

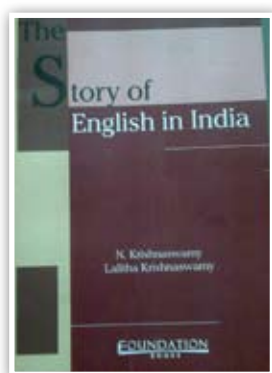
BOOK REVIEWS

The Story of English in India

Deepti Gupta

In *The Story of English in India*, Krishnaswamy and Krishnaswamy survey the complete panorama of the journey of English through the annals of India's history. The survey runs through all the foreign influences on Indian culture, begins with the Aryans who came to India around the second millennium B.C. and ends at the globalisation phase of contemporary Indian society.

According to the authors, "The book outlines the growth and development of English in India, with a view to redefining the aims and goals of teaching English in post-independence India". (p.v) It is divided into five chapters. The first chapter, titled 'The Exploration and Transportation Phase' traces the various foreign influences on India up to the year 1830. The beginning of English education in India is also painstakingly uncovered through the presentation of text from original documents of the British government. A strong point of this book is the timeline that follows each chapter and the list of references for every chapter. They certainly make the researcher's task easier.



By: N.Krishnaswamy and Lalitha Krishnaswamy

New Delhi, India: Foundation Books Pvt.Ltd., Cambridge House 2006.

Pp vii+227

'The Consolidation Phase: The Grand Design', the second chapter is divided into eight sections and traces the growth of English in Education up to the year 1892. It gives a very detailed account of the two extremely important documents of the period: Macaulay's Minute and Wood's Dispatch.

The third chapter, 'The Dissemination Phase' describes the process whereby English became a second language in India; chronologically, it covers the period from 1893 – 1947. Chapter four - 'The Identity Phase'- deals

with the emotional struggle that Indian society faced after the departure of the British. The chapter continues the documentation of the conflict between the emotional 'Angrezi Hatao' (Remove English) brigade and the rational 'English for development' Group. There is a useful account of ELT in India up to the year 1990.

The concluding chapter 'The Globalisation Phase' discusses the dynamics of globalisation in the context of English in India. The last two chapters also give a useful description of Indian English.

The *Story* is definitely a volume of interest for ESL pedagogues and handles a vast array of historical material quite efficiently. In fact, the presentation of excerpts from original documents and comments from contemporary writers is the strength of this volume. But, as an ELT watcher one wishes the book paid more attention to ELT itself. In places, there is an attempt to address the concerns of ELT but the vast canvas somehow defeats the intention. Especially in the last chapter one wishes the discussion were less wide-ranging and more focused on specific issues.



Deepti Gupta is Professor at Panjab University, Chandigarh, India (since 1985). Her passions include Action research and Asian teacher empowerment through creation and adaptation of ELT methodology.

Spoken English: A Foundation Course (Part 1&2)

A. L. Khanna

The Spoken English: A Foundation Course is a set of two books with one audio CD with each book. The books, in the words of the authors, have been specially designed for students who 'have had a regional language as the medium of instruction at school and who have had little or no exposure to spoken English.' The course proposes to help average Hindi speaking students at the intermediate and undergraduate levels and prepare them to be at par in the speaking skills with those who come through English medium schools.

The course has been designed by two highly experienced professors of English who have long years of experience in materials development in ELT and conducting workshops. It comprises 11 modules, Part 1 of which contains 6 modules including one module having four Appendices. Part 1 aims at introducing students to those basic language functions that are easy to acquire with very little effort and would also help students gain fluency in the spoken language. Students are given practice in greeting people, introducing themselves to others, talking about people and persons, answering telephone calls and taking town messages, calling for help in emergency, giving instructions and seeking clarifications, making requests and responding to them, asking for directions and giving directions, thanking

someone, inviting someone and accepting and refusing invitations, apologizing, talking about the weather, describing daily routines, and talking about possession and current events. Book 1 (in its four Appendices) besides giving students practice in the sounds of English consonants and vowels also helps them to distinguish between spellings and sounds of English, and relationship between them.

Part 2 contains five modules. It aims at helping students to gain accuracy in oral communication and therefore includes those functions of English that are challenging and involve relatively complex language structures. Students get practice in giving an opinion or an advice, making suggestions and complaints, expressing likes and dislikes, offering condolences, persuading and dissuading, expressing possibility, obligation and necessity, etc.

The course is based on sound understanding of principles of language learning. Since optimal language learning depends on an extensive exposure to a contextualized use of language, a lot of pair /group work activities that require students to repeat the samples of simulated dialogues have been designed for them to practice. It is hoped that if students practise the listening and speaking activities included in the book, they would be able to extend this knowledge to real life situations.



Kamlesh Sadanand & Susheela Punita.

Spoken English: A Foundation Course (Part 1&2).

New Delhi: Orient Longman Pvt. Ltd, 2008, Price Rs. 275.

These books on Spoken English will fill a gap in the ELT books available in the market. Most of the existing books on Spoken English are either meant for young learners or are written for alien settings. There are very few books on the subject that have been written for those students who come from the rural and semi urban backgrounds who need these books the most. The activities in these books are self instructional and are quite learner friendly. The two audio CDs that accompany the books will not only help students improve their pronunciation of words but also sensitize them to the intonation patterns of English language. One must commend the quality of voices used in recording the dialogues.

These books will prove to be a great asset and resource even to the English teachers who is always in search of resources for teaching this skill which, though very important at the work place and in other important domains of daily life, remains neglected for want of teachers and facilities.



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