Introduction

The English Language is easily one of the more useful things that India’s colonial rulers have left behind. With the exit of the British after India’s independence, the English language has perhaps remained the most obvious evidence of India’s colonial past. Formerly utilized and accessed only by the influential minority, English now stands as one of the most widely spoken languages in India, after Hindi. Despite it being a second language, its dominance has come up over the years, and it has grown to occupy the position of one of the most accepted languages in the fields of business and education. In fact, even though only about 4% of the Indian population use English (Annika, 1998) consistently, India still bears the third largest English-speaking population in the world, after the US and the UK, and this number is only expected to increase (Rosemary, 2004).

After freedom, India became a nation state, and what was intended was that English be gradually phased out as the language of administration. But there was no plain solution as to what language would replace it. Initially, Hindi, the most widely spoken language, seemed the clear choice, but following protests in 1963 in Tamil Nadu against the imposition of Hindi as a national language, opinion got divided. In a country with over 1200 million people and more than a thousand languages, it is difficult to nominate a single national language, for mother tongue speakers of that language would naturally enjoy greater social status and have simpler access to positions of power and authority. Even Gandhiji (Mahatma Gandhi, 1919), a forwarder of a native variety as a national language, accepted that his message was truly widely understood if it were expressed in English. So, although English is not a native language, it remains an ‘Associate Language’ in India, alongside with Hindi, which is the ‘Official Language of the Union of India’ and also eighteen ‘National Languages', such as Bengali, Gujarati, Marathi and Urdu that have a special status in certain states.

English as an International Language:

English as an international language is spoken in many countries as a native language as well as a second language. It is being taught in schools in most of the countries of the world. It is a vibrant language spoken by over 300 million people as their indigenous language. Millions more speak it as a supplementary language. English is spoken routinely in the United States, Canada, Ireland, the British Isles, Liberia, Australia, New Zealand, the Republic of South Africa, and many territories that were under the UN and the US. It is anticipated that around 300 million people speak English as a second language, and another 100 million people use it fluently as a foreign language. As a coarse estimate, about a 1000
million or one billion people around the world bear some knowledge of English, either as a resident language, as a second language, or as a third language. English is the associate official language of India and has over 1000 million (over billion) people as its users. Bangladesh, Pakistan, and many other countries that were ruled by British continue to use English, both as an official language and as an optional medium of instruction in their schools. The island of Philippines continues to use English as an important tool for administration, education, and for mass media purposes. English is the principal foreign language taught in the schools of South America, Europe, Africa, and Asia. English as the most preferred language for communications began two hundred years ago with the colonization of countries in Asia, North America, and Africa by British. The Industrial Revolution in Europe, its ever-expanding maritime power, progress in scientific research growth of material wealth, and resultant power, all helped spreading of English, even as the British marched as a great empire. By the Sixteenth Century, English was spoken by and large in England, Southern Scotland, and regions of Wales and Ireland. Initially, there were only about two-three million people speaking English as their resident language. At present one in seven in the world speaks English either as a resident language or as a second language (Kachru, 1983).

English is learned everywhere because people are convinced that knowledge of English is a gateway to a better career, a better pay, an advanced knowledge, and an opportunity for communication with the whole world. English is also learned for the literature it possesses, and for the varied and rich experiences that it provides. English has now replaced French as the language of diplomacy. In this age of computers, English is bound to expand its domain of use to every sphere. Everyone now wants to appropriate English as his own.

Problems of teaching English:

Now-a-days the IT Revolution has encouraged most of software and operating systems in English Language. Now, a new utility for written and oral English Language has grown. English is world's most important language of communicative and educative value. English is being used all over the world not only out of any imposition but also because of the realization that it has many advantages. The most important reason for considering English as a world language is that the knowledge of the world is contained in English. It is a growing language. It is live and flexible. Above all, English is universally renowned for its expression power and its rich and varied literature. Language learning is a natural process for the inhabitants. The approach to be followed for learning process is called 'behaviorist approach'. But for students of other languages, deliberate efforts are requisite to learn an alien
language which requires a 'cognitive approach'. Since English is not their first language, the students of rural areas in India face many such problems. It is neither intuitive nor instinctive (Supriya, 2009). Language acquisition is a process of both of likeness and use, heredity and environment.

Teachers of English language have adopted and advocated a variety of methods to teach English. Edward M. Anthony says in 'Approach, method and Technique-Teaching English as a Second language', "Method is a plan for the orderly presentation of language material; no part of which contradicts and all of which is based upon, the selected approach. Approach is self-evident and a method is practical.' The presentation of language to students is predisposed by several factors: the teacher needs to keep in mind the age of the learner, his resident language, his educational background and his previous familiarity with English. The know-how of the teacher and his point of English mastery are similarly important. To attain the preferred effects, the goal of the classes must be kept in view - whether it be aimed at reading, speaking, writing, or inculcating transformation skills. All these bits and pieces shape pedagogy.

By prescribing difficult books alone, we cannot hope to raise the level of English.. We should add such stuff in the course content that, apart from being interesting would prove useful in beautifying and building both their language and linguistic skills.

Learning of any language depends on the attitude one has over it. It is generally believed that it is the ‘not-so-favourable’ attitude towards the language that sets the average Vernacular pupil to doubt his abilities in all spheres, as also in his esteem.