circle. Countries such as UK, Australia and USA belong to the Inner Circle (Crystal 1997:54).

culturally (Musk and Wedin 2010:13). As for the result, this essay will not claim to entail a generalised result; instead it should be read as a Minor Field Study – a discussion, based on the material provided such as syllabi and the participants and their context. Furthermore, our method is mixed due to the complexity of exploring attitudes as well as language.

## 1.2 Background

To gather further insight into teachers' attitudes to spoken English in a context far from our own, a background to what the language situation is like in the schools in the area of Chandigarh and Punjab is needed. Further, to investigate the Indian syllabi that English courses are based upon and the teachers refer to seemed necessary to obtain this background. Moreover, the essay aspires to have a relevance to Swedish English education; therefore, a discourse analysis of the two syllabi, namely the Indian and the Swedish, will introduce the research questions, thus, the analysis hopefully will clarify the aim of the Field Study.

The language situation in India is complex. Not only is the country large in land and population, and therefore hard to overview, but also, India is divided into states that each has a wide variety of languages. The current status of the English language in India is that it is considered to be a second language, i.e. ESL. This means that there are other native languages present and that English is one of the official languages throughout the country (Jenkins 2009:16). In 1967, the Official Languages Act provided that English would be the 'associate' official language and used alongside Hindi in all official matters on a national level. In addition, the Constitution recognised eighteen regional languages as having the right to function as the official languages of individual states (Jenkins 2009:151). Therefore, the English language situation in the specific region that we have chosen to focus on is far from uncomplicated. The city of Chandigarh is Union Territory which means that it is run by Delhi and the Central Government, its two official languages being Hindi and English whereas the state of Punjab recognises three official languages: Punjabi, Hindi and English. Thus, what we have observed when visiting the different schools is that public schools in both Punjab and Chandigarh use English as their first teaching language. This means that English is the primary language used on all lessons and assemblies; moreover, it should be spoken amongst teachers and students in the corridors. However, in government schools of Punjab, Punjabi is the primary language on which all the classes are conducted and English is taught as a second or third language, whereas in government schools of Chandigarh English is the primary language.

There are three curricula used in the area. Since Government schools in Chandigarh are Union Territory and run by Delhi, they use the curriculum written by the Central Board of Secondary Education [CBSE], and so do most of the public schools both in Chandigarh and in Punjab. Government schools in Punjab, however, follow the state curriculum and syllabus written by the Department of School Education in Punjab. Moreover, there is the Indian Certificate of Secondary Education [ICSE] used mostly by convent schools in the area. In this study, only the CBSE will be discussed and referenced primarily due to the fact that it was used by five of the seven schools that were visited. Furthermore, the CBSE is used both by government schools and public schools as well as being the most frequently used curriculum and syllabus in the region of Chandigarh and Punjab.

Unlike India, most of Swedish schools follow the same curricula and syllabi. The Swedish National Agency for Education [Skolverket] provides the frameworks and guidelines on how education is to be provided and assessed with the aid of syllabi and subject plans, knowledge requirements and tests, as well as general guidelines. The Swedish National Agency for Education answers to the Swedish Riksdag and the Government (Skolverket, n.d.) However,

Swedish language syllabi and Skolverket have been strongly influenced by The Common European Framework of Reference of Languages [CEFR]. The CEFR work for language learning within the EU – one of its main goals is for all students in the European Union to learn two foreign languages (Skolverket, 2012:14). Moreover, when analysing the Swedish English syllabi for Upper Secondary School it will be referred to as the overall name of the curriculum: Gy11.

### 1.2.1 Syllabi

To understand the educational settings in the two countries, the Swedish Syllabus for English (Appendix C) and the Indian CBSE, English Course Core Code no: 301 (Appendix D) are compared and presented here. The overall aims of syllabi were chosen for background since it provides an overview of the courses of the Upper Secondary School. Hopefully, they will provide an insight of attitudes written in the very documents made by the institutions that regulate that, which teachers and learners are supposed to follow. Furthermore, this discourse analysis of the syllabi can provide background for what attitudes could be found later in the interviews with teachers. Attitudes are, a result of many complex factors –feelings engendered by previous experiences, assessments of the expectations of others, anticipations of the consequences of a particular act (Henerson 1987:10). Therefore, the syllabi, which regulate the teachers, could be considered one of these factors. Moreover, it should be mentioned that curricula and syllabi are living documents, in the sense that they are tools in constant revising by authorities, and it is therefore important to examine them more closely.

One aspect that needs to be addressed in terms of attitudes to spoken English is what is meant by the term *spoken* English in the syllabi. Looking at the aim in the CBSE it mentions, “To participate in group discussions/interviews, making short oral presentations on given topics [...] to develop greater confidence and proficiency in the use of language skills necessary for academic purposes” (Central Board of Secondary Education, 2014:46). The phrases answer the question of what the students are required to achieve in terms of *spoken* English. The CBSE syllabus is therefore specific within the aim of what the students are expected to achieve. Furthermore, the CBSE syllabus state that the purpose of *spoken* English is either a preparation for Higher Education or the entry into the world of work. The Swedish Gy11 English syllabi, however, are more vague in terms of *spoken* English, it states: “the ability, desire and confidence to use English in different situations”, furthermore, “students should also be given the opportunity to develop correctness in their use of language in speech and writing” and, moreover, “the ability to express themselves with variation and complexity” (Skolverket, 2011). The aim in the Gy11 syllabus is therefore not as specific as the CBSE in terms of what the students are expected to achieve within the courses in their overall aim. Phrases such as “use English in different situations”, “develop correctness in their use” and “express themselves with variation and complexity” (ibid.) leave room for interpretation of what is expected of the students to achieve in terms of *spoken* English. However, unlike the CBSE syllabus Gy11 acknowledges, “Teaching of English should aim at helping students to develop knowledge of language and the surrounding world” (ibid.). It, therefore indicates a more global motivation. Important to note, however, is that no clear-cut definition of *spoken* English is given in either of the documents although it could be argued that the CBSE syllabus provides a more specific motivation in its aim for the students to achieve.

Another important aspect that needs to be raised is what syllabi mean by spoken *English*. Looking at the CBSE syllabus, it does not suggest a variation of English nor does it provide an explanation for what is meant by *English*. The phrase “high degree of proficiency” is mentioned, although, this phrase merely suggests that there is a measurement scale of which



we are unaware (CBSE, 2014:46). In the Gy11 syllabus, on the other hand, the phrase “develop correctness in their use” can be found, which suggests that a desired English exists, or, at least, the word *correct* indicate that there is a desired way of speaking (Skolverket, 2011). Nevertheless, reading on in the aim of Gy11, it states, “the ability to express themselves with variation and complexity”, possibly suggesting encouragement towards the use of multiple variations, or perhaps emphasising the importance of communication in different context (ibid.). Moreover, it states, “students should meet written and spoken English of different kinds” (ibid.). With this phrase the Gy11 syllabi of English seem to recognise that there are different kinds of spoken English. A similar phrase or wording is not to be found in the aim for the CBSE syllabi. Furthermore, neither of the documents recognise, nor give any indication for what variation or type of English that should be taught in the classrooms.

The two documents have one aspect in common regarding their aims for spoken English. In both of the documents the term *confidence* appears. The CBSE states, “To develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes” (CBSE, 2014:46) thus, Gy11 states, “the ability, desire and confidence to use English in different situations and for different purposes” (Skolverket, 2011). Confidence is a term described by Longman as “the feeling that you get when you can trust someone or something to be good, work well or produce good results” moreover, “the belief that you have the ability to do things well or deal with situations successfully” (LDOCE5).

Through this discourse analysis the complexity of interpreting syllabi has been shown. There seems to be a more specific motivation and aim for spoken English in the CBSE syllabus in comparison with the Swedish syllabi Gy11. Furthermore, the CBSE never mentions different types of English but Gy11 does. In common, however, was a vague indication towards the existence of a desirable *spoken English* in that correctness or high proficiency is aimed to be developed. Moreover, the discussion questioned an in forehand simple phrase such as *spoken English*, which has been proven to be full of connotations and with room for interpretation. Due to the complexity of documents such as syllabi, it is impossible to know what the full meaning the terms take within their context. Undoubtedly, there will always be room for interpretations with the reader, which spurs the question; how teachers will correlate their answers regarding attitudes to spoken English according to syllabi? The similarity of hints to an unspecified but desirable spoken English in the Indian and Swedish syllabi along with the countries dissimilar history of English, caused a curiosity to look in to the English education in India. Thus, this encourages the question: how do the teachers interpret their mission of teaching spoken English? How do they motivate teaching spoken English? The CBSE Syllabus do not mention a specific speaking genre or variety of English, does that mean the teachers in Punjab and Chandigarh will concur?

### 1.2.2 Aim and Research Questions

The aim of this essay is to explore Indian teachers' attitudes to spoken English and how a model for spoken English is motivated by a selection of teachers in Chandigarh, state of Punjab. In addition, the aim is also to discuss spoken English within perspectives of power and identity.

To meet the aim three research questions will be investigated:

1. How does a selection of Indian teachers of English motivate learning spoken English in India?
2. How does a selection of Indian teachers motivate a model of spoken English?
3. Where and in what contexts do Indian learners come in contact with English outside school?

## 1.3 Theoretical Framework

### 1.3.1 Poststructuralist Theory

There is no clear-cut way to define poststructuralism thus, poststructuralist theory is particularly concerned with the limits of our concepts and notions, as well as the instituted boundaries of concrete social phenomena. These include identities and social movements, as well as social systems such as capitalism or modernity. What is more, these boundaries are not external to concepts or phenomena, for they partly define their identities. In fact, these identities are always vulnerable to the disruptive effects of those forces that constitute boundaries – politically and theoretically – and they are often contested in various ways. (Howarth, 2013:62). Moreover, important to the poststructuralist approach is denaturalisation and questioning of seemingly obvious and fixed concepts and social forms - the detection and critique of social hierarchies and political exclusions by showing the role of power and ideology in their construction and reproduction. (Howarth, 2013:64). Furthermore, poststructuralist theory not only defines institutional practices but also serves to construct our sense of ourselves – our identity and subjectivity. 'Language is the place where actual and possible forms of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of ourselves, our subjectivity, is constructed' (Norton 2013:4). The school as an institution plays an important part in the construct of our identity and how our subjectivity is constructed (Musk and Wedin 2010:13). At the same time, there are problematic aspects with poststructuralist theory in terms of attitudes and identity. One key challenge concerns the notion of agency with respect to a student or teacher's capacity to question dominant meanings and resist essentialized identities. Another challenge concerns the occasions when students and teachers may wish to assert their identities as homogenous and unitary, foregrounding a particular aspect of their experience such as gender, class, sexual orientation, or religious affiliation (Norton 2013:6). To further problematize this, language, identities and power need to be discussed.

### 1.3.2 Language, Identities and Power

When discussing attitudes in language learning it is important to define the term identity and, moreover, what is meant by the term in this essay. Longman defines identity as: '1. Someone's identity is their name or who they are. 2. The qualities and attitudes that a person or group of people have, that make them different from other people' (LDOCE5). In this essay the term identity is used in the following manner: different ways of being for different purposes and how we use language to take on a certain identity or role, that is, we build our identity here and now (Gee 2005:18). To explain the notion of the term identity further, Bonny Norton defines identity according to poststructuralist theory as: the way a person

understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future. Furthermore, she states that it is the importance of the future that is central to the lives of many language learners, and is integral to an understanding of both identity and investment (Norton 2013:4). Moreover, from a socially constructed perspective, identities are not only something that exists on the inside, but a dynamic process that occurs in a social context and through an exchange with others. (Musk and Wedin 2010:14).

Similar to identity, power is in constant negotiation. From a poststructuralist point of view, power is actions and practice. These actions can take place in institutional contexts such as schools where there are asymmetric roles e.g. teachers and learners. These roles are in constant negotiation in all situations and contexts. Hence, over time, the condition of power is changeable through changes in society or through social changes (Musk and Wedin 2010:13). Moreover, to problematize power in terms of spoken English we will in this essay use Bourdieu's term capital to discuss how there are varieties of capital that offers a way for learners to invest in the target language – English. This means that if learners 'invest' in the target language, they do so with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money), which will in turn increase the value of their cultural capital and social power. The term cultural capital is used to reference the knowledge, credentials and modes of thought that characterise different classes and groups in relation to specific sets of social forms. Bourdieu argues that cultural capital is situated, in that it has differential exchange value in different social fields. As the value of their cultural capital increases, so learners' sense of themselves and their desires for the future are reassessed. Hence, there is an integral relationship between investment and identity (Norton 2013:6).

## 1.4 Literature Review

### 1.4.1 English – an International or Global Language?

Due to the nature of the essay discussing English language learning from two countries' perspective by investigating one outside the authors' own sphere, clarifying theoretic aspects regarding their English language situation seems needed. Crystal categorises the uses of English in accordance to Kachru's circles of English where the world English is divided into three categories: The Inner Circle, The Outer Circle and the Expanding Circle. Countries such as the UK, Australia and USA belong to the Inner Circle, where English spread largely due to the spread of English migration. Countries such as India, Nigeria and the Philippines belong to the Outer Circle where English has spread largely due to colonisation. Sweden, thus, belongs to the Expanding Circle together with countries like China, Japan and Germany. Here English spread is largely as a result of learning English as a foreign language (Crystal 1997:54).

This essay discusses English as an International Language [EIL] and Global English. Although, it may seem obvious to most that English is an international language and used globally, the terms need further explanation, thus, their ideas have got implications for learning and teaching English in the classroom. According to Sandra Lee McKay, the use of English as an international language has been brought about by the continuing spread of English. This spread has resulted in a variety of changes in English on grammatical, lexical and phonological levels. Hence, it is important to examine what kinds of changes are occurring in the use of English today and how these changes may affect intelligibility (Lee McKay 2002:1).

Defining EIL is far from easy. Firstly, the language needs to be recognised and hold status in many countries around the world (Lee McKay 2002:5). Secondly, users of EIL do not need to internalise the culture of the Inner Circle countries, where English is used as a language of wider communication within one country. Therefore, according to Lee McKay, an international language cannot be linked to one country or culture; rather it must belong to those who use it (Lee McKay 2002:12).

1. As an international language, English is used both in a global sense for international communication between countries and in a local sense as a language of wider communication within multilingual societies.
2. As it is an international language, the use of English is no longer connected to the culture of the Inner Circle Countries.
3. As an international language in a local sense, English becomes embedded in the country in which it is used.
4. As English is an international language in a global sense, one of its primary functions is to enable speakers to share with others their ideas and culture (Lee McKay 2002:12).

Related to the term EIL is the term English as Lingua Franca (ELF), which is, according to Jenkins, in essence a contact language used among people who do not share a first language, and is commonly understood to mean a second language of its speakers (Jenkins, 2007:1). Researchers have previously been known to differentiate between ELF and EIL however, this distinction has become less frequent as of late, perhaps due to the risk of creating confusion (Jenkins, 2007:2). Here in this essay the fact that the two terms are problematic in definition has been acknowledged, moreover, it was decided that the two terms EIL and ELF were to be used but ascribe the same meaning.

A contrasting view from EIL and ELF, is discussed by David Northrup who uses the term global English not as the sum of all the different forms of English spoken on Earth, instead, as the more standardised form of English used for global communication. According to Northrup, variations within global English certainly exist, but they are constrained by the need to be intelligible. Furthermore, he concludes that the spread of global English is due to and, has reinforced the trend toward uniformity, countering natural tendencies pulling in the opposite direction. Some fields such as communication, business and science, have long used specialised vocabularies to sustain intelligibility. Moreover, schools where English is most people's first language attempt to teach a national version; those promoting English as a second language are likely to adopt an international standard (Northrup 2013:4). Speakers of global English include: native speakers such as American, British, Canadian, and Australian English. Nevertheless, global English, most commonly in its American or British form, is what students throughout the world are struggling to master. Furthermore, there are good historical reasons why British and American usages greatly influence the global standard for intelligibility. However, that may change, for global English is an ongoing and self-corrective process. Even as the diversity of accents in English grows, the quality of English spoken and written by non-native speakers is greatly improving (Northrup 2013:5). Moreover, comparing the two terms a difference in attitudes towards teaching English appears. Should teachers teach a local variety of spoken English or aim for a standardised variety?

#### 1.4.2 Spoken Englishes in the Classroom

The question of which English should be the model for English language education in countries that have a different first language has come to be discussed in research. It is one of the first decisions that a teacher has to make in teaching spoken English. According to Hedge

(2000), traditionally this model was based on the speech of an educated native speaker in one of the inner-circle countries, i.e. England or the USA. Now, the picture is not so clear. There are political tensions surrounding the terms 'standard' or 'native speaker' as these imply ownership by the inner circle. Due to the spread of English as an International language the recipients may also be speakers of English as a second language with their own local variety of pronunciation. The teacher has to make a sensitive decision due to the fact that English now is being considered an International language and it is therefore important to ask for what purpose it is being taught (Hedge 2000:268-269).

Andy Kirkpatrick (2006:72-74) claims that there are three different models of English which could be taught in countries where English is not the first language: A native-speaker model, a nativized model, or a Lingua Franca model. Each model comes with its own benefits and drawbacks for the target country as well as for the use of English as an international language for global communication. The native-speaker model he notes, comes with the huge advantage of being codified in grammars and dictionaries and thus comes with specific norms that can be taught by teachers, learned by learners, and compared with for testing and assessment. Moreover, Kirkpatrick (2006:72) points out that if everyone uses the same English, intelligibility in International communication is ensured. However, he also suggests that nativized varieties of English could be more intelligible internationally than a native speaker's English. For speakers who have syllable-timed first languages instead of a stress-timed as for example British English, another speaker with a syllable-timed first language would be more intelligible in English (Kirkpatrick, 2006:72-73).

Kirkpatrick also discusses the notion of power associated with the English language and specifically with standard native-speaker models. He suggests that one of the reasons for why native-speaker models are adopted for English education is that they represent power. According to him however, the teaching of these models would rather lead to disempowerment for both learners and those teachers who are not native-speakers themselves since they never will be able to fully acquire the model orally, but remain recognisable as non-native speakers even after considerable training. Hence, non-native teachers required to teach a native-speaking model in terms of phonology, lexis, syntax, discourse and pragmatics rather than what they actually speak, would always feel as if their own English is inferior to that of a native speaker (Kirkpatrick, 2006: 74).

The nativized model, on the other hand, suggests that the local nativized variety provides the standard. Native speakers would, therefore, not be in authority: local teachers would be. The choice of the local model empowers the teachers in a variety of ways. First, they become the model for the learner. Second, the linguistic background and resources that the local teachers possess become highly valued. Therefore, according to Kirkpatrick, the choice of a nativized model over a native-speaker model is the choice of democracy over imperialism (Kirkpatrick, 2006:76). However, also the nativized model as the native speaker model comes with cultural baggage (Kirkpatrick, 2006:78).

The third model discussed by Kirkpatrick is the lingua franca model. This model focuses on the use of English world-wide, which is its major role today. Furthermore, Kirkpatrick suggests research into a lingua franca model is rare, resulting in an inadequate knowledge into its linguistic features - thus, until a detailed description of a lingua franca model exists it will not be supported by politicians, publishing houses, schools or teachers (Kirkpatrick, 2006:78). The lingua franca model should be liberating for teachers and learners. First, teachers are no longer faced with a native-speaker model that they themselves do not speak and may be culturally inappropriate. Instead the lingua franca model focuses only on communication. Second, the cultural content of the classroom becomes significantly broadened. Instead of

focusing classes on the culture associated with the native-speaker models the lingua franca model focus on the English culture with whom they are most likely to use their English (Kirkpatrick, 2006:79). A third reason for why the lingua franca model is favourable is since it comes without any suggestion of being owned by someone. Lingua Franca English becomes property of all, and it will flexible enough reflect the cultural norms of those who use it (Kirkpatrick, 2006:79). Moreover, what this discussion shows is that the choice of which variety to adopt as a model is dependent upon the context. Therefore, the context must include the reasons for why people are learning English.

#### 1.4.3 Previous Research into Language Attitudes

Research into language attitudes is a vast field and it would not be possible to account for its development in full within this essay. Instead an attempt to narrowing down the field specifically to attitudes to spoken English in relation to English education is made in order to place the present study in a historical context.

Attitudes towards varieties of languages were investigated as early as in the 1960's when the attitudes of native speakers towards other native speaker varieties of the same language were the scope (e.g. Tucker and Lambert, 1969; Shuy and Williams, 1973; Giles and Powesland, 1975). Studies exploring non-native English speakers' attitudes towards spoken English varieties from inner-, outer-, and expanding-circle countries have been more rare. Forde (1995) looked at Chinese learners' attitudes towards Hong Kong English and inner-circle varieties finding that the British and American models of spoken English were favoured as models to learn by them. Similarly, Dalton-Puffer, Kaltenboeck, and Smit (1997) investigated attitudes of Austrian university students (of whom the majority aspired to become English teachers) towards varieties of spoken English by letting them choose speakers for an audio-book from recorded speech samples having British, American, and Austrian accents. The endeavour revealed that the Austrian students preferred the samples where the speaker had an inner-circle accent, especially a British accent over an Austrian accent. The latter two studies, thus, revealed negative attitudes of the non-native English speakers' own English varieties.

One of the first to study teachers' and learners' attitudes to specifically EFL/EIL was Timmis (Timmis, 2002 in Jenkins, 2007:95). His study based on a questionnaire, investigates both teachers' and learners' attitudes its starting point being the issue of whether learners should still be expected to conform to the inner-circle norms. He argues that the issue has been the subject of much debate, it is a debate where students and teachers have not been heard. His study revealed that both teachers and learners displayed an overall tendency to prefer to continue to conform to inner-circle norms. Soon after, a study carried out among German teachers of English by Decke-Cornill (2002) explored the attitudes of teachers from two different German schools towards a possible change in the focus of ELT from a concern with English of its inner-circle countries to a concern with its role as an international lingua franca. The study was based on two semi-structured group interviews. The result that the teachers' perspectives a less normative more process-oriented view of communication (ibid.). Moreover, in 2005 research into Greek teachers' attitudes to ELF was performed by Sifakis and Sugari. They explore teacher's beliefs of about pronunciation in the light of ELF and the extent to which teachers are actually familiar with ELF-related issues such as intelligibility among non-native speakers of English. The main findings were that the Greek teachers had little awareness of the international spread of English and still identified with inner-circle models, furthermore, that learners should acquire inner-circle models (Sifakis and Sugari, 2005).

Finally, Jenkins (2007) research into non inner-circle English teachers' attitudes towards different English-speaking varieties in *English as a Lingua Franca: Attitude and Identity* revealed mixed feelings among teachers about expressing their membership of an international community. In most cases she found that there was a strong sense of teachers desiring a native-like English identity indicated by a native-like accent, especially in the roles as teachers. However, as early as in *Attitudes towards language variation: social and applied contexts* Ryan and Giles (1982) raised the connection between language varieties and power. They noted that the power assigned different social groups is reflected in the attitudes to the language varieties these social groups have. Furthermore, that an attainment of the patterns characterising the higher esteemed variety would allow "social advancement; and use of a lower prestige language, dialect, or accent [...] reduces their opportunities for success in the society as a whole" (1982:1). In Jenkins' work, she furthermore adds that it is urgent that attitudes to English education are explored in an international context (2007:65). She claims that in contrast to the vast literature that refer to knowledge about standard-English varieties and directly or indirectly criticises EIL/ELF-varieties little has been written about the attitudes towards ELF/EIL in English education. Thus, this essay can also be viewed as a contribution to the dialogue on EIL/ELF in an educational setting.



## 2 Method and Materials

### 2.1 Choice of Research Method

This study focuses on exploring Indian teachers' attitudes to spoken English. In order to do this several aspects need to be explored. Firstly, the question of how oral English is motivated and defined needs to be answered. Secondly, whether a specific model of English is taught and, moreover, how teachers motivate this model. Lastly, the role English play in learners' lives needs to be investigated in order to conduct a more holistic discussion about the teachers' attitudes. These aspects have thus been considered while choosing the research method.

In *Research Methods in Education*, (Cohen, Manion, & Morrison, 2013:115-116) it is suggested that a Mixed Methods approach can fit the purpose when a study aims to find answers to questions of what and why as this study, and that qualitative/interpretive approaches suits attempts to understand situations. Therefore, mixed methods have been adopted for this study, with different instruments employed to investigate the different aspects identified above.

The main instrument for gathering data in this study, aimed at exploring how Indian teachers motivate the need for learning oral English and a specific model of English, became qualitative interviews with Indian English teachers. Another instrument selected was a survey intended to provide for a contrasting view to that of the teachers, which investigate incentives for acquiring English for Indian learners and the role English plays in some learners' lives.

#### 2.1.1 Qualitative Interviews

Qualitative semi-structured interviews with English teachers were chosen to complement our understanding of what the oral English education involves in the visited Indian schools, and to answer how Indian teachers themselves motivate a specific model of English. Esaiasson, Gilljam, Oscarsson, and Wängnerud (2009:283-285) note that qualitative interviews are applicable when the aim of a study is concerned with an illumination of a phenomenon, and when the researchers are interested in results which say something about what meaning people assign phenomena. In this study, attitudes are a phenomenon we wish to explore and aspire to understand. For this purpose, an interview-guide approach where topics to be covered during the interview had been specified in advance in an outline was seen as the most beneficial interview type. According to Cohen, Manion and Morrison (2013:413) this approach permits the researchers to adapt the order of questions or topics as an interview progresses. This allows for a fairly conversational interview to be maintained, moreover, because the questions can be further developed for the interviewee depending on circumstances such as intelligibility or gaps in answers.

A recognised weakness with this approach is that the rephrasing of a question can generate very different results and thus reduce any comparability of interviews. However, broad sociolinguistic and linguistic flexibility, were deemed necessary in order to gain their trust and reduce possible cultural distances by partially adapting to the situation at hand. (Cohen Manion & Morrison, 2013:413). Because of these different flexibility benefits interviews appeared superior to any survey in writing. In addition to the interviews, participant observation in English classrooms as contextual reference points was also selected for the purpose of increasing our understanding of performed interviews.



### 2.1.2 Survey

A survey with Indian English learners to investigate the role English plays in their lives, and thus identity and incentives for acquiring English was also selected for this study. Surveys are generally employed when the aim is to describe existing conditions as well as ‘compare, contrast, classify, analyse and interpret’ occurrences of investigation (Cohen Manion & Morrison, 2013:165). Furthermore, surveys are typical instruments for gathering data from large populations in order to make generalisations from statistical patterns, but also to discover different correlations such as socio-economic class and participation in activities (ibid.). Despite this essays’ focus on teachers’ attitudes to spoken English, it was deemed necessary in order to get a broader discussion not only to rely on syllabi and interviews. Therefore, syllabi, interviews and a survey together would provide for wider scope into a society not known to us the writers of this essay. In addition, for the purpose of gaining insight into the role English plays in a collective of learners’ lives, large enough to distinguish statistical patterns, a survey consisting of closed questions where the learners could choose from fixed answer alternatives was considered the most appropriate format.

Moreover, the learner survey was made to complement the interviews of the teachers. Based on an assumption that the uses of the target language English correlates with how it is taught the outline of the learners’ survey was written. Questions such as: how the learners use English on their spare time and for how long they are exposed to English outside school was to be compared to the importance of studying English according to the teachers. Moreover, while conducting the teacher interviews they were asked why English is taught in India, how they motivate oral English in the classroom and, furthermore, if they use spoken English in their spare time. The provided answer would give an indication to how integrated the English language was in the Indian society giving an idea of the possible uses English have for the respondents indicating attitudes to spoken English or perhaps explaining a teacher model or variety of English chosen by the teachers.

### 2.2 Participants

Since education in India is provided by both the public sector through government schools and the private sector through public schools with tuition fees, we recognised the need to incorporate both school forms in the sampling in order to meet our inclusive aim. We wanted to discover shared sentiments and attitudes as well as identify a possible variation in attitudes depending on socio-economic class membership. Thus, participating teachers and learners in this study were selected on a maximal variation principle in terms of socio-economic class representation, the teachers representing their learners’ membership rather than their own. In addition, the public schools’ tuition fees are set to accommodate different spectra of socio-economic class membership. Therefore, we also sought to incorporate public schools with a different target spectrum. On the other hand, who the specific teachers and learners were going to be remained unknown until we arrived to the respective principals’ offices where the school principal assigned teachers to us. Because of these selection criteria the participants, both teachers for interviews and learners for the survey, were partially strategically chosen since their workplace (school) had been chosen from predefined criteria. Moreover, all participants have been anonymized throughout this essay.

Initially we planned to visit three public schools and three government schools and conduct interviews with two teachers per school due to the limited timeframe for sampling in a Bachelor thesis. However, after five interviews with public school teachers, and only four with government-school teachers we were both of the opinion that no really new aspects of the phenomenon came up, instead the teachers were providing very similar utterances and

emphasising the same aspects. To claim that theoretical saturation had occurred would most likely not be accurate since attitudes are highly personal, nevertheless, the cease of different significant aspects motivated the final number of interviews to remain at nine (see Esaiasson, Giljam, Oscarsson, & Wägnerud, 2009:292) distributed as shown in Table 1.

Table 1 Number of Teachers Participating in Interviews and type of schools

| Type of School            | Number of Teachers Interviewed |
|---------------------------|--------------------------------|
| <b>Public schools</b>     | <b>5</b>                       |
| High Tuition Fee School   | 2                              |
| Middle Tuition Fee School | 1                              |
| Low Tuition Fee School    | 2                              |
| <b>Government schools</b> | <b>4</b>                       |
| No Tuition Fee Schools    | 4                              |

One 12<sup>th</sup>-grade English class from each school form participated in the previously mentioned survey. The 76 learners who agreed to participate were likewise not individually chosen for this study, but assigned to the teacher who had been allocated to us at the respective schools. However, the two schools were deliberately selected for the survey for representing each end of the socio-economic class spectra. As a consequence, no consideration was taken to ensure equal distribution of gender, ethnic background, or education programme. Nevertheless, in table 1 below the gender distribution as well as the number of learners from each school form are accounted for.

Table 2 Learners Participating in Survey

|                                 | Girls     | Boys      | Total learners |
|---------------------------------|-----------|-----------|----------------|
| <b>Government school</b>        | 44        | 0         | 44             |
| <b>Public School</b>            | 14        | 18        | 32             |
| <b>Total number of learners</b> | <b>58</b> | <b>18</b> | <b>76</b>      |

As can be seen in table 2, the learners participating from the government school were all girls. This is due to the fact that the school was an all-girl school rather than a class comprising only girls.

### 2.3 Materials

The materials for this study thus consist of teacher interviews, and a learner survey. The interview questions (see appendix A) were constructed with the study's aim in mind, focusing on the first two research questions "how does a selection of Indian teachers of English motivate learning spoken English in India?" and "how does a selection of Indian teachers motivate a model of spoken English?". To meet the overall research questions nine open-ended interview questions were formulated designed not only to receive direct answers but also to uncover more obscure values, assumptions, and beliefs related to these research questions that the teachers may have.

In order to answer the third research question "Where and in what context do Indian learners use English outside school?" a survey consisting of 3 closed questions was constructed (see appendix B). When designing the survey the circumstances that the survey would need to be answered during lesson-time and the objective to quantify data to distinguish statistical

patterns, were considered. Few questions with closed-answer alternatives would minimise time requirement as well as standardise the resulting data. The survey was conducted in two Indian English classes with a total of 76 learners, one public-school class and one government-school class. Due to time restrictions and the circumstance that the syllabi needed to be discussed as background for the specific research questions, pilot studies of neither instruments were conducted.

## 2.4 Procedure

### 2.4.1 Data Collection

Access to schools for observations, interviews and survey sampling went through different gatekeepers. While still in Sweden, a preliminary introduction letter was distributed to principals at potential public schools and to the department of education in Punjab, which oversee government schools, by our contact person in India. Upon arrival, we obtained information regarding which of the potential schools had agreed to receive us and then confirmed dates for visiting a selection of these through our contact person.

A meeting with the principal was mandatory before getting access to the schools. In these meetings the purpose of the study and what is requested from the school were discussed more thoroughly as well as how the opportunity can be seized for the schools to also get something out of our presence. As gatekeepers to the school their willingness to allow the study was, of course, crucial for the project to proceed as they at any time could block access. The visited schools all wanted to participate in the study, but also conduct an exchange of knowledge by requesting that we as foreign teachers would take part in the English education by teaching a little. The principals did however, not make any suggestions to make access conditional or exercise surveillance over the project in addition to this desire.

The conducted observations and interviews then took place at the teachers' workplaces, schools. Each school visit lasted for two or three days and on the first day(s) we got to observe the teachers' English lessons as well as conduct more casual conversations to establish good relationships. On the final day the interviews were conducted. Because the interviews were conducted at the schools when the teachers could spare 25 minutes, they took place in whatever room the teachers thought would be available during that time. Therefore, the surroundings for the nine interviews were very different and it was not always possible to be alone in a room.

Before the interview officially started, the teachers were provided a text about the study, what is required from them and what they in turn, may require from us (see appendix E). We, the authors of this essay, then rotated assignments for the nine interviews. That is to say, one was assigned the role as interviewer, responsible for asking the questions in the interview-guide, and the other the role of an alert listener focusing on whether the interviewee responded clearly enough, and responsible for adding follow up questions if any development was needed. All participating teachers were asked the same interview questions throughout the study, however, the order differed depending on whether a teacher had started speaking about a subject associated with an interview question. In those cases the order of interview questions was adjusted to the ongoing conversation to maintain a relaxed dialogue. As a replacement for taking ample written notes during the interviews, all interviews were recorded in full on two different devices to minimise the risk of data loss.

The survey was also filled in by the two classes in the schools during an English lesson each where both of us were present as well as their teacher. Before distributing the survey we emphasised the fact that participation was voluntary and that they would be kept anonymous

in the present study. All learners attending the two classes chose to participate in the survey and handed it in to either of us directly after completion.

#### 2.4.2 Data Analyses

After the school visits the collected data from the survey and interviews were administered and analysed. The resulting data from the survey was then transferred to an Excel sheet where the total number of calculated occurrences of each answer alternative for the two survey questions was entered in different cells depending on the attended school form. Afterwards, the total number of occurrences per answer alternative and school form was converted into percentages, allowing easier comparisons between the two school forms.

Instead of transcribing the nine recorded interviews in full, the parts of the interviews considered containing information and forthright answers were noted down in a digital document along with the timeframe in which this was expressed by the teachers. The interview questions formed headings in the document under which the different teachers' answers were assigned different colours along with a remark on if they were employed by a public or government schools. This technique facilitated data analysis as the interviewees' answers easily could be compared, but also a disidentification of the interviewees to make them anonymous.

#### 2.5 Reliability of the Study

As mentioned earlier, the adopted type of interview also comes with certain weaknesses that impact a study in different degrees. Such weaknesses are the way that the interviewer may affect the interviewee and thus the responses delivered by the interviewees. Esaiasson et al. (2009:265-266) suggest that the interviewer's pronunciation and gestures, while asking various questions can influence the respondent to answer a specific way. Because of the context in which the interviews were conducted we cannot claim that the interviews were conducted in a neutral tone without the use of any gestures. On the contrary, we employed both gestures and synonyms to facilitate intelligibility in conversation as well as altered our pronunciation whenever believed it would contribute to intelligibility. However, the day(s) spent conversing with the teachers before the interviews also assisted a potentially mutual appreciation for how these features aid communication, and thus reduced any reactions the teachers might have had to these during the interviews.

Esaiasson et al. (2009:265-266) additionally point out that an interviewee might provide answers according to how she/he perceives the interviewer's anticipation grounded in gender, age and ethnicity. We recognise the complexity this instrument carries, especially in the context of this study. Though, by using poststructuralist theory we acknowledge the fact that there is no absolute or objective truth, instead, all knowledge is situated socially and culturally. This means that this essay will not claim to entail a generalised result as such, instead it should be read as a Minor Field Study – a discussion, based on the material provided such as syllabi, the participants and their context. Moreover, rather than looking for an objective truth we need to examine how knowledge and ideologies are internalised in social and cultural contexts (Musk and Wedin 2010:13).

Qualitative interviews with learners would likely have generated further insight to attitudes, however, the teacher centrality in the classroom observed suggested that the teachers' attitudes would have the most impact on the English education. For this reason as well as due to the time frame of this Bachelor thesis, learner interview was discarded as an instrument in this study.

## 2.6 Research Ethics

In this essay, in accordance with the Swedish Research Council's Ethical Review Act for Humanities and Social Sciences (2014) the following guidelines have been followed and taken into consideration: All participants, interviewees and survey respondents were carefully informed that their part take in the study were voluntary and that they at any time could withdrawal their contribution. Furthermore, they were informed of the aim of the study and what role their contribution played. The interviewees signed a consent form agreeing on the terms of the study such as the interviews being recorded, the guarantee of their anonymity, information about the publication date and the possibility of partaking of the final product. Furthermore, the respondents of the survey were informed that the participation in the study was optional and could choose not to fill it in. However, due to the nature of the questions only the consent of the teachers and principal was deemed necessary in terms of permission. When handling the data it was coded thus, no participants are identifiable.

Esaiasson et al. (2009:290) point out that it is crucial that the interviewees are aware of that the conversation is conducted for the purpose of a study and what the purpose of that study is, in order to grant informed consent. Before we conducted each interview the teachers were thus provided with a prepared document for informed consent (see Appendix E). This document contained information about the study and our wish to record the interview, a promise to keep participants anonymous, their right to read the transcript of the interview if requested, as well as their right to withdraw their participation until to two weeks before the closing date for the finished essay. The two weeks were stated as a precaution and emphasis due to the time limit of the study. However, as the Swedish Research Council's Ethical Review Act states: should a participant choose to withdrawal their participation they would be free to do so at any time.

## 3 Results

### 3.1 Interviews and Survey

In this section the outcomes of the teacher interviews and learner survey are presented. The interviews were conducted in order to answer the questions of how these teachers motivate learning spoken English in India, and how they motivate a model of spoken English. Moreover, the survey was intended to answer the question of where and in what context the learners come in contact with English outside school. In order to provide a point of reference and a comparison with teachers' responses.

#### 3.1.1 Interviews

The interviews will be accounted for in three categories: *Motivation for acquiring English, An English to aim for, and Identity and Power*. The first category of motivation being divided into thematic subcategories based on the interviewees' responses: *communication, employment, travel, status and degradation, and democratic* motivations. All teachers interviewed have been codified to be kept anonymous and have therefore been given the names of colours: Ms Green, Ms Gold, Ms Black, Ms Red, Ms Violet, Ms Grey, Ms Blue, Ms Indigo, and Ms Orange.

Motivation for acquiring English

#### *Communication*

The most commonly and straightforward provided reason for why English is taught in India, is the idea of it being an international or global language used for the purpose of communicating beyond the nation's borders. Seven of the nine interviewed teachers emphasised this reason. Ms Green for example expressed that

English is considered to be an international language, and all the research work in all the science streams is always in English. We do appreciate the authors abroad. And today in India many people are writing in English, they are conversing in English as well as having a global impact. That is why we feel that it is an international language and India can easily converse all over the world.

Ms Gold on the other hand, explains the reason for it being taught as

It is a global language it helps you to communicate with the world outside. And basically you are not restricted to a particular place. If you want to do work abroad English is the language that helps you. It opens many doors for you.

Even though the teachers alternated between the terms global and international English, the essential reason conveyed for it being taught was that of communication with the world outside India rather than with specific nations. Noteworthy is that the two teachers who did not raise the international communication reason were two government teachers.

On the other hand, three out of the four government teachers and two public school teachers pointed out that English is needed for the purpose of communication within the country as well. Ms Green asserts that "not all people in other states know Hindi only English" this despite Hindi being the official language of the country. In addition to its function as a medium across state borders, Ms Black also mentions that "most of the official offices are in English, so we must make ourselves comfortable in English" suggesting that even those students who do not travel still can be motivated by these circumstances.

### *Employment*

Four of the seven teachers also mentioned employment as a motivation for learning English, three of whom were government-school teachers and one public-school teacher. Ms Red points out that it is necessary wherever you want to work but then continues to say that private companies often require English and use it as their main language, there, Punjabi is not required. The importance of English in terms of work is emphasised by Ms Violet who claims, “If you are applying for a job you have to apply in this language, English.” Notable is that none of the teachers mentioned that higher education was a motivation for learning English.

### *Travel*

Moreover, the possibility to travel abroad was a motivation for learning English according to five of the seven teachers, two government teachers and three public school teachers. Ms Grey explains, “Many Indians are aspiring to go out into the world therefore English can be an advantage. You can interact with people around”. There seem to be an understanding regarding the necessity for English when you travel abroad and all the five teachers gave very similar motivations, such as: “better opportunities to go abroad”, “you are not restricted to one place” and Punjabis like to go abroad, English is a help for them”.

### *Status and degradation*

A key motivation turned out to be that of status and degradation. This was brought up both explicitly but also implicitly as motivation for learning English by all of the teachers. The interviewees explain status as motivation for learning English in different ways; thus, one is the pride of being an educated, intelligent Indian in a global context. This is illustrated by Ms Blue

We are proud to be Indians, and no matter how intelligent you are or how wise you are; to reach out to a global platform English is needed. It is a global language now, which you can't do without. And it's not only Indians, any country that want to, it is the most widely used language in the world. We simply can't do without it.

Status is, therefore, connected to the country and not to the individual learner according to Ms Blue, moreover, all countries that want to gain status need to provide English education. Thus, to show that the country is strong in the global sense English is needed. Other interviewees have pointed out the importance of knowing English since it holds status within India, as illustrated by Ms Red, “It's a status symbol also. It gives a good impression” examples of how English is connected to being smart are many such as Ms Yellow who claims, “It makes a person smart, confident. You are accepted in society, better people will respect you; they will look at you differently. They think that you are more learned”. Further this motivation aims towards the individual person, as Ms Gold explains, “You know, in our country people who speak English are looked up to and people who do not know English are looked down upon”. Suggesting that English creates a divide between people who know English and those who do not. In fact, even though most of the interviewees all mention the importance of gaining status, having status and showing status, this, also implies what the case is for those who do not manage to learn English and gain, have or show this status; it results in degradation.

### *Democratic*

A last motivational factor encountered during the interviews was that of a democratic issue. Three government teachers underlined the importance to learn English due to the fact that it is an official language and, therefore, to be able to communicate with official institutions, motivated that English is needed. Ms Violet stated the following:



Because all the official work is done in this language only. Not only in Punjab but otherwise, the Central Government they work in this language. The official language is Hindi and English as well. So, if you have to know something and if you would like to convey something, English is a must. You know what, if you have to fill a form, online, you can't do that in your mother tongue or other language, so it becomes a necessity you know - everywhere for emissions or for anything, if you are applying for a job you have to apply in this language, English. So knowledge of English is very important.

To be able to communicate with government agencies such as the police, the court and the Inland Revenue, English is necessary to the extent that low proficiency may result in losing the democratic right to make oneself understood.

An English to aim for

When asked what type of spoken English they aim for in their classroom and whether they have a specific model of English that they teach, the teachers responded rather differently. Five of them, of which three are public-school teachers, were very swift in answering that they do follow a model that they try to aim for. "The model is very much British English, not American English", Ms Blue informed us. All five of them said that British is the model, and three put an emphasis on it not being American. Ms Gold, for example, said

Some children speak English with a Hindi or Punjabi accent. It comes into it. But we try to follow basically British English, not American English, we discourage them if they use American accent. But that is because we have been following that accent for so long. But Punjabi or Hindi comes into it, but that goes away with practice also. We tell them British accent.

Two teachers were more hesitant on this topic. Ms Black, for instance, said that it "depends on the accent of the class teacher, British English". Mentioning a native-speaker model, but still expressing that a realistic aim would be an adapted version. Ms Indigo conveyed a similar stance in the statement:

We cannot say British English or American English because they [the voices for animations in smart classes] are Indian only. They [learners] have a mix, they pick up Indian English better because when they watch English movies they have problems comprehending. Those student who have been watching English movies from childhood they understand very well. So we tell them to watch such movies like voice of America, and BBC channels. Make it a habit and you will learn the pronunciation.

Uttering that the ideal are inner-circle models as British or American English, but likewise expressing that a realistic aim is an Indian version.

The last two interviewees, Government-school teacher Ms Violet and Public school-teacher Ms Orange were the only teachers who replied that the type of spoken English they aim for is not any inner-circle model, but an adapted variety aimed at intelligibility. "Indian English, so that they are able to convey what they want to say. What they want to tell others" as Ms Violet put it. Ms Orange was more elaborate on this topic and stated that

It's mixed up, when they are communicating with you they try to follow your [English], and imitate that, but when they talk to me they try to become Indian. We like to be a bit Indian, [...] Indians take it in a negative way when we're a bit stylish with our English, your basic way of talk. It is not our basic accent. Our accent is somewhat a bit different. But I adapt myself for you. [...] The model should be according to the receiver.

Similarly putting an emphasis on intelligibility, in that one adapts according to the situation.

Related to the question of a model for spoken English, is the issue of how one responds to deviations from such a model. Ms Green, Ms Grey and Ms Blue, three of the teachers who



instantly stated that British English is the model for spoken English, all mentioned an importance of correct pronunciation but in different ways. Ms Blue for example, answered

Whenever the pronunciation isn't there I correct them. Telling them they have the wrong pronunciation. [...] There are certain sounds that they are not very comfortable with, for example, when the students are saying **you** they are saying [ju]. [Ve] instead of **we**. Only English teachers know these things, other teachers say wrong, but I will not accept my students saying [ve].

Ms Green also pointed out another pattern in erroneous pronunciation among her learners

Especially the word career, they pronounce it as carrier. It is a Hindi touch or Punjabi touch. That's why I say, in case you are unsure of the pronunciation use a dictionary. And you will have the exact pronunciation of that word.

Both Ms Blue and Ms Green touched upon the issue of how one's native language has an influence on a second language pronunciation. Ms Grey, concurred on this point and termed it "mother tongue interference", a reason for why she has to "correct the child over and over again".

Many teachers furthermore brought up the issue of their own pronunciation as being the model. Interestingly enough one of those teachers was Ms Orange, who previously mentioned that she did not use a model for spoken English.

Pronunciation is more free, because I don't have a model. They imitate me. We welcome their mistakes, only then can we correct. Pronunciation is difficult because teachers pronounce words differently, so students get confused. So I tell them that your English teacher will never pronounce wrong. It is important to be corrected.

Clearly, there is some kind of model even for Ms Orange who claims to not use a model, but at the same time emphasises how important it is for the learner to be corrected and furthermore that the English teacher, in contrast to other teachers, always is right.

#### Identity and Power

Since identity represents how a person understands his or her relationship to the world and to the future, identity will not be seen as a separate entity from the issue of motivating English - instead the two are strongly connected. Nevertheless, rather than motivating the use for other people or the country, identity focuses on the subject thus; identity is more subjective and personal. When asked how the teachers use English outside school most implied that proficiency in English equals a belonging to a group by using phrases such as, "people who", "people that" or "these people" thus, claiming that English brings people together. Ms Green for example, ascribes herself as a member of a group and this group to use English more than their native language and, moreover, to be knowledgeable in political issues:

When we are conversing with our friends we are sometimes have our discussion maybe on some political issues and with likeminded people. These people use English more than their native language. Maybe not full sentences, but u see some of the English words are adapted these days. Of course while watching TV, or reading newspapers, and then discussing it with your kids. Definitely this language is used.

Ms Green also sees watching TV and reading newspapers as a use of English in her life. Similar to Ms Green, Ms Grey also talks about how English creates a community. She claims this group to match a standard – her standards, which suggest that English signals a level of academic proficiency. Furthermore, her native language Punjabi is connected to feelings whereas English represents advice, the workplace and, therefore, a level of formality:

Whenever we are speaking to people that matches our standards. I talk to my family In English, to my daughter, my son. We speak in English or Punjabi, which is my mother tongue. When I am angry I speak in Punjabi, when I want to advice I use English. At workplaces, when we go out together, we prefer this language.

Ms Blue is more precise in terms of what role English plays in her life. Like many interviewees she suggests that English represents a membership and a ticket to a social arena. These are places like restaurants, parties and the theatre, which are other forms of speaking communities she claims, where English is crucial to master to be able to partake. Furthermore, she explains that her son's school is such an arena where they only communicate in English:

When I go to my son's school speaking any other language is taboo, no one is speaking any other language but English. When I was brought up, you had to pay a fine If you spoke any other language. When I am out giving my restaurant order, everywhere in fact, theatre. You can't have a restaurant if they do not know how to speak good English.

All teachers concur with the fact that that English includes or excludes people and utterances such as: "I use it any place where I want to show that I am an educated person" and "if I want to make an impression on someone then I use English at that time. It is a status symbol to know English in this country" are common. As Ms Orange states:

It makes a person smart, confident. You are accepted in society, better people will respect you, they will look at you differently. They think that you're more learned. And moreover, English is such a beautiful language. It makes a person polite and confident. No other regional language that we have is as graceful as English. It makes you look smart, talk smart, people will respect you.

The adjectives that are ascribed by Ms Orange to characters with high proficiency of English are: smart, confident, respect, learnt, graceful, which are all loaded with high value and closely related with having social power.

The history of English within the country and the influence of the British within India re-surface when Ms Green discusses why she became an English teacher:

Basically, initially when India was just progressing, that time people used to feel that a person who speaks English is smarter than the other person who is using the native language. But as an individual I was fascinated with English literature. And of course it provides you with a lot of confidence. You can easily converse it in the English language, it is not difficult because I believe all the languages no matter if it is your mother tongue, national language or international language, the pattern is the same. The way of conversations is same. Only the difference is expression of thoughts. So I preferred English because of the literature. When you are teaching such a beautiful language all problem are solved.

Many teachers do mention English literature as a motivation and reason for their interest in English. However, there are also those who express that as they were growing up English was the only alternative to their native language. One is Ms Blue, "The regional languages, we had was Hindi and Punjabi, apart from these English was the only foreign language. I had a lot of interest in literature as well, so that's how I learned to be an English teacher". Admitably, there are structural power that affect the individual towards learning English as well. Furthermore, even though all teachers agree that English unite people in India not all teachers agree that English should have been the language to play that role. Ms Grey is of the opinion that "pride in one's own language" is important and that "Hindi could have sufficed". Suggesting that too much power is given to English - a language that perhaps does not represent India and the identities of Indians.

### 3.1.2 Survey

The survey conducted with the 76 learners revealed in what contexts they come in contact with the English language, which contexts and activities where English is encountered was commonest, and what time impact on their everyday life outside school English has. In addition, the survey revealed some interesting differences of the role English plays between the learners from the respective school forms.

In Figure 1 below, the activities in which the learners stated that they encounter English outside their education arrangements is shown. How common the activities are is also indicated by the percentage of learners who mentioned the various activities.

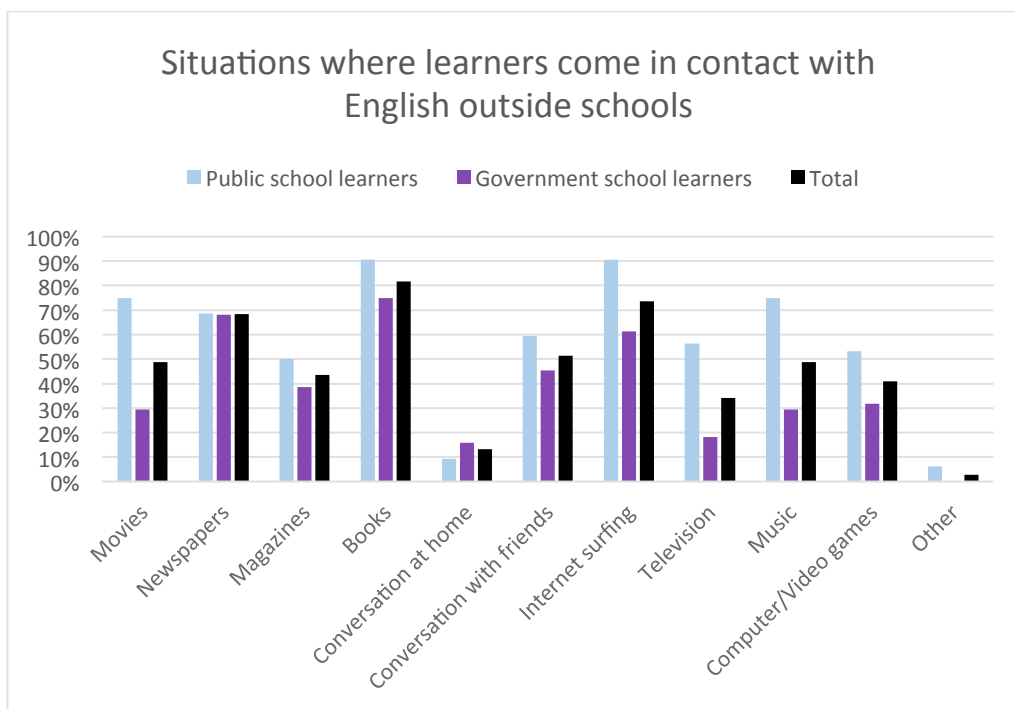


Figure 1 Activities where learners come in contact with English

Overall, books was the most common source of contact with English as just over 80 percent of the learners mentioned this. Surfing the internet and reading newspapers in English were runner up activities as approximately 70 percent of the learners engaged in these activities. In common for these are that they involve receiving English in written form to read. The contexts in which they listen to English as music or through movies and television, were less common as less than half of the learners' declared each of these to be activities where they encounter English. On the other hand, over half of the learners stated that they converse in English with their friends which entails both receiving and producing English. The activity of speaking and conversing in English in one's home was, however, rarely accounted for by only 10 learners.

As seen in figure 1 above, there was however, big dissimilarities between learners attending public or government schools. It was much more frequent that public-school learners declared that they encounter spoken English through movies, television, and music than government-school learners. The activity of watching movies, for example, 75 percent of the public-school learners singled out, whereas only 30 percent of the government-school learners mentioned

this activity. For the reading and speaking contexts the differences are less striking, but still discernable, indicating that the role English plays in their lives differ.

Important to the role English plays in the learners’ lives is also the question of the time aspect English involves for the learners. In figure 2 below the amount of hours per week the learners estimated that they receive or produce English outside school is presented in percentage as well.

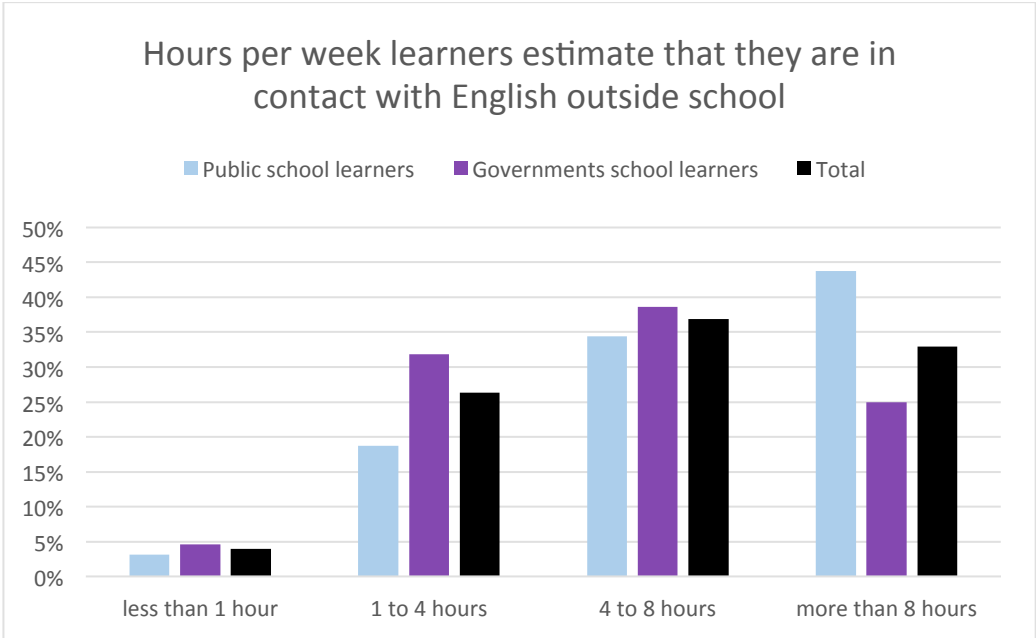


Figure 2 Hours per week learners come in contact with English

As seen in the diagram most learners are in contact with the English language for somewhere between four to eight hours per week in their spare time as 37 percent of them stated this. A third of the learners declared that they definitely are in contact with English for more than eight hours per week, and 30 percent that the hours must be four or less per week. As with the previous question, there are discernable differences between public-school and government-school learners. The alternative four to eight hours per week appears as a time frame rather equally selected by learners from the two school forms, but 19 percent more of the public-school learners chose the alternative of more than eight hours compared to government-school learners, and 13 percent more government-school learners the alternative of one to four hours than public-school learners.

## 4 Discussion and Conclusion

### 4.1 Discussion

#### *English as an International or Global Language*

The attitudes to spoken English within the Indian CBSE were discussed early on in this essay. A more specific motivation and aim claimed to be found for spoken English in the CBSE syllabus in comparison with the Swedish syllabi. Furthermore, that CBSE never mentions different types of English but our Swedish syllabus did, which evoked the question whether the interviewed Indian teachers aim for a variety of English or not. Examining the results, it became clear that although the Indian English syllabus did not suggest any model for spoken English the notion of a model for spoken English along with the importance of correctness exist for the interviewed teachers. The majority expressing the model to be an inner-circle English, one teacher that the nativized variety Indian English is the model, and one teacher implying a model based on Indian English teachers - unlike other Indian teachers' English, and speakers from English inner-circle countries.

All but one of the teachers expressed that British English is the model that they aim for to be produced by their learners in the classroom. Moreover, attitudes toward the British English variety were positive and it was ascribed with high status and power resulting in desirability. The only varieties ever to be mentioned in the interviews were Indian English, British English and when the inner-circle variety American English were mentioned it was only suggested to be desirable by one teacher whereas three specifically declared a disapproval of this variety. A few of the teachers, furthermore, suggested that the more similar the learners come to the target models' native speakers in pronunciation the better, indicating that intelligibility is not the only objective. Some of the teachers, however, seemed aware of the fact that they have an Indian accent and hence do not speak British English as described by dictionaries. Nevertheless, they maintained that British English is the model and yet that they do speak correct which is contradictory, signalling somewhat of a hesitation around what model of English is aimed for in the classroom.

The idea of English as a global or an international language was accounted for as being primary motivations for learning English by almost all of the teachers. However, what was implied with the expressions international English and global English should be interpreted in the context of how the teachers talked about English and the purpose of it. Therefore, defining the answers according to the terms EIL and global English was problematic. All the teachers emphasised communication and the ability to converse with people outside India's borders when talking about EIL or global English. Furthermore, when discussing a model for spoken English it was revealed that these teachers except Ms Orange have an inner-circle model of English that they aim their learners to produce. As referred to in section 1.4.1, the term EIL emphasises the own culture to be integrated in the English language education (Lee McKay, 2002:12). However, the result of the interviews showed that the attitudes of the Indian teachers do not correlate with those of EIL since the attitudes then ought to reveal a no standard model for English rather than an inner-circle standard, furthermore, to be used by both international and multilingual societies. Nevertheless, the term global English emphasises that a standard model is required to maintain intelligibility between speakers of English, and that this standard is and has been greatly influenced by the British and American varieties (Northrup, 2013:4-5). The teachers' definitions of English, therefore, seem to have a closer correlation with the term global English. However, not all communication was suggested to be international or global since English also was a motivation for communication within the country with official status and therefore to be embedded in the Indian society.

Would that suggest a closer correlation also towards EIL? Furthermore, on the one hand the most frequent motivation given by the teachers for acquiring English is that it is global or international and on the other hand, they describe the uses it has within the country. The English culture seems to have come into its own within the Indian culture and is it then not strange that British English is the one variety selected by all teachers?

On the other hand, the survey revealed the surprising result that only 33 percent of the total of all learners claimed to be exposed to English more than eight hours a week that is just over an hour a day. Most of the learners, 37 percent, answered that they are exposed to English outside school four to eight hours a week. Given the status and importance ascribed the English language by the teachers and the fact that English is an official language in India these figures seem low.

On the whole, the classroom model appears to be what Kirkpatrick refers to as a *native-speaker model* from an inner-circle country that is the dominating model of spoken English for the teachers with the purpose of enabling the learners to converse with both people from other countries as well as fellow Indians. Hence, the main motivational factor for learning oral English and which model of English, appears very dissimilar to the CBSE syllabus which provided instrumental motivations such as work and higher education.

### *Identity and Power*

Identity and power are factors that have great impact on the attitudes displayed by the interviewed teachers. For example, the teachers were most likely displaying a professional identity since they were interviewed in schools within their roles as working teachers and perhaps they would have answered differently in the context in their homes. As has been mentioned before, identity, power and attitudes are connected to context and ever changeable. Therefore, within our definition of the term identity we acknowledge that it entails different ways of being for different purposes and how we use language to take on a certain identity or role. There is according to Bordieus a connection between how language learners assess their future and in what capacity they decide to invest in the language. Thus, as the value of the learners' cultural capital increases, so does the learners' sense of themselves and their desires for the future are reassessed. Hence, there is an integral relationship between investment and identity (Norton 2013:6). Therefore, by looking at the teacher's reasons for teaching spoken English it was possible to distinguish that English was a language that constantly was described with high valued adjectives by the teachers, which signals high status. Often terms were used such as: *better* people will respect you and: it makes you *talk smart*, showing that in their opinion there are people who are better than other people: the people who speak English. Furthermore, being able to converse in English makes one look smart; thus, acquiring English has and will have a great impact on the identity of the learner - all, overwhelmingly emphasising the high status that English symbolises for these teachers' identities.

The attitudes towards an inner-circle English identity signalled by an inner circle accent, namely the British were, as mentioned previous to be found with all teachers except one. However, in contradiction to this were the attitudes with the teachers that signalled a critique toward the high status of British English. They showed an attachment towards Hindi or Punjabi by emphasising that English take too much room in the Indian society. In fact, due to the importance of the English language within the country of India a question whether it is important for the Indians to aspire towards a standard pronunciation should be raised.

Moreover, the interviews showed that English symbolises education, which gives entry into social arenas. The teachers mentioned that when they go out with their Indian friends they

speak English to show that they are educated people. Speak English and be included – do not speak it and be excluded. Therefore, it seemed English is upholding an academic hierarchy within the Indian society. Furthermore, although English is not the native language of most people of Chandigarh or Punjab it seemed when visiting restaurants or hotels English was needed. Moreover, most newspapers are written in English, News-TV Channels and Radio were all to be found in English here. However, not all teachers agreed with the status of the English language suggesting English is given too much power and that the native language is important to the own national identity. Teachers also claimed that their native language was the one they used to describe feelings and English to signal formality, which evokes the question: what happens to a language if all formal and academic matters are dealt with in another language than the native language?

Another issue that was raised was that of power and identity in relation to class. All teachers but two mentioned that travel or working abroad were reasons for acquiring English. The two teachers that were exceptions to this worked at a school on the lower end of the socio-economic ladder and these teachers expressed a fear for the future of their students due to low proficiency in English. Their concerns were therefore not whether their learners were to be able to travel the world – but whether they would acquire enough tools to be able to get by in the Indian society. Thus, the government teachers' only concern was that the learners would be given enough proficiency to be able to converse with the Punjab authorities in English. This was in Punjab where they learn English as a second or third language, despite the fact it is an official language. According to the teachers here, English is obligatory if one needed to obtain an official document from any government authority such as the Police the Court or the Inland Revenue. The same teachers also mentioned that most private companies only hire people who are fluent in English. Their statements, therefore, show how necessary English is for the Indians and their attitudes towards it can be summarised as it is needed for pure survival.

A contrasting view to the teachers' answers regarding motivation and choice of model is the time that the learners claimed to be exposed to English. The survey had an interesting outcome for the importance the English language played in the learners' lives - on their spare time. Thus, 19 percent more of the public-school learners compared to government-school learners chose the alternative of exposure to be more than eight hours, and 13 percent more of the government-school learners the alternative of exposure to one to four hours compared to public-school learners. Therefore, there seemed to be far more public-school learners that are exposed to English on their spare time than government-school learners. Perhaps this indicates the notion noticed in the interviews with the government teachers indicating their worry over the learner's low proficiency of English resulting in an inclination for aiming more towards an Indian English variety of spoken English. Furthermore, it raises the issue of class as it indicates that learners in schools where parents are from the lower end of the socio-economic spectra are less exposed to English on their spare time.

The discourse analysis and comparison between the Indian syllabi CBSE and the Swedish Gy11, which provided background for us to carry out our interviews, indicated the undermining of power of the syllabi by the interviewed teachers. Through the close examination of how the documents referred to spoken English it was established that the Indian CBSE English did not name a variety of English to be taught, neither did the Swedish Gy11. However, an element of spoken correctness could be detected in both documents. The CBSE mentioned a scale of *high-level proficiency* to be aimed for and the Swedish Gy11 included the phrase *develop correctness* (CBSE, 2014; Skolverket, 2011). It became clear that the documents entail a spoken English to aim for and since there is no mentioning what that is results in the conclusion that it must be up to the teachers to decide what the correct spoken

English is. The fact that no variety is mentioned in the CBSE and, thus, the British English variety unquestionably used by the interviewed teachers as a model is surprising. Moreover, the result that all seven teachers but one claimed to aim for British English in a country so far from the UK do indicate that there must still be a power relationship between the two countries. Moreover, it seems strange that none of the teachers mentioned that the syllabus did not name a variety. While the CBSE can be claimed to liberate the teachers by giving them free choice over what spoken English they want to teach, perhaps the choice also can cause confusion? Reading between the lines of the motivations for spoken English in the CBSE its main aims for the learners are to be prepared for Higher Education or the world of work. Is a British English variety then necessary to aim for? Instead the aim of the CBSE could be claimed to follow the Lingua Franca model as suggested by Kirkpatrick – rather than teaching one countries culture and English focus should be on the function of the English in this case Indian Higher Education or entry into work (Kirkpatrick, 2006:78-79).

#### 4.2 Pedagogical Implications

The inner-circle model British English has been shown to dominate the interviewed Indian teachers' attitudes. As a result, the spoken English that most appear to aim for in their classroom is what Kirkpatrick (2006) referred to as a native-speaker model. This model has as mentioned the advantage of being codified in grammars and dictionaries, which facilitates for testing and assessment. The native-speaker model furthermore ensures intelligibility aiming for everyone to speak the same way. However, as was claimed by Kirkpatrick, since the British English model represents power it also has the power of disempowering the non-native speakers. Interestingly, this is not a concern encountered in the interviews. It seems that the teachers we interviewed happily gave ownership of English to the inner-circle countries - this although their syllabus in English mentions nothing of a variety or model of spoken English being taught in the classroom. Looking at the attitudes towards varieties of English with the Indian teachers in the question of ownership differently, one could suggest that that power of the inner-circle countries is so strong making their power unquestionable here. To teach an inner-circle variety of English, and thus giving ownership of the language to that inner-circle country's native speakers, certainly comes with strong advantages. However, the decision to do so should be based on pedagogic reflection where the implications of power and disempowerment in relation to identity have been considered and advantages evaluated against disadvantages. Although there were a few teachers insinuating that the English language was given too much influence in the Indian society, the model of British English was never questioned.

The implications when giving power to British English like the Indian teachers are, is that of the identity. Languages can be considered to be alive in the sense that they are subjected to constant change as time progresses. Today's British English sounds very different from that of Chaucer or Shakespeare's time. If the model is a *native-speaker* one, does it provide that model's native speakers with the power to own the right to make future changes of that model? If so, the non-native speakers of that model would inevitably carry the duty of always having to catch up to the native speakers of that inner-circle model. Furthermore, is it right that cultural power is given to countries that the learners might never visit or have any contact with? Should not the end game and the future function of the English education dictate what model is being taught in the classroom? Furthermore, in Chandigarh and Punjab, formal, official and academic languages are all strongly connected to English. What happens to the native language and the identities of its speakers when it is only used for emotional and private use? Moreover, the activities where the learners were exposed to spoken English were among the more unusual. Only ten learners claimed to speak English at home, supporting that English is associated with formality. Furthermore, books reading the newspaper and surfing



the Internet were the most popular activities – all written or reading activities, which signals a low exposure of spoken English. Thus, as a result of the low exposure to spoken English it can be assumed that the spoken model of English chosen by the teachers is strengthened and more likely to be adopted by the learner.

In contradiction to the teachers' attitudes were the attitudes expressed in the CBSE English syllabus. Rather than an inner-circle model it focused on the future function of English for the learners. It explained that the purpose of studying the English course is either a preparation for Higher Education or the entry into the world of work, furthermore, never mentioning a variety or a model of English to be taught – similar to Kirkpatrick's *Lingua Franca* model. This model focuses only on intelligible communication and the culture in the context where the learner might use it, thus, free from ownership. However, this model is problematic since it has not been thoroughly codified yet and thus presents a teacher with the difficult task of deciding where the line between intelligible and unintelligible English is drawn. The complex implications of such a model might have inclined the teachers to avoid this model in the discourse about spoken Englishes.

Similar to the CBSE syllabus the Swedish Gy11 declined to suggest a variety, leaving the choice of what model or variety to teach up to the Swedish English teachers. Moreover, Gy11 is less specific defining the uses of English for its learners within its aim. According to the Swedish document learners will use English in different situations, moreover, it mentions for the teacher to make use of the surrounding world as a resource for contact. The Swedish syllabi are clearly more vague and therefore leaves the future uses of English for the learner more open. It is therefore no clear cut way to apply any of Kirkpatrick's models on the Swedish English Courses, even if EIL indications can be discerned. As a result more responsibility is given the teachers in the Swedish English Education by Gy11.

#### 4.3 Conclusion

The aim of this essay was to explore Indian teachers' attitudes to spoken English and how a model for spoken English is motivated by a selection of Indian teachers. The aim was furthermore to discuss spoken English within the perspectives of identity and power. This study revealed that all teachers but one recognised British English as the model for teaching the exception recognising Indian English as the model. The participating teachers moreover, ascribed the English language with formality, high status and power. Furthermore that its usage and thus, motivation primarily was communication outside India's borders. Another motivation encountered was the usage within the nation's borders for employment, the practice of democratic activities, and the upholding of personal status to increase what Bourdieu termed cultural capital. Therefore, all motivations have implications for the identity and attitudes towards language learning. Moreover, the discussion conducted has questioned an in forehand simple phrase such as *spoken English*, which has been proven to be complex, full of connotations and with room for interpretation.

Out of the study questions have been raised about the implications for Swedish English-language education. The experiences we have had here in Sweden when out on our teacher practice [VFU] likewise suggest a complex position for spoken English. The teachers we have encountered appear to aim for an inner-circle model, the phonetics used in English textbooks and the material used in the schools observed by us mostly follows either British, American or in some cases an Australian model. Moreover, the obligatory English courses within the teacher education program we, the authors, have undertaken are codified by either the British or the American model of English and, therefore, to be classified as teaching a native-speaker

model. On the other hand, the Swedish Gy11 syllabi do not specify any specific model of English to be taught other than an unknown model implied by the criteria that learners should develop correctness in their use of English. This evokes the question: for what purpose are varieties and models to be aimed for absent in the Swedish Gy11 syllabi?

From this study, we induce the assumption that Swedish teachers' attitudes similarly must influence what the model for spoken English is aimed for in their classrooms. We ask ourselves how the issue of ownership is viewed in Sweden. Certainly the status of English and the historical relationship to English differ from India, hence, to enquire what attitudes are prevalent among Swedish teachers may expose other effects on the language education. Before teachers' attitudes have been revealed their potential implications remain unknown. Furthermore, what should be the emphasis in oral English: attaining a perfect inner-circle version of spoken English or the future function for its learners? Whatever decision, it has implications for assessment, testing, and learner motivation. In addition, the essay encourages a learner study exploring whether a possibly unattainable aim for a spoken inner-circle English standard affects learners' motivations for acquiring English.

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## Appendices

### Appendix A – Interview Guide

Why is English taught here in India?

Why do you teach English?

In what situations do you personally use English? What uses has the English language got for you and in your life?

In your opinion, what uses has the English language got for other people?

For what purpose is English being taught? Who is the intended recipient?

How do you promote oral communication in your classroom?

What type of material do you use in your classroom?

What consideration goes into planning and teaching a speaking course?

Is there a model for spoken English that you aim for in your Classroom?

How do you respond to errors when students speak?

What kind of errors are common?

**About the study:**

- This study is a Bachelor’s Degree Project within the Teacher Education Program at the University of Gothenburg, Sweden.
- The aim is to explore attitudes to spoken English in the Indian Education System. Furthermore, to compare the attitudes to those expressed in the Swedish Education System.
- The study will be published at the online database GUPEA, which is the University of Gothenburg’s student database. In addition, the essay will be published at the Swedish International Development Agency’s (SIDA) website for the Minor Field Study Essays.
- Your personal identity will be kept anonymous and participation is voluntary.

**1. In which situations outside school do you come in contact with English?**

- |            |                           |                      |
|------------|---------------------------|----------------------|
| Movies     | Conversation at home      | Music                |
| Newspapers | Conversation with friends | Computer/video games |
| Magazines  | Internet surfing          |                      |
| Books      | Television                |                      |

Other? .....

**2. How many hours per week would you estimate that you are in contact with English?**

- Less than 1 hour
- 1-4 hours
- 4-8 hours
- More than 8 hours

**3. Gender?**

- Boy
- Girl

English  
ENG

## English

The English language surrounds us in our daily lives and is used in such diverse areas as politics, education and economics. Knowledge of English increases the individual's opportunities to participate in different social and cultural contexts, as well as in global studies and working life. Knowledge of English can also provide new perspectives on the surrounding world, enhanced opportunities to create contacts, and greater understanding of different ways of living.

### Aim of the subject

Teaching of English should aim at helping students to develop knowledge of language and the surrounding world so that they have the ability, desire and confidence to use English in different situations and for different purposes. Students should be given the opportunity, through the use of language in functional and meaningful contexts, to develop all-round communicative skills. These skills cover both reception, which means understanding spoken language and texts, and production and interaction, which means expressing oneself and interacting with others in speech and writing, as well as adapting their language to different situations, purposes and recipients. Through teaching students should also be given the opportunity to develop correctness in their use of language in speech and writing, and also the ability to express themselves with variation and complexity. In addition, students should be given the opportunity to develop their ability to use different strategies to support communication and to solve problems when language skills are inadequate.

Students should be given the opportunity to develop knowledge of living conditions, social issues and cultural features in different contexts and parts of the world where English is used. Teaching should encourage students' curiosity in language and culture, and give them the opportunity to develop plurilingualism where skills in different languages interact and support each other. Teaching should also help students develop language awareness and knowledge of how a language is learned through and outside teaching contexts.

Teaching should as far as possible be conducted in English. In teaching students should meet written and spoken English of different kinds, and relate the content to their own experiences and knowledge. Students should be given the opportunity to interact in speech and writing, and to produce spoken language and texts of different kinds, both on their own and together with others, using different aids and media. Teaching should make use of the surrounding world as a resource for contacts, information and learning, and help students develop an understanding of how to

search for, evaluate, select and assimilate content from multiple sources of information, knowledge and experiences.

### **3. ENGLISH (Core)**

#### **Code No: 301**

#### **Background**

Students are expected to have acquired a reasonable degree of language proficiency in English by the time they come to class XI, and the course will aim, essentially, at promoting the higher-order language skills.

For a large number of students, the higher secondary stage will be a preparation for the university, where a fairly high degree of proficiency in English may be required. But for another large group, the higher secondary stage may be a preparation for entry into the world of work. The Core Course should cater to both groups by promoting the language skills required for academic study as well as the language skills required for the workplace.

#### **Objectives**

The general objectives at this stage are:

- to listen to and comprehend live as well as recorded oral presentations on a variety of topics,
- to develop greater confidence and proficiency in the use of language skills necessary for social and academic purposes.
- to participate in group discussions/interviews, making short oral presentations on given topics.
- to perceive the overall meaning and organisation of the text (i.e., the relationships of the different “chunks” in the text to each other).
- to identify the central/main point and supporting details, etc.
- to build communicative competence in various registers of English.
- to promote advanced language skills with an aim to develop the skills of reasoning, drawing inferences, etc. through meaningful activities.
- to translate texts from mother tongue (s) into english and vice versa.
- to develop ability and knowledge required in order to engage in independent ~ reflection and enquiry.
- to develop the capacity to appreciate literary use of English and also use English creatively and imaginatively.

At the end of this stage learners will be able to do the following:

- read and comprehend extended texts ( prescribed and non-prescribed) in the following genres: fiction, science fiction, drama, poetry, biography, autobiography, travel and sports literature, etc.
- text-based writing (i.e., writing in response to questions or tasks based on prescribed or unseen texts)
- understand and respond to lectures, speeches, etc.
- write expository/argumentative essays of 250-500 words, explaining or developing a topic, arguing a case, etc.
- write formal/informal letters and applications for different purposes.
- write items related to the workplace (minutes, memoranda, notices, summaries reports; filling up of forms, preparing CVs, e-mail messages, etc.).
- taking/making notes from reference materials, recorded talks etc.



## **Language Items**

The Core Course should draw upon the language items suggested for classes IX-X and delve deeper into their usage and functions. Particular attention may, however, be given to the following areas of grammar:

- the uses of different tense forms for different kinds of narration (e.g. media commentaries, reports, programmes, etc.).
- the use of passive forms in scientific and innovative writings
- converting one kind of sentence/clause into a different kind of structure as well as other items to exemplify stylistic variations in different discourses
- modal auxiliaries - uses based on semantic considerations.

## Appendix E – Informed Consent Letter

### Request Form for Participating in Interviews and Observations

*A study of attitudes to spoken English in the Indian Classroom.*

#### **About the study:**

- This study is a Bachelor's Degree Project within the Teacher Education Program at the University of Gothenburg Sweden.
- The aim is to explore attitudes to spoken English in the Indian Education System. Furthermore, to compare the attitudes to those expressed in the Swedish Education System.
- The study will be published at the online database GUPEA, which is the University of Gothenburg's student database. In addition, the essay will be published at the Swedish International Development Agency's (SIDA) website for the Minor Field Study Essays.
- Your personal identity will be kept anonymous and referred to only as a representative for your professional position.

#### **We wish to request:**

- Agree to let us interview you for the above claimed purpose.
- To let us record our interview, as well as store it for transcription purposes.

#### **You may request:**

- To withdraw your participation at any time until publication May 15<sup>th</sup>. This can be done by email to [gusbagso@student.gu.se](mailto:gusbagso@student.gu.se)
- To receive a copy of the essay as it has been published.

I agree to these terms:

Date.....

Signature.....

Please do not hesitate to contact us at any time.

Sincerely

Theres Wikefjord [guswiketh@student.gu.se](mailto:guswiketh@student.gu.se)

Sofia Bagå [gusbagso@student.gu.se](mailto:gusbagso@student.gu.se)