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N. Krishnaswamy, former professor of English, CIEFL (now, EFL University), Hyderabad, and Professor Emeritus, JVB University, Ladnun,

Rajasthan, is the doyen of English teaching in India. He is one of India's leading experts on language teaching and English education with a special interest in communication skills, English grammar and usage, post-colonial approaches to English teaching, critical sociology, language philosophy, communication skills in English and literary theories.

He has authored many highly acclaimed scholarly books and course books for teaching English, linguistics and literary theories. His publications include the internationally well-known, *The Politics of Indians' English* (OUP), the ideology based English teaching programme, *Empowerment English* (Macmillan), the popular course books like *Modern English Grammar and Usage* (which has gone into a Silver Jubilee edition), and *Modern Linguistics* (OUP), the pioneering book *The Story of English in India* (Cambridge) and many other books and articles.

Globalization and the Teaching of English attempts at exploring the centrality of goals and objectives in English Language Teaching as revealed by social concerns, the interrelationship between planning, educational policy, practice and outcome, and finally, the role of teachers as the 'main actors' in the entire learning/teaching process. The prime concern of the book is to raise certain issues related to the learning theories and approaches existing in language learning that can be used for the teaching of English in the constantly changing scenario. These issues in the book centre on understanding learners, their roles, needs, motivations, strategies, and the processes they employ in English language learning, understanding the nature of language. Teachers, teaching methods, and teaching materials play pivotal roles in facilitating successful learning, understanding how English is used for various functions in the lives of learners, the way the English language works and the particular difficulties it poses for language learners, and how learners can best achieve their goals in learning English. The articles encapsulate the problems in society, specifically Indian, and their bearings on the learning of English while taking into account various systemic pressures. It is interesting to note that the phenomenon of globalization not only exacerbates opportunities and possibilities but poses new challenges also for ELL. Here comes the importance of organized/innovative teachers in improving the status of their profession and as a catalyst in social change. The present book presents far-reaching and all-embracing solutions to the above said problems of the teaching of English in the globalized world.



VIJAYA BOOK
X-909, Chand Mohalla, Gandhi Nagar
Delhi - 110031, India
Phone: 011-22822514, 9910189445
E-mail: rajcees02sharma@gmail.com



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Dr. Sanjay Goyal is Assistant Professor in the Department of English, Jain Vishva Bharati University, Ladnun, Rajasthan. He

has been teaching English at the Undergraduate and Postgraduate level for 8 years. He has published seven books and several research papers on English Language Teaching, Translation Studies, Indian Literature and Literary Theory and Criticism. His areas of interest are: Inter-personal skills, English grammar and usage, Post-colonial approaches to English teaching, Teaching English through Socially relevant issues, Translation Studies

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Globalization, English and the Underprivileged

Sanjay Goyal

Assistant Professor, Department of English
JVB University, Ladnun, India

The term globalization has been increasingly used since the mid-1980s and especially since the mid-1990s. In 2000, the International Monetary Fund (IMF) identified four basic aspects of globalization: trade and transactions, capital and investment movements, migration and movement of people and the dissemination of knowledge. Further, environmental challenges such as climate change, cross-boundary water, air pollution, and over-fishing of the ocean are linked with globalization. Globalizing processes affect and are affected by business and work organization, economics, socio-cultural resources, and the natural environment. (Wikipedia:2014)

Globalization has become a dominant and driving force that is shaping creative as well as chaotic forms of interconnections among nations, economies, cultures, ideas, and peoples. (Kumaravadivalu, 2013:1) In the context of globalization, English language has become the dominant medium of communication around the world. It has been accepted as a language for business, technology, science, Internet, entertainment and sports. In academia over 50% of all research is published in English. In some science fields virtually all studies are published in English. The example of flexibility and adaptability of English language can be understood by this fact that English is about to acquire its millionth word as per the Global Language Monitor. Example of explosion in general demand for English can be seen in

E-mail : sanjaygoyaljvbu@gmail.com

China where estimated 600, 000 new enrolments in private conversation schools every four to six months. According to Crystal, it is "the world's first truly global language" (2004:4)

English is the most widely taught foreign language in China. In municipalities directly under the central government and capital cities of every province as well as in some developed cities, English is taught from Grade 5 in elementary schools, and in some, from Grade 3. Usually, there are three lessons of English every week. People's Education Press and Longman mainly publish the English textbooks used in elementary schools. Never before have parents in China paid so much attention to their children's education. Under the persuasion or pressures of their parents, nearly every child has to choose something special to learn, such as painting, singing, swimming, playing musical instruments and so on, but English is what most children are learning. Most parents spend much money on employing tutors to teach their children English, whether their children have already started to learn English formally in school or not. These parents hope that in this way their children can be good at English or at least when the children start to learn English in school formally they will learn it easily.

In many countries, English language has become compulsory at the elementary level. Looking at the higher side of the language it is true as well that teaching English is a great challenge for those whose first language is not English. Are people forgetting their valuable and rich culture because of the influence of foreign languages? Is it possible to stay away from this impact by just not using the English? By adopting a non-indigenous language will it be a cause of growth or impediment for self development?

Globalization and the Teaching of English in India

As Kumaravadivalu says "India has come to a painful realization that the colonial history of the language should not be allowed to become an impediment to the economic health of the nation." (2002: 46) The English language itself has become a different tongue, different from its 'colonial cousin'. It was earlier thought that to speak a language was to adopt a culture. Now the English language is perceived not as one with its cultural baggage but as a culturally neutral tool of communication. The old concept-one culture, one language-has now been replaced by a new one concept, one culture and more than one language. Thus it is apparent that multiculturalism has not only changed the way of life of the common folk but the mentality also as earlier they