A Grounded Theory Study on Importance of English Language in Indian Schools

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ABSTRACT

Vincent Roy, Joel. 2018. A Grounded Theory Study on Importance of English Language in Indian Schools. Master's Thesis in Education. University of Jyväskylä. Department of Education.

The aim of the study is to know the reason behind India' s fascination with the English language and to know where it leads the society specifically from the point of views of the parents and teachers. More and more people prefer to learn the language English as it is a status symbol, a key to success. Parents prefer to send their children to English medium schools due to reasons such as jobs opportunities, social pressure, study abroad.

Since parents and teachers are the important players in a child's education, they are selected as the source of data. They were interviewed based on the Grounded Theory principles. Through a methodical analysis of data, a theory is generated, which operates inductively rather than hypothetico-deductive theory. In a grounded theory research, the researcher is given ample to explore the possibilities to generate theory with the available data.

This study pointed out what factors affect the students to choose English medium schools. Factors like 'parents', 'social pressure', 'study abroad' and 'jobs' play a major role in student's education and the medium they select to study in.

Keywords: Grounded theory, India, English, students, Education

ACKNOWLEDGEMENT

First and foremost, I thank my late father who had been my support throughout my life. He was always ready to do give my any kind of help I needed. I fondly remember him at this moment. I also thank my family for all the support they have been giving me. They are always there every time I needed them.

I thank my supervisor Ms. Anita Malinen for her guidance, without which I could not have done this thesis. I also thank her for motivating me to write the thesis. I also thank all the staff at the University of Jyvaskyla for teaching me and helping me throughout my journey in the university.

I thank my friends and colleagues for their support and being there when I needed them the most. My stay in the university became an enjoyable experience because of them. I am always grateful for all the help rendered to me.

CONTENTS

1   INTRODUCTION

Having worked as an English teacher in India for more than three years, naturally I am curious to know where India will be in future with English slowly being the language of communication among myriad other native languages which are still used in the country. English as a language has become a phenomenon by itself in India. It has played, and still is playing a pivotal role in shaping up the new India.

My relationship with the language began as soon as I was enrolled in the school way back in 1990. Since then English as a language has been part of my life. Despite having studied in an English medium school, unfortunately I never spoke English during my school days. My teachers themselves could not speak the language as well but I was taught to read and write the language very well. The situation has changed now. As an English teacher I witnessed the students speaking English fluently and be able to write sentences on their own. English has taken a center stage in the lives of the people.

Moreover, English medium schools have raised their standards to meet the growing needs of English education. Some elite schools have native English teachers, which were not common during my days as a student. I worked in a Cambridge school where students compete with native speakers. I also noticed most of the students are not very competent with their mother tongue. They can speak the language but English has become their first language. Globalization is also one of the reasons that English is becoming the medium education. One of the consequences of globalization processes is the spread of English as a medium of instruction in national school systems. Disadvantaged communities are increasingly demanding access to English so that their children can join a workforce that mandates knowledge of this language (Hornberger, Nancy & Vaish 2009).

In this background in this thesis, I have tried to look at the current scenario where English language is taking the center stage in the field of education. Due to social media and access to internet English has taken an important place in the

Indian society. Current vocabulary of the people have many English, which have become a common place in day today life. Words like cell, bus, net, phone, message, missed call, Facebook, profile, and computer, which even though are of English origin, they are used every day. People tend to stick to the original English terms than to translate them because it gives them a sense of pride in using English words.

2 ENGLISH LANGUAGE IN INDIA

To understand how Indians became fascinated with English, we need to go back in time and learn where it all started. English is not native to India. It was brought to India during the colonial times, as with many non-native English speaking countries like Nigeria, where a big number of the population speaks English. English education was brought to India by Lord Macaulay. That's why it is called Macaulay education. He felt that the Indians should study in English as the native languages are not adequate for teaching. He made a vigorous plea for spreading western education through the medium of English (Gosh, 2009).

After the independence despite opposition from non-Hindi speakers, the official status of Hindi was written into the constitution. This led to riots in non-Hindi-speaking areas, the most violent of which occurred in Tamil Nadu in 1963. Speakers of other languages felt at a disadvantage speaking Hindi. In 1967, the central government made Hindi and English joint official languages (Hohenthal, 2003). However, in private schools there is three language system, where the students learn English, the regional language and Hindi or language of their choice. English is always preferred as the medium of instruction. English seems to replace the regional languages in the recent times with the privatization of education (Hohenthal, 2003).

2.1.1   Current Scenario

English is the most sought after medium of education in India. The native languages are replaced by English. Today English is one of the and the most used official languages. Official documents are written in English. There is a trend where English seems to be taking the central stage. Billboards, signs and directions are all written in English. People use many English words in their day to day life. English language in India today is both an admired and a hated phenomenon. On the one hand, there is an increasing demand for the language which is associated with progress and development, while on the other the language is perceived as a killer of native or indigenous languages (Meganathan, 2011).

During the time of colonization the British government considered the indigenous languages as backward languages and hence they forced the populace to learn English to modernize them. One can feel this strongly in India. In English-dominant countries, the history of medium of instruction is no different. The indigenous languages were treated as backward and uncivilized, and seen as something that must be eradicated in order for the country to become modernized. Indigenous people were made to feel ashamed of their own tongue and were penalized for speaking it. (Tollefson, & Tsui , 2004). People still consider that studying in their mother tongue or their regional language inferior to English. Due to the privatization of education the English medium schools take advantage of this. Parents also prefer sending their children to such English medium schools. There are such schools to cater to students from all walks of life. Usually, high income schools have better facilities and hence better quality of education compared to the low income ones. Admission to the state run regional medium schools are in a steady decline due to privatization of education where English is only medium of education. Hence, there have been steps taken to convert such state funded schools into English medium schools.

Across India, there is a remarkable stance, among most of the castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a beneficial skill, but as a symbol of a better life, a

pathway out of destitution and maltreatment. The challenges of providing universal access to English are significant. It is a time consuming process and off putting at times but the power of English India has already started to manifest. (Graddol, 2010).

2.1.2 Language Policies in India

Indians enjoy enough freedom to choose the language they want to educate their children in. At policy levels all languages are given equal importance. Students have options to study in the regional language or English. In some cases schooling in a minority language of the state is also possible. Students who choose to study in English medium study all the subjects in English and a second language of their choice, usually the official language of the state. Students who study in English medium are bilingual or sometimes multilingual. Language in education policy obtains from the Indian Constitution, which guarantees linguistic rights to all citizens; most importantly, members of minority groups (both religious and linguistic) are permitted an exceptional right to be educated in their mother tongue (Meganathan, 2011).

Three-language formula was incorporated into the national policies of 1968 and 1986 (Meganathan, 2011). In addition to their mother tongue students learn additional languages of their choice The language policies are very unique in nature. Mother-tongue-medium is favored by the Indian constitution and the educational policies. National Curriculum Framework (NCERT 2005) stated the importance of mother tongue education for all. Through this the rights of the mother-tongue learners are safeguarded. Due to the pluralistic nature of the policies English could thrive in India. In India, with a multilingual population and a federal polity, one finds a wide variation in different states as far as the medium, content, duration and nomenclature of educational stages are concerned (Meganathan, 2011).

3   EDUCATION AND ENGLISH IN INDIA

Currently English has an important place in the Indian schooling system. Current generation prefers English medium schools to the mother-tongue-medium schools. In the past mother-tongue-medium schools were the most common ones. Only students from affluent families would send their children to English medium schools. The current scenario is completely different. More and more students prefer going to English medium schools. There are schools to meet the socio economic status. Taking advantage of this there are small scale to big scale schools opening up all around the country. English in the past was perceived as a library language and the language of higher education. It is now in demand by every quarter as a means of progress and the key to a better life. As Graddol (2010) points out, the language which was a 'key part of the mechanism of exclusion because of its very unequal distribution in society' is now seen 'as a means of inclusion.

Despite constant pressure from a certain section of the society, English remains in the heart of Indian society. It is widely used in the media, education and governmental institutions and thus it is still a common means of communication both in the ruling classes and among people. A study suggests that about 4% of the Indian population uses English in their day-to-day life (Graddol, 2010).

English language is accessed by a major portion of the society due to the widening of the access to education and the huge number of schools (Meganathan, 2011).

3.1.1   Education and Social Needs

Languages are very much part of any society. One cannot separate people from languages. Languages are cultural identity of any society. English as a language plays an important role in the Indian society terms of education, communication, technology, trade, social life, past, present and future.

Throughout India, there is a remarkable belief, among almost all castes and classes, in both rural and urban areas, in the life-changing power of English. English is seen not just as a useful skill, but also as a symbol of a better life and a passage out of poverty and exploitation (Graddol, 2010). People also view English as an agent of change. This is the reason behind many hardworking parents sending their children to English medium schools thinking that they would achieve great heights in life. It is also very important to note that one cannot ignore the way that English language has emerged as a powerful agent for change in India. (Graddol 2010)

3.1.2   Indian English

India has the third largest population of English speakers after US and UK. Indian English is categorized as new English (Kachru 1997). English language is spoken all around the world now. English spread across the globe very quickly and has attained the status of a world language. This has been a subject of discussion in the field of Applied Linguistics for several years. (Meganathan, 2011).

Even though English is not native to India, it has deep roots at this time. English spoken in the country is categorized as a non-native English type, which has developed over a period of time and has deeply rooted in the Indian culture and the social life. During the modern times English has become the lingua franca of the world. More and more people learn the language and tend to use it in their day to day life. It is also a language, which is currently growing its roots slowly but firmly in a very many countries and communities (Schneider 2003). In the Indian context English is preferred as the link language as there are a lot of native languages which everyone cannot speak. English is the only connecting medium among them. The following characteristics of New English are applicable to Indian context with regard to English having a place in the Indian society (Schneider, 2003).

English used in India has long been a topic of discussion from theoretical and sociolinguistic points of view. English used in India has been subjected to

influences from the local languages. Since India has a lot of languages and regions, English spoken across the country sounds very different from one another. Kachru is one of the major advocates of Indian English. He has for long advocated the recognition of how different the English used in India is different from other varieties used in the world. Moreover, English in India over a period of time has evolved to be one of its kind. It has developed as a distinctive character that of American and Australian (Jenkins, 2003).

Kachru (1997) also further explains that, " the cover term Indian English does not mean there is complete homogeneity in the use of English in India, nor does it imply that all the Indian users of English have uniform proficiency in the understanding of and performance in English" (p. 146). Each region has its own way of talking English. He claims that the variation in Indian English may be explained basically on three parameters, namely those of region, ethnic group, and proficiency"(p.6). Interestingly Indian speakers of Engish are mutually comprehensible even if they have two different types of styles of speaking (Kachru, 1997).

3.1.3   Socio-political scenario

English as a language has huge impact on the socio-political scenario in India. Globalization has played a huge role in it. It also has impacted the education system. English is taught as a subject and used as a medium of instruction in regions, where languages other than English are the main languages. It has developed in areas where a native variety of English was not the language spoken by most of the people (Meganathan, 2011).

English is used for a range of functions among those who speak or write it in the region where it is used. It has become 'localized' or 'nativised' by adopting some language features of its own, such as sounds, intonation patterns, sentence structures, words, and expressions. English is taught in Indian schools as a subject irrespective of medium of education. Students learn English right from their elementary stages of schooling. Exposure to the language at a very

early age makes language being part of their day to day life. Students develop a huge bank of vocabulary depending upon medium of education they study in. English was introduced to India around the second half of the eighteenth century, and was introduced into the Indian education system in Macaulay's famous "Minute" of 1835. Since then, it has become part of the Indian education system, and has attained the position of lingua franca in the country (Annamalai, 2004).

3.1.4   New varieties of English

The New Varieties of English is a phenomenon related to the ex-British and American colonies where English stayed on even after the colonial rule ended. English has stayed onto become more than a second language (Kachru, 1997). India is a typical example for this scenario where traditionally English was not native to India but it was brought there by the British during the colonization. The language survived there and became part of the Indian social and political system. According to Schneider (2003) New Englishes go through five processes: " Foundation, Exonormative Stabilization, Nativization, Endonormative Stabilization, and Differentiation.

Foundation is the process, he explains, is the initial process where English beings to be used on a regular basis in a country that was not English-speaking before. During this stage only a few people speak the language. Contact between the two languages is restricted. Indigenous languages do not influence the English at this stage. This is a phase of "complex contact situation".

After Foundation comes Exonormative Stabilization. During this phase a group of people who are exposed to a new language gradually learns it. At phonology level some transfer occur. (Schneider, 2003).

Nativization is considered as the most integral phase when both the cultural and linguistic transformation takes pace. Both the parties realize that there is a change happening at a fundamental level (Schneider, 2003). According to Schneider (2003) during this stage, the New English starts to get its identity independent of the native English.

Phase four, which is Endonormative Stabilization, is when English accepts the linguistics norms of the local language (Schneider, 2003). During this phase, English is rooted into the culture of the country in a gradual way accepting the indigenous linguistics norm.

During Differentiation, the focus is shifted from of the individual level to the national level. During this phase a New English with influence form the local language is born. It starts to exist on its without any being related to the English as it was introduced (Schneider, 2003).

3.1.5   Language and Power

Kachru denotes that language and power go beyond linguistics into history, sociology, attitude studies, politics and economic considerations. There is a strong connection between the power of language and the power in the society, which manifests through persuasion, regulation, inducement or force. This results in influencing the native language. The hypotheses regarding the power of language are the intrinsic-power hypothesis and the acquired-power hypothesis. Intrinsic-power hypothesis claims that English would intrinsically possess certain linguistic characteristics, which would make it a preferred language for international purposes. Acquired power hypothesis is the ways in which a language acquires power (Kachru, 1986).

There are many reasons why English is used in many countries. English language for example was introduced to the colonies so that the people can be educated and civilized and be preached the Gospel, as the native religions were considered evil. Through this process, European literature was introduced to them. English was also used as the means of gaining control of the people (Kachru, 1986). Currently the reasons are different from the original reasons. One of the strong reasons for using English is due to its international appeal and application. It is easier to connect with people from other countries. It is easier to talk to people in the other parts of the country. People prefer English so that they get better job opportunities. One's social status also plays a huge role in learning the language.

According to Kachru (1986) the success of English is attributed to the role England played during the colonial times. In the case of India, the political power was connected with the linguistic elitism. English naturally assumed the highest position in the legal system, higher education, administrative network, science and technology, trade and commerce due to incompatibility of the indigenous languages, which did not have enough vocabulary. English has gradually taken the role of the only language in the field of science and technology.

4   METHODOLOGICAL CHOICES

Research design is based on the principles of grounded theory due to the fact that it is in line with the style of the research I am undertaking. I wanted to be as open minded as possible while looking at the data and evolve a theory based on it.

According to Charmaz (2006) The grounded theory method (GT) comprises a systematic, inductive, and comparative approach for conducting theory. The method is designed to encourage researchers' persistent interaction with data, while remaining constantly involved with their emerging analyses. Data collection and analysis proceed simultaneously and each informs and streamlines the other (Bryant & Charmaz, 2007). Further more GT also helps the researchers to build empirical checks into the analytic process and leads researchers to examine all possible theoretical explanations for their empirical findings.

This act of moving back and forth with the data makes the collected data progressively more focused and the analysis successively more theoretical (Bryant & Kathy Charmaz, 2007). GT is one of the most widely used and popular qualitative research method across a wide range of disciplines and subject areas (Bryant & Charmaz, 2007). Grounded theory methods will help one get started, stay invloved, and finish their project. This reasearch process will bring surprises, spark ideas, and hone ones analytic skills. Grounded theoory also fosters one to

see their data in fresh ways and explore their ideas about the data through early analytic writing. By adopting grounded theory methods one can direct, manage, and streamline their data collection and construct an original analysis of the data (Charmaz 2006).

Grounded theory methods have a systematic but flexible guidelines for gathering and analyzing qualitative data to construct theories which are 'grounded' in the data (Charmaz, 2006). Grounded theory gives the researcher ample freedom to collect data and analyze it for constructing a theory. Since my study is very much rooted in the sociopolitical and linguistic setting, I preferred to use Grounded theory methods for data analysis. With Grounded theory one can stay close to the data and the coding process helps one to understand the data in a detailed way. Moreover since the data was collected from the parents and teachers who play an integral role in deciding the medium of education their children undertake, I realized grounded theory method would be more efficient. Components of Grounded theory as per Strauss and Strauss are the following

- Simultaneous involvement in data collection and analysis
- Constructing analytic codes and categories from data, not from preconceived logically deduced hypothesis.
- using the constant comparative method, which involves making comparisons during each stage of the analysis
- Advancing theory development during each step of data collection and analysis.
- Memo/writing to elaborate categories, specify their properties, define relationships between categories, and identify gaps.
- Conducting the literature review after developing an independent analysis (Charmaz 2006).

4.1.1   Research Questions

1) What is the status of English language in Indian Education?

2) How English language shapes the current generation ?

3) What is the role of parents and teachers in deciding the English as the medium of education ?

5   PARTICIPANTS AND DATA COLLECTION

5.1.1   Participants

For the study I chose the interview method of data collecting. I interviewed five parents and five teachers for data gathering. I recorded the interviews and carefully transcribed the data. The data was coded and then analyzed. The participants were divided into teachers and parents as they are the deciding factors of the younger generation as to which language they choose to study in. Two sets of questions were designed to ask the participants. I selected the teachers who have worked at some point of their life in India. All the participants were known to me, hence it was easy to identify for the interview. After identifying them I set up a time with them for the interviews.

Teachers were first identified as a major source of data as they are the ones who are very much involved in teaching and learning process of the language. As I have teaching experience in India, I contacted the members of the teachers association and selected five of them for the interviews. Teachers with a minimum of one year of teaching experience in an Indian school were interviewed. Since I live in Jyvaskyla, I contacted them over skype. The interviews days were finalized as per their availability.

As with the teachers parents also play a major role in deciding which medium their children study. Parents were selected from the parents and teachers association (PTA). Parents whose children who are currently studying in an English medium in India were considered to be eligible to be interviewed. Emails

were sent out to part take in the interviews. Since only five parents were to interviewed it was fairly easy to find the parents with the above mentioned eligibility.

5.1.2   Data Collection

With grounded theory methods, one shapes and reshapes the data collection and, therefore, refines the collected data. (Charmaz & Mitchell, 1996 cited by Charmaz, 2006). I chose the interview method to gather my data. Interviews allow the participants to open up themselves to the topic of discussion. It is also an effective way to gather data. Enough data has to be collected on the background of the persons, processes, and settings to have ready recall and to understand and portray the full range of contexts of the study. The researcher has to check if he or she2 has gained detailed descriptions of a range of participants' views and actions. The data has to reveal what lies beneath the surface. The data has to be sufficient enough to reveal changes over time. The researcher has to get multiple views of the participant's range of actions. The gathered data has to enable the researcher to develop analytic categories. The researcher also has to make constant comparisons between the data in order to generate ideas. (Charmaz, 2006)

Keeping this in mind, the participants who would have a wide range of ideas in the field were identified. Two types of participants who are connected to the research. They are teachers and parents. Teachers are active participants in the school setting. They have experience in dealing with the situation. Parents are also very much involved in the issue in questions. They are the ones who decide the type of education for their children. Hence they are also identified as potential data sources for the data gathering. Five teachers with a minimum of one of year of teaching experience at an English medium schools in India. Basic information of the teachers who participated in the interviews are given below.

Teachers

Teachers	Age	Years of Experience
Particiant No.1	42	8
Participant No.2	29	2
Participant No.3	26	3
Participant No. 4	24	2
Particiapnt No. 5	33	3

Parents also play an important role in their child's preference of the medium of education. The parents with a child who is currently enrolled in an English medium school in India were deemed eligible to be interviewed. Parents who are currently located in India were selected for the interviews. The basic information about the parents selected for the interviews are given below.

Parents

Parents	Age	Number of Children	Grades of the children
Participant No.1	40	1	2
Participant No.2	33	1	1
Participant No.3	34	2	3 and 4
Participant No.4	45	1	9
Participant No.5	50	1	10

5.1.3 Analysis Procedure

Intensive interviewing method is used in various types of qualitative researches as it is very efficient. Intensive interviewing is an interpretive inquiry as it permits an in-depth exploration of a particular topic or experience. Since an intensive interview facilitates an interviewer to elicit the participant's interpretation of his or her experience, the researchers prefer it. they also try to understand the

topic and the interview participant so that the participant can contribute to the stud (Charmaz 2006).

The researcher motivates the participants to describe and reflect upon their experiences in ways, which does not occur on a daily basis. The interviewer is there to listen, to observe with sensitivity, and encourages them to respond. The participant does the most of the talking. For the grounded theory study, a few broad, open-ended questions are asked. Then the researcher asks detailed questions to discuss on the topic. The researcher also encourages the participant by asking open ended, non-judgmental questions. (Charmaz 2006)

Following are the questions used for collecting data used in this study

Questions for Parents	Questions for Teachers
What is the reason behind sending your kids to English medium schools? What is your opinion about the language aspect of the school? What is your opinion about the teachers with regard to the language? How often do you speak English at home? What do you think are the benefits of studying in an English medium School? What is your opinion on current policies and laws regarding medium of instruction?	What is your teaching qualification? and long have you been teaching? Which language do you teach in? What do you think about the use of English as the medium of instruction? What do you think about the ability to speak English and getting a job? How do you explain the situation in the current School you are working? How do you assess the faculty in your school? What is the approach of the parents with regard to the language?

As per Charmaz (2006) although an intensive interview is conversational, it follows different etiquette. The researcher should express interest and want to know more. Moreover he says that the participants often expect the interviewers to ask questions that invite reflections about the topic. An interview goes beneath the surface of ordinary conversation and examines earlier events, views and feelings afresh. She recommends that an interviewer keep the following things in mind while interviewing.

1. Go beneath the surface of the described experiences
2. Stop to explore a statement or topic
3. Request more detail or explanations
4. Ask about the participant's thoughts, feelings, and actions
5. Keep the participant on the subject
6. Come back to an earlier point
7. Restate the participant's point to check for accuracy
8. Slow or quicken the pace
9. Shift the immediate topic
10. Validate the participant's humanity, perspective, or action
11. Use observational and social skills to further the discussion
12. Respect the participant and express appreciation for participation.

Grounded theorists tries to learn what is happening from the beginning of the research. Their attempt to learn helps them to correct their tendencies to follow their preconceived notions about what is happening in the field because it is very likely that a researcher has some knowledge about the topic he is studying. it is very integral for a grounded theorist to stay open minded when he or she undertakes such a research. In addition to picking up and pursuing themes in interviews, the researcher looks for ideas through studying the data and then return to the field and gather focused data to answer analytic questions and to fill conceptual gaps (Charmaz 2006).

The participants for this study were contacted over the phone and emails. An online face-to-face interview was the mode of the interview, as the participants are located in India. The participants finalized convenient the dates and time. Each interview lasted about twenty to thirty minutes based on the length of the answers of the participants. Each one of the participant had a very good knowledge of the topic and could contribute a lot to the interview. Even there were lengthy and thoughtful answers for closed ended questions. For an example, 'which language do you teach in?' I as an interviewer acted as a facilitator and observed them patiently as they spoke. Additional information was given if the participant needed some clarification or if they did not understand something. The interviews were recorded with the knowledge of the participants for later analysis. Even though the questions for the parents and the teachers are different, the data was treated as one set of data as both sets of data had similar content other than the unwanted elements, which were treated as noise.

6   RESULTS

6.1   Coding

Grounded theory coding requires the researcher to ask analytical questions about the collected data. This gives an opportunity to the researcher to increase his or her understanding and helps him or her guide data collection to analytical questions. Grounded theory is comprised of initial and targeted coding. During encoding, the researcher looks at data, words, rows, segments, and events for the analytical import. Quality coding is a process that defines what the information is about. Encoding is the process during which the researcher names the data segments with a tag that classifies, compresses, and supports each set of data simultaneously. Encoding is also the first step in passing concrete statements about analytical interpretations. (Charmaz 2006).

Initial stages of coding revealed following.

Table 1- Coding

DATA	CODES
I teach in English- Many of the schools in India are English medium- I taught in an English medium school- The school was very particular that we use English in the classroom also teach for India insisted that we use English in the classroom- The kids I taught initially had no intervention of English.- But children picked it up quite fast. But when we deal with children of that age group it is important that we use their native tongue. The children were of seven to eleven years of age- I do use other languages as well- Sometimes I switch to Tamil or Kannada when I was teaching in a school in the south of India. When I was teaching in the north we had many children from the Hindi speaking families and English was not a natural language for many of the kids in the class so I often used a lot of Hindi during my class-	English is the medium of education Many English medium education schools in India English is insisted in classrooms No intervention in the beginning but picked up later native language usage bilingual teaching age of the children local languages used

I think being bilingual is a greater advantage than being just an English-speaking person. Also probably stress more on being bilingual than just monolingual	Bilingual is advantage

Line by line coding helps the researcher to identify the anchors and the categories. Line by line coding is the first step in coding and it is the basic component in data analysis. Line by line starts with naming each line of the data (Glaser, 1978). Line by line coding works well in cases where the data is very about fundamental empirical problems or processes. Such data usually consists of interview, observation, document, or ethnographies and autobiographies (Charmaz 2006).

The coding also helps the researcher to identify how the data is selected, separated and sort to begin an analytic accounting of them. According to Charmaz (2006) qualitative codes take segments plays a major role in taking the data apart, name them in concise term, and propose an analytic handle to develop abstract ideas for interpreting each segment of data.

As the data was coded the theoretical categories were indicated. As I coded, codes such as 'Importance of English language', 'many schools offering English education', started to emerge which are pointers to the emerging categories. They

are like the bones of the analysis. Theoretical integration will assemble these bones into a working skeleton (Charmaz, 2006).

Line by line coding Table 2

Some states insist on mother tongue as teaching medium-	Mother tongue being insisted
But then shifting to English medium in higher studies would be tough-	Difficulty in higher studies
It is always better to study in English medium with equal encouragement of other languages. -	One global language and the mother tongue.
In my opinion is there has to be one global language plus the native language so that it's easy to communicate with the world -	Insistence of English affects students from rural regions. Students struggle when there is insistence to learn the language.
. I think the focus is too much on English and that is affecting children from villages-	Cannot communicate with grandparents.
Children from small towns like where I grew up but suddenly the focus is so much on English that they are moving away from language that is very familiar to them	Superiority of the language. Children feel inferior. Law to treat every language equally.
so sometimes I see that the grandchildren are not being able to communicate with the grandparents and the innate knowledge of the place, information	English is important
and so many things that the grandparents are aware of that cannot be passed	Connecting with local issues.

on to that generation the younger generation -	Child is able to communicate with the people in the locality.
I think the children tend to think that English is the superior language versus their own languages-	Indian languages are old.
So it brings in certain feeling of inferiority so the focus on to a certain extent the native language of that a child has to change the region they belong to-	Understanding the nuances of mother tongue is important.
So the laws has to be in place that does not make English as a superior language rather than an important language-	policies to focus on multilingual ability
	Importance of other languages
English is important but it is not the most important language aspect of learning-	
I think connecting with the community and connection with the local issues for a child is also important-	local issues and connectivity
The child being able to understand what is happening locally communicate with people locally with the fruit vendors, with the small market talks that will help a lot of focus is given more towards the local languages-	
Many Indian languages are very old languages and they are very refined languages-	recognizing Indian languages

I think the focus is on the child understanding the nuances and understanding the complexity of these languages and rather than saying that English is the best language in the world- I think the policies have to be moving towards that aspect where a child is able to learn multiple languages and still able to communicate-	Need policies to give importance to other languages

6.2   Memo Writing

Memo writing is a crucial intermediate step between collecting and writing paper data. When writing notes, you stop and analyze your ideas from codes from any moment (Glaser 1998). Memo scripting is an important method in earthed theory as it invites the researcher to analyze data and codes in an early study. Reminders help the researcher to keep him involved in the analysis and help them add to the abstract. Certain codes stand out and form the theoretical classes (Charmaz 2006).

Table 3- An example of Memos

Giving importance to English English is given much importance in India as English represents intelligence. People in India attribute English with knowledge and intelligence. Due to this the students are asked to learn the language.

Giving importance

intelligence

knowledge

status

Having the skills of speaking English can bring one a lot of glory in India. Having English skills also helps one to get a better job and go abroad for studies or for job. At an early age, the students are asked to study English.

The memo in the table 3 shows the ideas and initiates discussion between them. The codes, categories and the data are written down so the ideas for category evolves. In this memo 'giving importance to English language' is the category which is analyzed. After analysis it shows why English is important in India, why do students go to English medium schools. The students 'being asked to go to English medium schools at an early age' also shows up in the analysis. Writing such memos clarified (as a researcher) why English is important in India and why the students are sent to English medium schools. This already evolves the category 'importance of English Education'.

6.3   Categories

Categories are essential in forming the theory. Categories are identified once all the noise in the data is removed. Categories like 'parents', 'jobs', 'study abroad', 'social pressure' emerged. They clearly pointed out the theory, which is emerging. Parents want their children to go to an English medium school because they think they get better education and so a better life. Even though this category did not emerge directly out of the data, it was very evident from the data that the category 'parents' is one of the most important reasons why a student prefers to go to an English medium school.

'Social pressure' is another important category. This category started to emerge early on while doing the line-by-line coding. I felt it is most prominent one. Due to social pressure, the parents choose to send their students to English medium schools. When everyone around you goes to an English medium naturally, you also want to go to that school. Hence, social pressure is considered another category.

'Study abroad' is another category, which shows why the children choose English medium schools. If one has, the ability to speak English it is easier to study in the universities abroad. It is a common trend among the younger generation. The US and the UK are the popular destinations as they are English-speaking countries. Hence, it is easier to apply for a place in the universities in these countries.

'Jobs' is another category which is an important one. Country like India where English is the link language. If one needs to find a well paid job he or she needs to know English in order to work in such companies. People also seek jobs abroad with their language skills. Hence, the parents prefer to send their children to English medium schools early in their life.

All these categories point towards the 'importance of English'. From these categories, it is evident that English medium schools are sought after so that the students will be able to function in the society in a better way.

Fig 1 -Categories
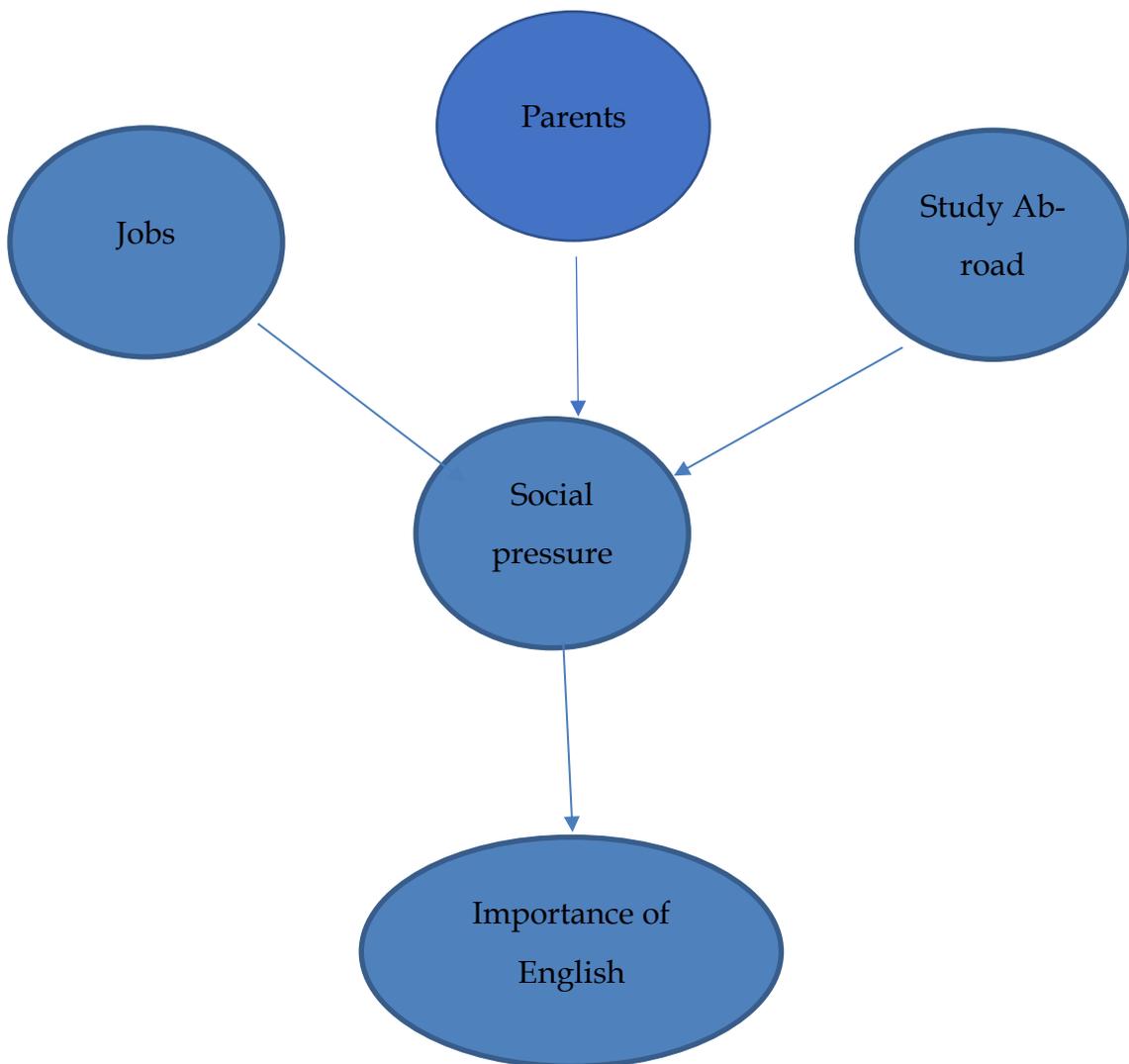
As figure shows, the 'importance of English' is due to social pressure, which happens due to the jobs, education and by the parents. Students choose to go to English medium schools due to these reasons. Hoping to get better education in the English medium schools parents send their children to English medium schools.

7   SUMMARY

This study further asserts that there is a need for English language based education. Parents send their children to schools, which meet their requirements like financial status. Importance of English in the life of Indians of the current generation is very much the part of the socio -economic situation that prevails in India currently. People who cannot speak English are not very well respected. They cannot find jobs that easily. Due to the advent of internet, more and more are getting exposed to English. Even though English is one of the official languages in India, many people cannot speak it.

One needs to learn English to be relevant in the modern world. Since India has many languages, there is need for a link language. English serves as a link language. Hence, people have to learn English to communicate with the others from the other parts of India. English is important because it paves a way for the people to get jobs in the international companies. People learn English to go abroad and study. Most of the parents also felt that the students have to learn their mother tongue as well to be rooted in the culture but everyone feels that English is very important because it is a global language.

English assuming a vital position in the Indian education system is the need of the hour, which has become evident from the study. Students preferring English medium schools is due to the social pressure, parents and the future prospects. Throughout India, there is an extraordinary belief, among almost all castes and classes, in both rural and urban areas, in the transformative power of English. English is seen not just as a useful skill, but as a symbol of a better life, a pathway out of poverty and oppression. (Graddol, 2010)

Prior researches have proven repeatedly that there is a huge demand for English due to the socio-political climate prevalent in India. The parents and the teachers are aware of this. They agree that studying in an English medium open up opportunities for the students.

There are challenges, which are also worth noted here. As English is not the native to India and still it is a foreign language to many. Many parents have no prior knowledge about the language and so they cannot part take in the student's academic endeavors. The parents have to trust the teachers that they provide a good education to their children. It works mostly on the trust the parent have if their knowledge about English is very limited.

Parents yield to the social pressure and hence they send their children to English medium schools. Sending their children earns them respect among the people they live with. Due to this, a child's education is taken very seriously. Huge amount of money is invested in their child's education. The social pressure reflected on the child where the child is pressured to perform well in the studies. Then comes the job opportunities. Many parents and teachers felt that in order to get a well-paid job one has to know to speak English. It is an important skill for a student to acquire. Studying abroad after high school is a growing trend in India. As there are universities accept international students from India, the students invest their time and money in preparing for the entrance exams. All of this contribute to the studying in English medium.

8 CREDIBILITY AND ETHICAL GESTURES

After careful analysis of the data, the emerging theory was identified, which points towards the students prefer English as a medium of education due to the demands set by the society, parents, jobs and further education abroad. Even though there were many pointers, which showed that the students prefer to study in English medium schools in India, the above mentioned ones are the most prominent ones. In the Indian society, English language has come a long way

from the colonial times. English has become part of the Indian society very much. For many it is the only language they speak and for others it is the link language, which connects them with the fellow Indians.

English can also work as a language, which can connect each other and bring unity among people. Learning English also gives the younger generation to go abroad or find jobs in multinational companies. Learning English also opens up myriad opportunities for an Indian both in India and abroad as the world has started to recognize talents across borders. In education, English is the most common medium across the country.

The use of the language is on the rise that more and more students preferring to study in English medium schools. Attitudes about a language are also important, because they in a way determine its place in the multilingual country. English has traditionally been the language of the government and other domains with prestige, and still today, it carries more prestige than other languages.

However, the parents and the teachers also felt that English is just a language, which brings many advantages in India. At the same time, the students should also learn their mother tongue. Government of India follows the three-language formula, which gives equal important to all the languages. On the other hand, there is a general tendency among the masses that English is better than the Indian languages and if one is able to speak it, he or she is smart.

This thesis reflects the attitude one finds in the Indian minds that learning English has obvious results, which are socio-political in nature as well as it, is the need of the hour that one needs to study in an English medium school. Society plays a major role in a man's life. There are certain aspects, which are very peculiar to a society, which has its own demands and needs. This is proved in the study that a social demand plays a crucial role in shaping a society.

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