



SOCIOLINGUISTICS OF ENGLISH IN INDIA

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Abstract

The Present study attempts to discuss the Sociolinguistics of English in India. The rising status and the rapid spread of English is a matter of discussion in the field of applied linguistics. The language we speak defines and determines one’s place and identity in the world. It is not just a set of sound words or sentences. Many different regional varieties of English or ‘Englishes’ exist around the globe and are slowly but steadily gaining recognition. Indian English is one such variety. English spoken in India is deeply linked with the society, culture and the people. The function of English in India is different from that it performs in the native context. The defining factors such as the cultural plurality and presence of different languages have given India a distinct place in the multilingual context. The growth of English in India can be directly correlated with the growth of imperial rule in India. English language has been and continues to be a dividing force in the society.

Keywords: Spread, Globalization, Varieties, Indian English, Indianization.

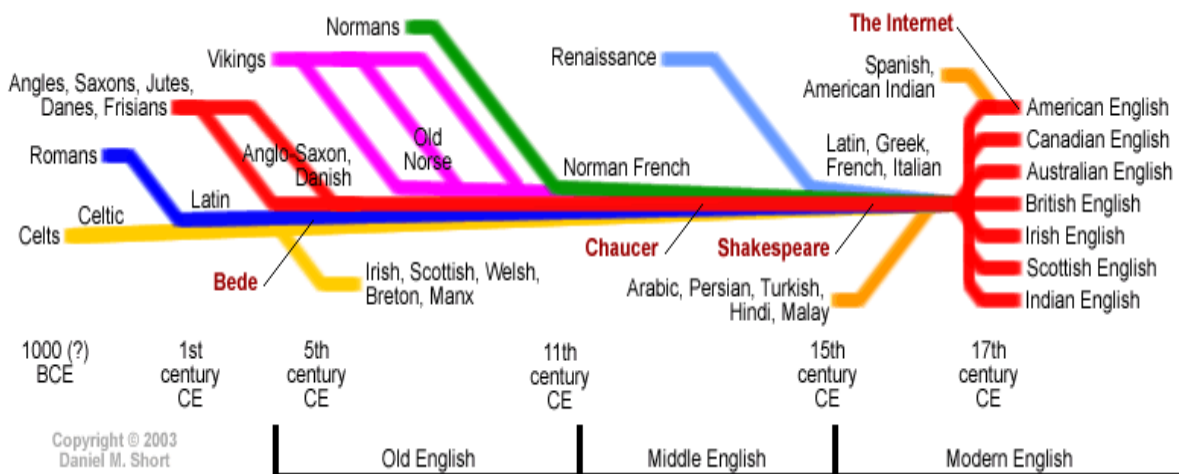
1. Introduction

English happens to be the most widely used language around the world. The spread of English over the past four hundred years has led to the emergence of transplanted varieties of English in variegated socio-cultural and linguistic contexts. Many different regional varieties of English or ‘Englishes’ existing around the globe are slowly but steadily gaining recognition and Indian English is one of them. It has been repeatedly attempted to abolish the former colonial language but English continues to be one of the most acceptable language in India.

English enjoys a perquisite position in the whole world because of the geographical-historical, and socio-cultural aspects (Crystal 1997, 2003). In the recent years it has become the formula of ‘lingua franca’, a symbol of globalization, diversification, progress, identity and change. It has now attained the position of a global language and is also referred to as ‘Global English’ (Crystal 1997, 2003). This revolution of English language gestates to be the most remarkable event in the late twentieth century (Crystal 2004). This was the time when English started spreading its wings to envelope the world. It was the time when many commentators pointed out at the possible risks of English being a global language (Crystal 2003). Possibly because the rising status of English among other languages can put the vernacular languages at an inferior position and people might end up learning only one language i.e. ‘English’, thus leading to monolingual speech community.

2. Emergence of English Language

English language witnessed enormous change even within its own boundaries. Starting with a language of small Germanic tribe until its Colonial expansion, English came into contact with many different languages belonging to different socio-cultural domains. Linguistic transpose to English was in bulk before its colonial expansion. The vocabulary of English changed with tremendous number of borrowings from Celt, Latin, French, and other languages with which it came into contact. It underwent various changes since it started its journey. We can view a brief account of the journey of English from the following figure.



With the emerging new varieties, English started developing its own kind of vocabulary, grammar and distinct pronunciations. Initially, English spoken by the native speaker was considered to be the standard language. The people who started learning and speaking English language as the second language because of colonialism and imperialism were considered as non Standard English speakers. English spoken in Britain and America regions were meant to be the standard form of English used as yardsticks for comparing other varieties of different regions. In a general term, English can be viewed into different types: first, varieties spoken primarily by the native speakers of English and second, varieties spoken by the second language learners of English. In the first case the speakers have immigrated to countries taking their language with them; in the other English has displaced other fully functional language or set of language to a great extent. Kachru (1982) observes that the legitimacy of non-native varieties of English like Indian English, Singapore English, Nigerian English and many others in South Asia and Africa needs to be considered in terms of the social, cultural and personal factors operating in the contexts in which these varieties are used.

3. Spread of English

Expansion and establishment of the colonies in different areas and groups started developing a sense of local cultural and linguistic identity. This was a significant effect of the languages contact through a long period of time. The most complex situation arose in the colonies with bilingualism, where the speakers became bilingual in English and a local language. This was the case in India and West Africa. In such places because of the close contact with the local languages, English language emerged with new form and functions. Sometimes the divergence between the languages gave rise to a divergent form of English spoken in that particular area. In such cases English usually happens to be the second language of the people. The speaker's knowledge of the first language interferes in a systematic way with their English. This occurs in the pronunciation and the adoption of certain grammatical features from their language. As the English spoken by the people matures with time, it establishes itself as a new variety in its own way.

Schneider (2007) in his 'Dynamic Model' for world Englishes, broadly divides the development of the new varieties of English into five stages, *Phase 1 –Foundation, Phase 2 –Exo-normative stabilization, Phase 3 –Nativization, Phase 4 –Endo-normative stabilization, Phase 5 –Differentiation*. The stages described by Schneider leads from 'the transplantation of English to a new land through a period of new social linguistic changes to a renewed stabilization of newly emerged varieties' Schneider (2007). In his 'Dynamic Model' he outlines five characteristic stages for the spread of different Englishes around the world.

If we look at the point where English developed naturally as the language of the people, it looks very different from other places on the chart. Though, England too had various invasions, English is indigenous to it; at the other places it was introduced. New Englishes, to a limited extent are predictable. The most important factor in the distinction between the English and its varieties are the distinction between the native and the non native

4. Global facet of English

The relationship between the language and globalization is a two way process. Globalization and language highly influence each other. The communication which takes place at a global scale involves people from different class, and social groups. Therefore for the purpose of successful interaction people need a common system of communication. Such kind of situation gives rise to the issue of a global language. Human life functions on a global scale, and not on a local scale. Therefore, there was a need for a global language for common communication purpose and today, English has emerged as a language which could serve the purpose.

Today Global English has become a functional realism. At the same time the linguistic situation of English is becoming unmanageable to control and define. The emerging status of global English is just one side of the coin. The other side of the coin is concerned with different varieties of English. It is true that the process of globalization has assisted in the spread of English but the same process has given rise to the diversity among different languages across the globe. This is because of the contact situation among the languages. It is not a case only with the dominant languages which is introduced forcibly into any community or culture but also with the host language which gets affected where the introduced language adapts itself. In the process of adaptation both sets of languages have to undergo various linguistic alterations.

English language is growing independent without any social control. It no longer just belongs to the English speaking nations but to everyone. The spread of English around the world is leading to structural and cultural inequality and creating Linguistic Imperialism (Phillipson 1992). Linguistic imperialism is the transfer of dominant language and aspects of its culture to the speakers of other languages. Linguistic imperialism assumes the active promotion of the language by the dominant class as an active expression of the powerful over the powerless (Phillipson 1992). According to Phillipson, both power and ideology reside in the English language. This can be seen as the most problematic assumption advanced by Phillipson. The current world-wide dominance of English is caused by the imperialistic impulse of the dominant countries. Linguistic imperialism is the offspring of cultural and political expansionism. To explain the current dominance of English in the world, Phillipson applies various concepts and theories relating to various subjects such as: philosophy, science, economics, social and cultural theories, pedagogies, linguistics, etc. These various subjects help Phillipson to elucidate the world wide dominance of English. For Crystal (1997) on the other hand ideology, power and success are not innate to any language. For him, language needs to be understood within the framework of history, culture, ideology and the politics of the speakers of that particular language. When certain people or nations are perceived as powerful, then the language spoken by them will itself become influential. Gradoll's (1997) survey of the future of English shows conflicting trends of language use. According to his survey English is increasingly required for high skill jobs everywhere in the world; it is the most widely studied foreign language; its function in youth culture is more symbolic than communicative.

5. Varieties of English: Native and Non- native Distinction

Native and non native issue in terms of English is very controversial from sociolinguistic perspective. At the same time, it is equally debatable from linguistic point of view. There have been inconclusive efforts to define these terms with respect to competence and performance (Stern 1983, Richard et al., 1985). Ferguson (1982) says, 'The whole mystique of the native speaker and the mother tongue should probably be quietly dropped from the linguist's set of professional myths about language'. The native and non native distinction is more radically propounded by Paikedey in '*The native speaker is dead!*' (Paikedey1985).

The fact that the distinction of native and non native or old or new between Englishes, relate directly to the central peripheral status people occupy in the political economy. Singh (2007) discusses that being a native speaker of any language is no protection against discrimination. Speakers of Indian English are the native speakers of Indian English, as speakers of Mid-Western American English are native speakers of Mid-Western American English (Singh 2007). To understand the non native phenomenon, we need both the political economy model as well as the narrow linguistic model (Bhatt 2007). Political economy model provides a macro-discursive understanding the linguistic ideologies that legitimate the native/ non native dichotomies. The linguistic analysis presents the structural nuances of individual varieties that are 'native' to the speaker who use it.

The emergence of varieties of English like Indian English and Singapore English are very important in characterizing the notion of native and non native speakers. Indian English has words that seem to be peculiar to other varieties. At the same time the other varieties of English too have words that are peculiarly their own. Indian varieties of English have some simple and complex types of words that are not present in other varieties. Morphologically complex words in Indian English are totally grounded by the word formation rules of English morphology (Singh 2007). *Batch-mate* exists in Indian English because *class-mate* and *room-mate* exist in all varieties of English. Same applies to the word *Collectorate*, because *Directorate* exists throughout the English speaking world (Singh 2007).

Indian English is a substratum – laden deviant variety and a member of a class called non native variety (Singh 2007). Further he discusses that Indian English does not belongs to the class of Indian languages. According to Singh, English in India as a language is guided by the pedagogical concerns. Moreover the speaker's competence and performance are compared on the basis of Indian English. The analyses of these comparisons are taken as errors. He discusses that Indian English is often misunderstood in many terms. Indian English is like other different varieties of English. He claims there are no linguistic reasons for classifying Indian English as non native variety. Indian English has a different texture and flavour from other varieties of English. This variety of English spoken in India is termed to be as the non native variety of English because English doesn't belong to India. It was brought to India as a foreign language; which has now made an authoritative position in the Indian multilingual setting.

6. Multilingualism in India

The diverse geographical and linguistic background of the people reveals interesting facts about the linguistic scenario of India. India has always been a multiracial, multiethnic, multinational and multilingual country from the time of history (Chaudhary 2009). In Indian multilingual setting, there is a transparency and fluidity of boundaries between the languages (Khubchandani 1997). New languages arise because of the close contact between the existing languages, and this happens especially for the need of communication purposes. The languages emerged through contact are few, and are restricted to specific regions (Sridhar 1988). The new languages imparted themselves with the existing languages of the region. The multilingual creation in the country changed from time to time but multilingualism itself remained constant. The new languages emerged because of the socio-political and cultural, and primarily literary happenings in different linguistic communities (Pollock 1998).

Pattnayak (1990) describes the multilingual situation of India as a non conflicting type, where different languages of India allocate different functions. According to him a mother tongue is 'an expression of primary identity and a group of solidarity, and it can be successful if there is respect for multiplicity in the society. There are many languages in India but many people do not know any other language than their own (Spolsky 1978). Every state in India is a multilingual region, still; they have a dominant language common for all. The other fact is Hindi-Urdu/Hindustani is a predominant language of North India. A form of pidginized variety of Hindi-Urdu/Hindustani is understood and used throughout India (Sridhar 1989) but the speakers in southern India prefer English over Hindi. This is where English play a vital its role in India. English, followed by Hindi is the most widely spoken second language of the people. The usefulness of Hindi is limited regionally but English prevails throughout the country. The constitution (Constitution of India 1998) recognizes Hindi as the official language of India according to Article 343 (1). In addition to the designation of Hindi, English is also accepted as an official language with eighteen other scheduled national official languages of India. Many controversies against Hindi in non Hindi states made a worse situation for the development of Hindi as a national language and as a result English continues to enjoy the language of power and prestige (Kachru 1986).

7. Role of English in Indian Multilingualism

The position of English in India is not just empowering but also extremely involving. In India, 'English' serves as a language of wider communication among the people (Kachru 1986). It provides a linguistic tool for the administrative cohesiveness in India. English in India has been ideologically loaded from its earliest introduction; still the language continues to occupy a peculiar role (Dasgupta, et.al. 1995). There has been an increasing familiarity of English use in India (Sahgal 1991). Sahgal observes and discusses the evidences of an increase in peoples self identification as speakers of Indian English rather than British English. English is displacing local languages and registers, as the international business, science and technology communities has started connecting itself (Swales 1997). Swales further assert that the

media and the academia have been most affected by the spread of English. English is not just a language used in homes, business places and entertainment of several hundred million native speakers. It has now become a vital language of international cooperation at the union nation and the European Union (Mc Arthur 1998); for international communication and business (Hyrkstedt and Kalaja 1998), and for local commerce and media in such countries as India and Kenya (Kachru and Nelson 2001).

Kachru (1986) mentions four basic areas in which English manifests itself: *linguistic, literary, attitudinal and pedagogical*. This is mainly concerned with the model and methods of teaching English which is often commercially motivated and rarely considers the local needs of the countries. Countries where English is a native language, English is used for various purposes in the society (Gorlach 1991). In countries, such as India, where English has a place as a second language/ a foreign language, its use is restricted to the domains of administration, law, part of education, and the media, some forms of literature; other uses of language in different situations is being reserved to the mother tongue.

8. The power of English in India: Definition and Domain

Though the formal age of empire declined, but the sun did not set on the English language. English in one way or the other has a presence in the most vital aspects of Indian living including our culture, or languages, interactional patterns, discourse, policies etc. This time the spread of English has been due mainly to the power and prestige of the US economy, technology and culture. The phenomenon of globalisation has made English a part of the linguistic ecology of most nations. Kachru (1986) quotes E.M. Forster's work "a passage to India" (1894)

"India likes gods. And Englishmen like posing as gods". Thus English language was a part of their pose and the power which India has accepted.

It was discussed in Macaulay's minute that English was a tool of power to cultivate a group of people. Values of Europe were considered to be better than the indigenous culture which was considered as barbaric. Thus English was considered as a tool of civilization. English slowly acquired administrative and social dominant roles. The domains of language use of English defined its power and prestige (Kachru 1986). The use of English in colonial societies was restricted to limited domains such as science and Education. Kachru emphasizes that English belongs to all who use it and English came to be used by Indian as well. English plays various important roles in India. Mainly it has two purposes: firstly administrative and secondly wider communication (Kachru 1986). English is used in both personal and public domains but the function of English is much farther beyond the domains. It is not that English has replaced the value of regional languages but it overlaps with local languages in many domains (Sridhar 1985, Sridhar and Sridhar 1986).

8.1. English in education

The three language formula was developed for the purpose of effective education in the country, to promote national integration, and, to provide wider language choice in the school curriculum (Srivastava 1990). According to the formula, people from the non Hindi areas study their regional language, Hindi and English. Hindi speakers, on the other hand study Hindi, English and another language. Baldrige quotes Kamal Sridhar (Sridhar 1989):

"The three language formula is a compromise between the demands of the various pressure groups and has been hailed as a masterly – if imperfect – solution to a complicated problem. It seeks to accommodate the interests of group identity (mother tongues and regional languages, national pride and unity (Hindi), and administrative efficiency and technological progress (English)" (Baldrige 1996).

Baldrige further states that though the formula sound fine but it has failed in context to India because it has not been practiced. English language has a very important part to play in most of the primary and secondary schools in the country as a second language. At present, English is taught mainly for the purpose of higher education and for the workplace. The curriculum for English language in primary schools is designed to provide learners a strong foundation in English language. With this strong foundation the learners are able to build upon their usage in English language for different purposes. Learning, reading and writing are the three skills which form the core of primary English curriculum.

The language policy of the school system is the result of pressure (Spolsky 1978). In India, there are a great number of sociolinguistic pressures influencing the development of English language in education. The elitist status of English in India creates problem for the economic development because that means that the education of the mass of the people will be ignored (Mark Tully 1997).

8.2. English in Press and Media

The impact of English in media is not only continuing but increasing day by day. The number of newspapers, magazines and journals are increasing rapidly. According to Kachru (1986), at present there are 3582 Indian newspapers in English. English language newspapers are published in almost all the states of the country. Most of the major national news papers are popular in cities and towns. English newspapers are maintaining circulation in figures roughly similar to the Hindi newspapers.

English has become an important part of the popular culture; the use of English is becoming significant in movies serial and songs. The advent of satellite television and radio has served and is still serving for entertainment and news programs. These channels broadcast many programs in Hindi, English and other regional languages. Newscasters and anchors, presenting the programme try to maintain their accent close to British RP. To keep pace with the rapid development and the popularity of English language in India the movies in India are often completely made in English or with the mixed dialogues in English and Hindi. The mixed speech of Hindi and English is often termed as 'Hinglish'.

Such Hinglish movies and daily soaps are adored by domestic audiences. This is mainly because 'Hinglish' is the natural mode of speaking in many parts of Indian speech community.

8.3. English in the society and culture

India had a ruthless caste based society long before, when British came to India. Still, when the British are gone, India continues to have a division between northern and southern region, rich and poor, higher and lower caste, rural and urban as before. Many different languages and regional dialects can be heard throughout the country. The languages of the people belonging to different cultures and places send a clear signal about the background of the people. The popularity of using English language among the people varies markedly around the country. The 'Indian English' covers the linguistic, cultural and the geographical divides by providing a single medium of communication in various situations.

People are very much influenced with what Britishers left them. An Indian who knows English does not hesitate in speaking English at public places. Speaking English and especially with the accent of British RP, represents a class in the Indian society. English has very much influenced the social and the cultural domain of the Indian speech community. People accept the non native variety of English, i.e. Indian English and reflect themselves as the speakers of English in the society because of the notion of social class; English is becoming more influential than any other language in India.

8.4. English in Indian Literature

India has a literary tradition spanning more than thousand years. The tradition of Indians writing in English dates back to 1830 with the writings of Kashi Prasad Ghosh. He was the first Indian poet to write in English and Sohee Chunder Dutt was ostensibly the first Indian to write fiction in English.

Before independence there was scanty literature in English. Indian English exploded after the independence. Despite the protest of some Indians who regarded English as imperialist relic imposed by the outsider and embraced by the Anglo aspirants, many believed that Indian writing in English is of great importance on the world stage. Whatever be the case contribution of Indians to the English literature is quite impressive. With the work of Booker Prize - winner author Salman Rushdie underscores the vital role literature written in English in the post independence Indian culture.

9. Indianization of English

'Indianization' of English generally means that the word, phrase, idiom, expression or the syntactical usage of the Standard English (British English or American English) has become a part of the Indian subcontinent. This process involves usage and the meaning which is peculiarly of Indian taste and colour. This creativity of English with the Indian taste has encouraged the popularity and the use of English in the Indian context.

Gradually English language has become a symbol of political power, legal system, administrative network, trade and commerce, and science and technology. With its prestigious and powerful status English provided a window to the new world of knowledge to the Indians. Thus English started to take a totally different form of 'Indian English' in multilingual India divergent from its original British and American English. In present day linguistics 'Indian English' is widely accepted and has gained recognition with various different varieties of 'Indian Englishes'. English spoken in India indicates the social behaviour of the people which is reflected in their attitude towards different dialects and accents. Still, some superior intellectuals in India are lured by the standard language, who expected that the Standard English language can only benefit the professional, economic and social needs of the people.

This may be because the grammarians followed the standards of the superior variety of English and applied those rules to the English spoken in India. This rule based practice was mostly applied to written English and some formal style of speaking. Therefore such usage of English which followed the principles of the standard language was accordingly defined as correct form and any deviation from this particular form was considered an error. The notion of correct and incorrect form of English is still a basis of concern for Standard English. But today's acrimonious sociolinguistic reality of India is that the concern of deviation from the standard form is dropped.

It is no longer a language used during colonial times when it was mainly used for the colonial and official purposes. Today Indian English has become much more interesting, and now it's free from the standard norms and rules of the language. The complex multilingual situation of India makes difficult for the Standard variety of English language to establish in India. The Indian form of English is the result of transfer from Indian languages such as Hindi, Marathi, Punjabi and Gujarati etc. Code switching and code mixing are the major processes for the Indianization of English in India.

10. Features and Structure of Indian English

The variation in the language is impossible to hold and stop. Therefore when English language started to develop in India, it changed through the time, started gaining popularity and was accepted whole heartedly by the people. The errors and mistakes are now considered a necessary part of the socio-cultural setting of the multilingual India, where they are used to convey the contextual meaning. The process of deviation from the standard form can be termed as the Indianisation of English which is mutual between the vernacular languages and English language. Today English has spread in various domains including the personal domains such as family and friends. English in India has acquired new functions and self expression.

Indian English does follow the grammar of Standard English. However it contains many locally restricted lexical items. In addition to this standard Indian English, there is a vernacular colloquial Indian English, often termed as 'Hinglish'.

Indian English is best identified through its phonological features. Still the variation in the phonology is widespread. Indian English pronunciation is a relatively close in approximation to the written form. There is a lack of aspiration in the word-initial position. It has been found that the entire series of English alveolar consonants tend to be replaced by retroflex consonants (Trudgill and Hannah 1994). English alveolar /t/ articulated as the Indian retroflex /ɖ/ or as the dental /t/ in different phonological environments. The retroflex has completely replaced the alveolar; the entire series of English alveolar consonants tends to be replaced by retroflex consonants (Trudgill & Hannah 1994,).

Other items listed by Trudgill and Hannah (Trudgill & Hannah 1994) are that Indian English tends to have a reduced vowel system; /r/ tends to become a flap or retroflex flap; the consonants /p/, /t/, and /k/ tend to be unaspirated; and in some regions, /v/ and /w/ are not distinguished, while in others, /p/ and /f/, /t/ and /θ/, /d/ and /ð/, and /s/ and /ʃ/ are also not pronounced properly. They also note that "Indian English tends to be syllable rather than stress-timed. For example words like pin and Kanpur are pronounced as pin and Kanpur; not as *phin* and *khanpur*. Some fricatives in Indian English are replaced by bilabials for example fail is pronounced as *phail*.

Indian English morphology is very creative. It has created many terms and usages. Indian English uses compound formation extensively. The compounds *cousin-brother* and *cousin sister* allow the Indian English speakers to designate whether their cousin is male or female. It is a function, which is inherent in the terminology of most Indian languages. Indians also pluralize many English mass nouns which results in words like *woods*, *furniture's* etc (Trudgill and Hannah 1994). Some other examples are key bunch, chalk piece in spite of '*bunch of keys*', and '*piece of chalk*' respectively. Indian English speakers also shorten the commonly used terms such as *prof.* for professor.

Article use in Indian English is discussed in terms of "missing and intrusive article" or "wrong usurping" and dispossessed articles (Kachru 1976). The use of article a, an, and the in Indian English provides a good example of the grammar of Indian English (Shekhar and Hegde 1996). Indian English speakers tend to delete English articles and in some cases use them inconsistently. This mainly happens because of the absence of the article system in Indian languages. (Agnihotri, Khanna and Mukherjee 1984, Lukmani 1992, Jacob 1998); explains about article and supports that articles are consistently being dropped where necessary and added where not necessary.

In case of prepositions, there are three types of "errors"; first, prepositions are deleted when necessary, second it is inserted where not necessary, and third use of wrong prepositions (Hosali 1991, and Bakshi 1991). According to Lukmani (1992), uses of prepositions in Indian English are "mishandled very commonly", even by people who speak and write good English in India.

Subject auxiliary inversion in question formation is also an important feature of Indian English. (Kachru 1976) claims that Indian English speakers do not necessarily change the position of subject and auxiliary item. (Shekhar and Hegde 1996), also claim that Indian English speakers do not necessarily apply subject auxiliary inversion rule in forming WH question. (Verma 1978) supports this fact and adds to it that Indian English speakers does not follow subject auxiliary inversion rule rather than they use intonation and the structure of the statement.

11. Influence on Languages

Languages, like cultures, are rarely sufficient into themselves (Sapir 1921). The necessity of social communication brings the speaker of one language into direct or indirect contact with different language. The language of the people that is looked upon as a centre of culture is naturally far more likely to exert an appreciable influence on other languages spoken in its vicinity than to be influenced by them (Sapir 1921).

Interference or influence can be seen with respect to the transfer of elements of one language to another at various levels, especially phonological, grammatical, and lexical (Berthold, et.al. 1997). Berthold, et.al. (1997) defines phonological interference as the influence of accent, stress, intonation etc. Grammatical interference is defined in terms word order, pronouns, determinants, tense etc of the first language influencing the second language. Lexical influence includes borrowing and lending of words from one language and using that according to their native language accent.

Code switching and code mixing is one of the very important aspects of influence between two languages. Code or language switching occurs when a bilingual individual alternates between two languages (Crystal 1987). A bilingual person is said to be able to communicate to a varying extent in a second language. This mostly happens when the individual is considerably skilled in the second language or those who make irregular use of second language (Crystal 1987). This happens with both, the first language and the second language.

11.1. English in Indian Languages

The simplest kind of influence that one language can exert on another is borrowing of words. Cultural borrowing is more likely to borrow the associated word too. This process has continued without any interruption to the present day. Indian languages have taken over a certain number of morphological elements from English. Hindi uses a number of affixes that are derived from English e.g. *roti's* (-s).

The borrowing of foreign words always entails their phonetic modification. There are many sounds and accentual peculiarities that do not fit to the native phonetic habits. They are then changed as to meet the native speakers need. Phonetic compromises are quite frequent. For example the long heavy vowel in the third syllable and the final position of the "zh" sound, like /z/ in '*azure*' are distinctly un-English. Indian English speakers have distinct phonological contrast. Occasionally the new sounds are introduced as per the need of the speaker, but melts away soon.

Many English words have been localized and nativized in India. Some of the English words like road, bus, rail, pen, radio, etc have become part of the vocabulary of Indian languages. Sometimes it gets difficult to find the equivalent word in regional/local language.

Indian English often uses strong vowels, where other accents would have unstressed syllables or words. Ex. "cottage" may be pronounced [kɒtədʒ] rather than [kɒtədʒ]. A word such as "was" in the phrase "I was going" will be pronounced [vɒz] or [vas] in Indian English. In most other accents it would receive the unstressed realization [wəz].

11.2. Indian Languages in English

Hindi sentence structure has affected English in several ways. The articles *a*, *an*, and *the*, are over generalized as there is no such counterpart in English.

The use of reduplication of words to emphasize something is usually used in the Indian context. Some of the expressions like "Come come! Sit sit!" is used for emphasizing some action. Reduplication can also replace 'very' for intensifying or extending something, as in "hot, hot water" and "cold, cold breeze". Such usage is common in spoken English.

One of the most indicative influences of Hindi on English grammar is the use of the progressive aspect with habitual actions, completed actions, and stative verbs. This produces sentences such as "I am doing it often" rather than "I do it often"; "Where are you coming from?" instead of "Where have you come from?"; and "She was having many sarees" rather than "She had many sarees" (Trudgill & Hannah 1994). The word order of questions is often unique; sentences such as "What you would like to eat?" and "Who you will come with?" show the absence of subject-verb inversion in direct questions.

The compounds *cousin-brother* and *cousin-sister* allow the Indian English speaker to designate whether their cousin is male or female - a function which is inherent in the terminology of most Indian languages.

Some items are directly related to characteristics of Indian languages. Indians will often ask, "What is your good name?" which is a somewhat literal translation of "Aapka shubh naam kya hai?" *Shubh* means auspicious or good, and it is basically a polite form of asking for someone's full name. Some other examples can be today morning "aaj subhah" or "yesterday night" (kal raat) to mean this morning and last night. Some expressions like "ek minute" (one minute) are prevalent in English used in India.

Use of 'no and the tag 'isn't it' at the end of English sentence is very frequent. For example "you are coming no", "we are going isn't it".

The use of "only" and "itself" is also very frequent in English language used in India. For example "I was in Delhi only", "We can meet today itself". This can be the influence of Hindi "hi". Hindi verbs like "dena" and "lena" has highly influenced the English language spoken in India. For example, speaker of English in India will frequently say "I have to give exam" instead of "I have to write the exam".

12. Conclusion

The present study traces the development of English through history and its use throughout the globe today. We have seen how English has acquired the status of a global language from a small tribal language. The emergence of English into various varieties neither has polluted the language nor has lowered its status. The emergence of the new varieties of English has rather helped in gaining a predominant position in almost all the countries and become richer with the addition of new words and coinages. The fact, that English is now a global language and a language that leads to economic empowerment, has secured its position in contemporary times. English language itself is taking a new form. It has changes substantially from where its journey began. It has now started to fabricate the social life of the people and at the same time acquiring a vitality of its own, developing and reflecting local cultures and languages throughout the world.

Native and Non Native distinction is still a debate among the scholars. Social networks the speakers form, tends to influence their language choices. This in turn facilitates language change. Power relation also plays a major role in the influence and change in the language. Therefore language can be powerful in one domain and less powerful in the other. The influence of language on each other should not be ignored. There is a need to highlight those divergences and place them under close scrutiny. It has been said that Indians have made English a native language with its own linguistic and cultural ecologies and socio-cultural contexts. If it is true then what are the factors motivating them for using English frequently in their speech. This work aims to seek answers for factors motivating use of English in several domains. To conclude, it is argued that language change is dictated by the social and pragmatic factors but other factors such as power, identity, age, and gender play a major role.

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