

Dr Mohammed Tausif ur Rahman

Assistant Professor,

Department of English & Foreign Languages

Indira Gandhi National Tribal University, Amarkantak, MP

Khaliquir Rahman (Mentor)

Retired Professor of English

Higher Education Government of Chhattisgarh

A CASE FOR MASTER'S COURSE IN ENGLISH LANGUAGE**Abstract**

In the present scenario, most universities in India have a two year post-graduate course in English Literature. A graduate from any faculty - Arts, Science or Commerce - can apply for this two year course in English Literature. After two years, the candidates who clear the Examination get the Post-graduate Degree in English Literature. Obviously, most of them get II and III division and become school teachers. Thus with just two years of exposure to the English Language from 14th Century to 20th-21st Century, the 'teacher' 'teaches' for at least 30 years and the 'teacher' task is to teach the students Current English so that they can pursue Higher Studies in English and communicate in English to compete in various interviews and competitive examinations.

Despite this, bright students and professionals, particularly from films and Cricket, develop a certain level of language proficiency that enables them to cope with International demands. The credit for this goes to their own efforts outside the regular curriculum and they are clearly many notches above the language proficiency level of average teachers of English in schools, colleges and universities.

To get rid of this irony, we need to change our mind-set and existing set-up.

Keywords: Post-Graduate Course in English Literature, Status of English, Proficiency level.

Introduction**Need of the Hour**

We need to understand that the aim of Macaulay was to only produce "babus" and the study of English Literature would acquaint these Indian 'babus' with the British Culture so that they would serve the English Sahibs better. The hidden agenda was to bring about a drastic change in the Indian mindset so that over a period of time the Indians in general would begin to think and believe that English Culture was superior to Indian cultures. It would be interesting to read what Macaulay had said in the British Parliament on 2 February 1835:

I have travelled the length and breadth of India and I have not seen one person who is a beggar, who is a thief, such wealth I have seen in this country, such high moral values, people of such high caliber (sic), that I do not think we would ever conquer this country, unless we break the very backbone of this nation which is her spiritual and cultural heritage, and, therefore, I propose that we replace her old and ancient education system, her culture, for if the Indians think that all that is foreign and English is good and greater than their own, they will lose their self-esteem, their native culture and they will become what we want them, a truly dominated nation.

How well has Macaulay succeeded! And, how deplorably badly our policy makers and academicians have failed us for decades, even after Independence, is there for everyone to see.

After Independence, we needed English not Englishness, their Language not their Culture, English Language not English Literature. Sadly, over these seven decades, we have done little to erase the deep imprints of Macaulay. Ominously, in our life-style, we are more English than the English Sahibs then. But what a pity, more English, culturally sans English, linguistically!

We need to understand that the status of English in India is different from the status of French or German or Russian. While French, German or Russian is a Foreign Language, English is a Second Language owing to its presence (and use) in India for over 250 years, historically.

We need to understand that a Second Language is a job-giving language to a much larger number than a Foreign Language which is a job-giving language, all right, but only to a small number of high achievers.

We need to understand that the Second Language aspirants find themselves, naturally so, in a don't-want-to-but-have-to situation whereas the Foreign Language aspirants, though in a much smaller number, are often in a want-to situation. Therefore, the aspirants for Master's in Second Language have a well below par language proficiency than those in a Foreign Language.

We also need to understand that Language is a bundle of skills and language-skills can be developed through appropriate knowledge of the Language followed by systematic drilling and practice, as it happens in Fine Arts like Dancing and Singing.

We certainly need to understand that if language is a bundle of skills, we need skillful language teachers rather than teachers with only heavy loads of knowledge of a PhD and /or NET holder.

We need to understand that our present day curriculum of English Language teaching at school is fraught with old-fashioned approach and inappropriate content. The same trend is carried forward to in curriculums at the tertiary level.

A Remedy Required

Hence, old curriculum should be changed according to the present needs. Therefore, the only solution that the system demands is a complete overhauling. On one hand, existing teachers should be sent for training and orientation courses so that they get equipped with required tools

and teaching techniques practised all over the world with the latest curriculums to teach and to develop materials also, as and when needed. Thus in-service courses are needed to make our teachers more skillful and more suitable to be better language teachers at school, college /university levels.

On the other hand, colleges and universities should introduce Master's course in English Language or in English Language Teaching. A Master's course in English Language will comprise modern structure of English with feed-ins from linguistics, phonetics of English, English phonology, Descriptive and Communicative grammar whereas a Master's Course in English Language Teaching will have feed-ins from History of English Language Teaching, Language Teaching methodologies and approaches, material development, and Testing & Evaluation.

This will result in establishing English Language Learning Centres and will bring in ideal English language teaching classrooms at schools, colleges and universities that will have a qualified and trained teacher in English Language or English Language Teaching with the formidable support of a well and suitably prepared teaching material with ICT (Internet, Computer and Technology) to conduct various courses of English language.

An overview is presented here as an organogram to consider the other feasible aspects so that, at the national level, we start becoming more efficient in English Language Use and more capable to attain the desired level of English language proficiency to match with the language level proficiency at various levels of CEFR (Common European Framework of Reference).

Addenda

1. Central Institute of English & Foreign Languages (Now EFLU) has produced quite a good number of MLitts & PhDs in English Language Teaching and in Linguistics and Socio-linguistics. They can be utilised in teaching the proposed MA in English Language courses. They can also be utilised in heading and conducting various training courses for existing teachers mentioned above.
2. Experienced Teachers from EFLU can be utilised in managing English Language Teaching Centres. If this is materialized, this will certainly drive out the commercial/unprofessional existing bazar classes.
3. This is by no means to suggest that we are going to do away with the Master's in English Literature. By all means the aspirants can go for this Degree. But the aspirants must have the entry level language proficiency equal to the level of language proficiency that the aspirants of Master's in French/German/Russian/Arabic have. Now our MAs in English Literature will be much better equipped to teach English Literature and we will get rid of the don't-want-to-but-have-to situation.

Infrastructure Plan for Universities and 'A' grade colleges**Appoint Qualified Trainers & Course Designers from the stream of English Language Teaching for In-Service Programmes**

- The Trainers and Course Designers will design an in-service programme and conduct it for the existing selected teachers of English.
- They will also design PG courses in English Language & English Language Teaching.
- They will also design various certificate courses of English.

Establish English Language Teaching Centres

- The ELTC Administrator will offer variety of courses.
- He will appoint required number of qualified teachers.
- He will monitor quality control standards and match them with CEFR.

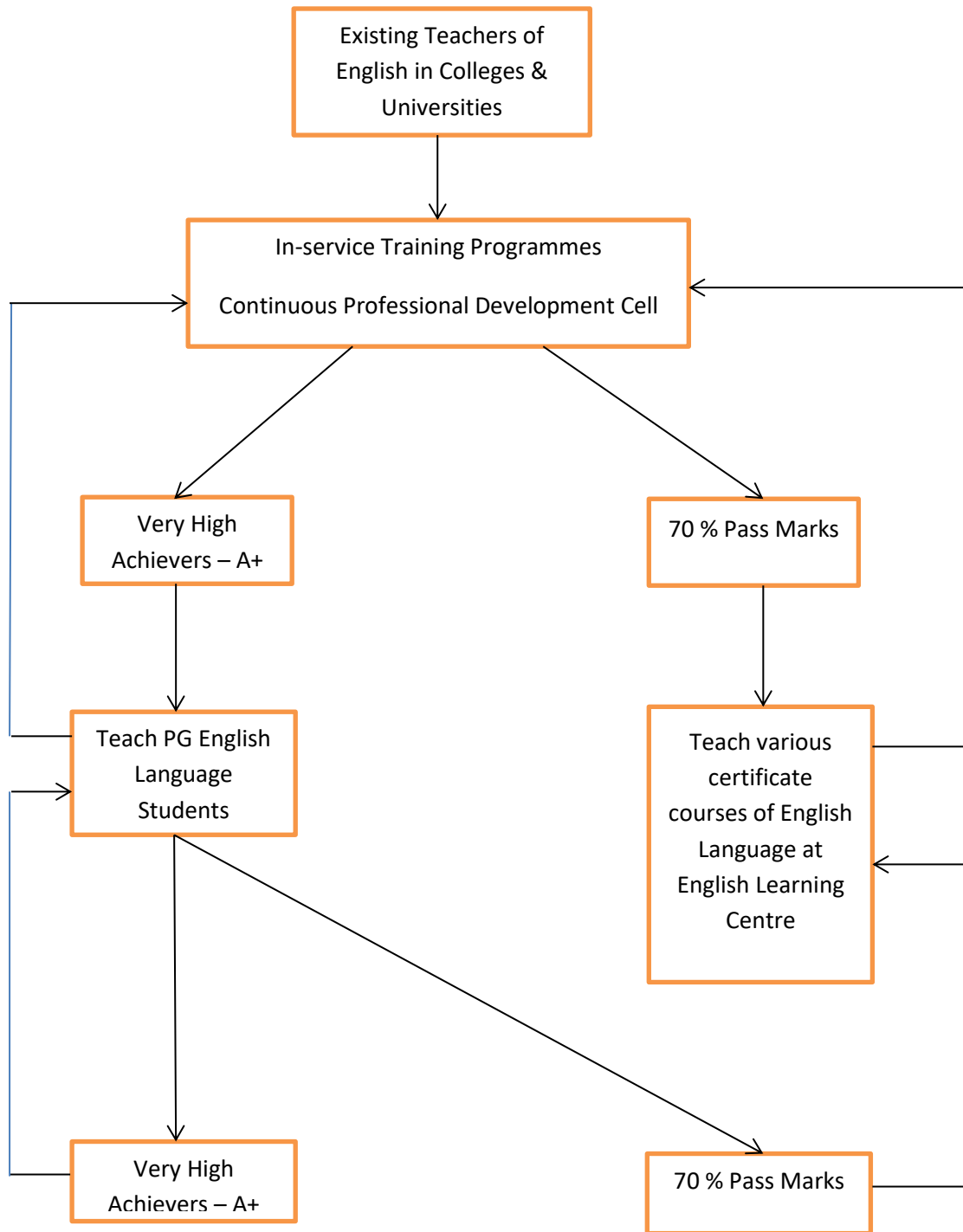
Establish Continuous Professional Development Cell

- This cell will work for skill development of Teachers.
- It will also conduct regular in-service workshops and courses in ELT.
- It will work for innovation and expand its area of work both in quality and quantity.

Establish Material Development Cell

- This cell will develop teaching materials for various English Language courses drawn from Indian context.
- It will also design and develop interactive course-books and softwares.
- It will also train English language teachers to develop materials.

Organogram



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