



A SOCIO-LINGUISTIC PERSPECTIVE ON THE INCREASING RELEVANCE OF THE ENGLISH LANGUAGE: A STUDY CONDUCTED AMONG YOUNGSTERS



 **Aby John**

*PhD Scholar, PG & Research Department of English, Presidency College (Autonomous), Affiliated to the University of Madras, Chennai, India.
Email: abyjohnr@gmail.com*



ABSTRACT

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This study analyses the future status of the English language in the post COVID 19 world. The study was conducted by distributing survey questionnaires among 200 young graduates who interact in the English language in fields like business, education, social media and cultural activities. A five-point Likert scale, percentage analysis, graphical analysis and average of the weighted mean were used to analyze the data collected. The analysis revealed that the post-COVID 19 phase will see an unprecedented increase in the usage and spread of English across the globe. In the realm of education, theoretical subjects will be taught in English more than today. Within 30 years, there will be social domains in the world where English is used more than other prominent languages. Many other popular languages will vanish from the globe. Among the basic four factors viz., the relevance of the English language in youngsters' day to day life, educational realm, cultural domain and business sphere taken for the study, it is observed that English will be used vastly in the realm of basic education. Although English will not displace other languages in the world, it will become the language of cultural advancement. The set of values that come with English will not destroy other cultures but people will have to gain a thorough knowledge in the usage of English to remain updated. The post-COVID 19 world will also witness an increase in the usage of English in the lifestyle of youngsters and in the cultural domain.

Contribution/ Originality: This study documents the relevance of the English language in the post-pandemic era and discusses the extent to which the educational system should incorporate English language-based skill development programs in its syllabus for youngsters.

1. INTRODUCTION

The English language has a crucial role in the era of globalization and information technology. It has a prestigious reputation and is taught almost everywhere in the world. It has a distinctive identity in the realm of education. A person uses link language to express himself/herself in a better fashion. The English language has attained the status of a link language or lingua franca in the contemporary society. It helps an individual to express his/her feelings and thoughts in a well-expressive manner. The feelings of a social group are also expressed through this language. Thus, it has attained the status of an indispensable language. A universal brotherhood is created among the people of the world when English functions as a link language. The English language plays an inexplicable role in the post-modern era. It ultimately leads to "English Eminency". Once the English language is

given the status of a second language, it is solely used for library purposes. Now the situation has changed drastically. The number of learners and users of English is unprecedented. The success of learning a new language is basically linked to the attitude of the person (John & Baby Vega Isai Amuthu, 2020). In most of the cases, the users and learners of English are those people who were traditionally considered as non-native speakers of the English language. Interestingly, the non-native speakers of the English language outweighed the number of native speakers of English. This language also serves a functional role in the contemporary world. From the perspective of sociolinguistics, the non-native and native issue of the English language is very controversial. At the same time, from the linguistic point of view, it is a debatable topic. Ferguson (1982) says, "The whole mystique of the native speaker and the mother tongue should probably be quietly dropped from the linguist's set of professional myths about language".

2. LITERATURE REVIEW

Among all the languages in the world, the English language deserves to be recognized as a global language. It is the common means of communication both internationally and nationally. It acts as the language of international policies, commerce, trade and industry. The contemporary world of technology is making use of the power of English in its maxim. No language, modern or ancient, can be compared with English in the number of geographical distributions of the shops, homes, offices and factories in which the language is written, spoken and read. Every educated individual in the country understands English. It is used for operational and official purposes. It also helps to identify oneself with those who use English internationally and nationally. The identification of lexical neologisms is generally easier and there are many special tools available to help linguists with this task.

2.1. *The English Language in Praxis*

The sociolinguistic concept of culture takes on various forms depending on whether the language taught is a foreign or a second language. Language and culture are mutually related aspects. Without language, cultural aspects would remain only as observable realities; not as cultural phenomenon. It will not attain the status of a cultural phenomenon without language as meaning is achieved through language. The emergence of the term 'intercultural' was in the eighties and it was in the field of intercultural communication and intercultural education. Intercultural education as a component of a humanistic education is pursued with particular intensity in the Scandinavian countries (Hansen, 2002; Risager, 2006, 2007) in Germany (for a review see (Konigs, 2003)) and in France (Moore, 2001; Zarate, 2001). In foreign language study, the concept of intercultural competence emerged in Europe alongside the concept of communicative competence (Bredella & Delanoy, 1999; Burwitz-Melzer, 2001; Byram, 1997; Byram & Fleming, 1998). L2 learners themselves are of varied opinions regarding the social and cultural component of non-native language study. For economic or moral reasons, youngsters see in the foreign culture new ways of dreaming of themselves (Kramsch, 2009b). A foreign language like English helps youngsters to make their dreams into reality. As of now, English plays a crucial role in India. Certain trends which appear in the contemporary society make it vivid that the influence of English is rather increasing than decreasing. According to Dr. S. Radhakrishnan Commission on Education, "English is the only means of preventing our isolation from the world and we will act unwisely, if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance".

2.2. *The Non-Native and Native Distinction of English Varieties*

Even though L1 plays an indispensable role in foreign language learning, excessive use may cause problems and thus prevent the learners from getting adequate exposure to the second language and consequently may decelerate the language learning process. In order to comprehend the non-native phenomenon, one needs both the narrow linguistic model as well as the political economy model (Bhatt, 2006). When the linguistic analysis presents the structural nuances of individual varieties that are original or 'native' to the speakers who handle or use it,

political economy model provides an inclusive, macro-discursive comprehension of the linguistic ideologies that legalize or legitimize the native or non-native dichotomies. The emergence of different varieties of English like Singapore English, African English, Indian English etc. are very crucial in characterizing the idea of non-native and native speakers. When the Indian variety of English has some words that seem to be peculiar to other varieties, the other varieties of English too have certain words that are specially their own.

As part of globalization, English language has emerged as a global language and it influences the culture of a firm and business dealings associated with that firm (John, 2018). Indian varieties of English also have certain types of words, which can be considered as complex or simple, that are not present in other varieties. English in India as a language is monitored and guided by certain concerns of pedagogy. Moreover, the performance and competence of the speaker are compared on the basis of the Indian variety of English. Indian English is often misunderstood in many terms. Since the Indian English is the native variant of the English language in India, many scholars say that there is no relevant reason for categorizing and classifying Indian English as a non-native variety. It also has its own form and structure. When compared to the other varieties of English, it has its own flavor and texture. Since English does not belong to India, it is sometimes regarded as the non-native variety of English. Although the English language is brought to India by the colonizers, it enjoys a dominant and authoritative position in the multilingual setting of India.

2.3. The Multilingual Nature of India and the English Language

The status, power and position of the English language in India are extremely empowering. In India, the English language serves as a language of wider communication among the people (Kachru, 1986). English is extensively used for the purpose of administration and administrative cohesiveness. It acts as a linguistic tool. The English language has a peculiar role in India even though it has been ideologically loaded from its earliest introduction. Familiarity in the usage of English is increasing day by day in India (Sahgal, 1991). He notes that people use Indian English rather than British English and they find some sort of self-identification by doing so. Sahgal observes that there is an increase in the number of people using Indian English. English is displacing registers and local languages as science, technology and international business communities have started connecting itself (Swales, 1997). This study notes that the academic realm and the media have been affected significantly by the spread of English in a positive manner. It is not just a language used in business places, homes or just for entertainment. For many people, it has a role beyond all these purposes. It has now become a crucial language of cooperation in international scenario and at the European Union (McArthur, 1987). In countries like Kenya, India etc., it is used in the areas of media, commerce, business and international communication (Kachru. & Nelson, 2001). The English language is manifested in four basic areas. They are literary, attitudinal, linguistic and pedagogical. All these factors are basically concerned with the methods and models of teaching English which rarely considers the local needs of the countries.

English is used for various purposes in the society where it is a native language (Görlach, 2003). But in a country like India, where English is a foreign/second language, its usage is restricted to domains of law, media, administration, education and some forms of literature. Other purposes of language in different situations are mainly served by the mother tongue of that particular region. The relevance of the English language in the lives of Indians is inexplicable. It covers areas of languages, culture, policy making, discourse, interactional patterns etc. The impact of globalization made the English language part and parcel of the linguistic genre of most of the nations. The British used English as a tool to emancipate a section of people. Indigenous culture was considered as barbaric whereas the values of the West or the Occident were considered as something supreme. In this context, the English language was considered as an apt tool of civilization. The West tried to civilize the barbaric East where the medium used by the Britishers for the civilizing mission was English. English slowly attained social dominance and administrative roles. Gradually, the language started to be defining the user's prestige and power. In colonial

societies, the use of English was restricted to limited domains such as education and science. Kachru (1986) points out that the English language belongs to everyone who uses it. When the Indians started using it, the English language began to play several vital roles in their day-to-day life. It was used mainly for two purposes: communication and administration (Kachru, 1986). It was used both in public as well as personal domains but its function was beyond explanation. English did not replace the value of any Indian regional languages, but it overlapped with regional or local languages in several domains (Sridhar, 1985).

2.4. English in the Contemporary Society

This beautiful language can be considered as a window of the contemporary world. Its importance can be vividly seen across the globe, especially in certain areas as an international language, a library language, link language, second language and so on. Like other languages around the world, English was once a common and ordinary language. Historically, it was a language spoken by the people in a small region of northern Europe, that is, today's Great Britain. There were many predictions which stated that the English language has no possibility to spread out of the island. Nowadays, more and more institutions are giving significance to the study of the English language. The English language has helped people immensely not only to get a better job, but also affirms one's social status. By denying or allowing access to knowledge through the production and dissemination thereof, universities also have a profound effect on the rest of the language planning, education system and the whole of society (Siiner & Koreinik, 2019). In the contemporary society there is an awakening towards the learning of English. The government too has understood the relevance of English in the academic curriculum. It has been introduced right from the early stage in the academic syllabi. Even in the backward parts of the country, English medium schools are thriving and having a special importance.

One of the staunch supporters of English, the headmaster of Merchant Taylor's school, Richard Mulcaster pointed in his writing in 1582 that "English tongue is of small reach – it stretched no further than this island of ours – nay, not there over all" (Crystal, 2000). When the English language stretched its wings and expanded to every nook and corner of the world, the prediction of Richard went wrong. In fact, the English language is widely used either as a foreign language, first language, second language, or as an international language among many around the world. Crystal (Crystal, 2017) claimed that more than a billion people worldwide speak, learn, taught and use English as a first, second, foreign and international language in more than a hundred countries such as Russia, Germany, China, Indonesia, Thailand etc.

Some scholars such as Baker (2006), Ammon (2001) and Graddol (2004) strongly believed that English is an "exceptional" language as it is chosen and highly preferred for occupation, education and communication. Almost every country in the world chooses English as one of the inevitable subjects in the field of education. Certain other countries teach English since junior high schools whereas some others from elementary schools. The students are required to study the English language as one of their compulsory subjects to pass their senior or junior high schools. Moreover, in most of the entrance examinations, English has become a compulsory subject. Apart from these, most of the companies around the world demand that their workers are capable of understanding English.

Nowadays, one of the basic requirements for getting recruited is the capability to handle the English language effectively. Graddol (2004) also believed that English is used as a gateway in exchange of information or transaction of business in the world. Globally, English is used as a language for economic activities. The English language is also extensively used to communicate across national borders. Use of English may also help people to understand, know and respect each other, particularly, those who have varied backgrounds of cultures, languages, lifestyles etc. Martin Luther King, Jr. stated, "People don't get along because they fear each other. People fear each other because they do not know each other. They don't know each other because they have not properly communicated each other". (King, M., n.d. cited in Adler, Rodman, and Pré Athena (2020)). Moreover, Seidllhofer (2005) points that

English as an international language, world language, or global language may effectively and highly avoid misinterpretation and misunderstanding among individuals.

Still there are controversial and thoughtful arguments with regard to the issue whether or not English is an international language. Prolonged arguments among scholars and authors around the globe are frequently seen in this matter. It has even led to tension and confusion. The arguments have split up the scholars and authors into two main different perspectives. Certain authors have labeled English with negative ideologies such as an English monster, a lingua Frankenstein, a linguicide (Phillipson, 2009); a lingua tyrannosaur (Swales (1997) cited in Phillipson (2009)), a linguistic imperialism (Phillipson, 1992 cited in Phan (2008)) and other negative terms. These authors used these terms to give a vivid image of how English as a global oriental language has become a threatening nightmare around the globe, particularly, for the linguistic diversity. They strongly believed that the English language has killed many regional and local languages across the globe.

The term English hegemony is also widely used in this regard. Tsuda (2017) labeled the English language as English hegemony. As far as Tsuda is concerned, English hegemony is a situation where the dominance or the supremacy of the English language threatens and kills other languages, especially the smaller and weaker ones around the globe. In fact, certain languages have become endangered. Romaine (2007) as cited in Tsuda (p.49) noted that almost 6000 to 7000 languages worldwide had disappeared over the past 500 years. They claimed the number of languages disappearing is increasing faster in these days. In other words, the popularity of English and its capacity to attract more people worldwide forces people to abandon their native language or languages and follow English. Tsuda (2017) further notes that the supremacy of the English language over other languages (indigenous/regional) may create “discrimination, injustice and inequalities among those who speak it, and those who cannot write or speak English” (p 47). For example, one of such discriminations is that people will have to prove their proficiency in using English and should have very good language (English) skills when applying for jobs. In other words, it discriminates those people who wish to apply for jobs but do not have English writing or speaking skills.

Tsuda (2017) also points out that almost 86% people in the universe learn the English language as a foreign language (p.54). Interestingly, these people who are proficient in the English language have very prestigious position only because of the fact that they have a high competence in this language than others. On the other hand, one can also argue that English can be compulsorily imposed as a subject in schools globally. Moreover, certain countries continuously encourage and support their people to learn English and parallelly they discourage learning regional languages. To the contrary, English is considered as a connective instrument which links people across the world. This language connects and unites people around the globe regardless of their nationalities, countries, cultures and beliefs. Crystal (2000) points out that English makes the big world into a small village. In terms of communication, English has connected and united all the people worldwide and proves itself to be a global language. For example, people in Germany, India, China, Portugal and Senegal can share cultural understandings such as values, norms and beliefs through English as a medium of communication. Thus, it minimizes and decreases the misunderstanding caused due to cultural diversity among people all over the world. It is also perceived as a bridge to resolve differences and convey messages. The conflicts and differences between or among countries in one region may possibly lead to conflicts or wars. On the other hand, these wars or conflicts can be avoided with proper negotiations and mediation. Here, most of the negotiations use English as their medium of communication.

2.5. The Futurity and Relevance of English

The growth and the future of the English language depend largely on the evolution of trade. A growth in English/Chinese trade should promote the learning of English in native Chinese countries as it should promote the learning of Chinese in native English countries. Whether it will raise the significance of Chinese relative to English in the world will therefore depend strongly on the evolution of the share of trade with Chinese speakers on the

English side relative to the evolution of the share of trade with English speakers on the Chinese side. Demographic changes can be considered as another important factor in the spread of the English language. The studies of Graddol (2004) show that a significant growth of Arabic, Chinese and Spanish will take place in the future based on demographic trends and trade aspects. He also questions the intensity of the spread of English relative to other languages. Language is very much related to man's activity and feelings. It is bound to religion, nationality and the feeling of self. Language is used for worship, work and play by everyone even though if he is a banker or beggar, civilized or savage. In the Indian society, the English language continues to be a prominent language even after independence. It has a prestigious position in the society. French (1974) points out that the technical importance, commercial weightage and the cultural context of English both in translation and original form explain the worldwide acceptance of the language. It acts as a medium of intellectual exchange and a means of communication. The widespread need for language sets a considerable pressure on the development of educational resources, methodology of teaching, curriculum improvement and evaluation procedures. English acts as a means to link the day-to-day communication processes of an individual.

The members of a social group use language for all social purposes, for commerce, to communicate, for public administration, for education, industrial purposes and so on. India is a nation with multicultural, multilingual and pluralistic milieu. An individual functions in his best capacity when he uses his mother tongue. But the importance to have a link language for interaction has paved the way to the learning of English. Even though it is a foreign language, English has a unique position in Indian society and the educational system of India.

The status, power and position of the English language in India is not only just involving but also extremely empowering. In India, the English language serves as a language of wider communication among the people (Kachru, 1986). English is widely used for the purpose of administration and administrative cohesiveness. It acts as a linguistic tool. The English language has a peculiar role in India even though it has been ideologically loaded from its earliest introduction. The academic realm and the media have been affected significantly by the spread of English in a positive manner. For many people, it is not just a language used in business places, homes or just for entertainment. It has a role beyond all these purposes. It has now become a crucial language of cooperation in international scenario and at the European Union (McArthur, 1987). In countries like Kenya, India etc., it is used in the areas of media, commerce, business and international communication (Kachru & Nelson, 2001). This study analyses four basic factors such as the relevance of the English language in the day-to-day life of the youngsters, educational realm, cultural domain and business sphere in the post COVID 19 world. The coronavirus has dramatically influenced the linguistic features, especially the lexical features of English (Ahmed, 2020).

3. METHODOLOGY

The primary focus of the research is to analyze and answer the relevance of the English language in four variables like the realm of education, cultural domain, youngsters' life and business. It focuses on the status of English in the post COVID era.

3.1. Samples and Population

The data were collected from youngsters who had completed undergraduate programs from different universities in India. The total number of youngsters participated in this survey was 200. One hundred and two respondents were male and the rest were females. The male respondents constituted 51% of the whole sample whereas 49% were female. Although the sample had a slight difference in the male-female ratio, it seems to be a balanced group as a whole.

3.2. Research Instrument

The data collection was conducted by distributing questionnaires which had two sections. The first section dealt with the background information of the respondents such as gender, age and education. The second part had questions related to the relevance of English in the post-COVID 19 world. The questionnaire was prepared on the basis of the relevance of the English language in youngsters' life, educational realm, cultural domain and business sphere. The range used for assessing the degree of problems were strongly agree [8-10], agree [6-8), disagree [4-6), strongly disagree [2-4) and no opinion [0-2).

3.3. Data Analysis

The data were statistically analyzed using Statistical Package of Social Sciences (SPSS) with the support of Windows applications. A five point Likert scale was used to analyze the responses of the respondents. The range of response is calculated using weighted mean and its average is taken. Descriptive statistics and graphical analysis were also utilized in order to arrive at a proper conclusion.

4. RESULTS/FINDINGS

The prominent aspect analyzed in the study is the future status of the English language in the post COVID 19 world. Four factors are taken into consideration in order to analyze it. They are; English in the realm of education, business, youngsters' life and cultural domain. An analysis of the data collected revealed that the importance of English will increase highly in the post pandemic stage.

The English language will have a huge impact in the realm of education. The observed value is 8.17 (Average of the Weighted Mean). The respondents disagreed with the notion that the importance of English in the field of education will decrease in the post COVID-19 scenario (5.06). There will be more English lessons in basic education than now (9.14) and all youngsters will need to know English for leading a smooth life (8.58). Another observation is that theoretical subjects like, biology, history, physics etc. will be taught in English more than today (8.67) and the English language will be more visible in the urban environment than it is seen today (9.41).

Another factor under study was the usage of English for business purpose. The observed value for this factor is 8.08 (average of the weighted mean). The importance of English will increase in the realm of national and international business in the post COVID 19 world (9.56) and to be up-to-date, people will have to function in English (7.18). It is also found that English skills will add to mutual understanding on a global level (7.72) and English should be used as the internal language of organizations (7.86).

The role of English in youngsters' life is another interesting aspect. The average of the weighted mean is 6.63. One of the general points of view is that people with English skills are more tolerant than those who cannot speak English (6.23). Although some respondents stated that using English is natural to them like using their mother tongue (7.52), most of the respondents disagree with the statement that using English is easier with native speakers than with non-native speakers of English (5.28). The respondents agreed to the statement that they always use English whenever they get an opportunity (7.21). They also pointed that it is important for them to sound fluent when they use English (6.99). On the other hand, some others stated that they use English only when it is absolutely necessary (6.58).

The role of English in the cultural domain was analyzed next. The average of the weighted mean of the factor was 6.52. The respondents disagreed with the idea that English will displace other languages in the world (5.6). They also disagreed with the notion that the set of values that come with English will destroy other cultures (4.77). It had the least observed value. English skills will become more common in the world (7.52) and English will become the language of cultural advancement (8.21).

Table-1. The status of English as a global language in the future (post COVID 19 world).

S No.	Factors	Average of the Weighted Mean	Range	Opinion
1	English in the realm of education	8.17	[8-10]	Strongly Agree
2	English in business	8.08	[8-10]	Strongly Agree
3	English in youngsters' life	6.63	[6-8]	Agree
4	English in cultural domain	6.52	[6-8]	Agree

5. DISCUSSION/ANALYSIS

The analysis of the data collected shows that the importance of the English language will highly increase in the realm of education in the post pandemic world. Theoretical subjects will be taught in English more than today. The respondents strongly agreed to this statement. English will be considered as one of the major areas in the field of basic education. It will be given due consideration. More lessons will be taught in English than today. All youngsters will need to know English for employment purposes and to maintain their societal status and reputation. English will be more visible in the urban environment than in the rural area. The importance of English will increase in the post COVID-19 business world. Those who plan to conduct business nationally and internationally will have to acquire a thorough knowledge of the English language. To be up-to-date, businessmen will have to function in English and it will help them to achieve mutual understanding on a global level. Most of the national and international organizations will choose English as their internal language and private firms will start to use English widely than before.

Another interesting aspect is the role of English in youngsters' life. Surprisingly, many respondents agreed to the opinion that people with English skills are more tolerant than those who cannot speak English. Even though some of the youngsters stated that they consider and use English as they use their mother tongue, most of them stated that using English is difficult with native speakers than with non-native speakers of English. Almost everyone finds it compulsory for them to sound fluent while speaking English. Although English will not displace other languages in the post COVID 19 world, English skills will become inevitable and more common in almost every sphere of life. The set of values that come with English will not destroy other cultures but undoubtedly, it will become the language of cultural advancement.

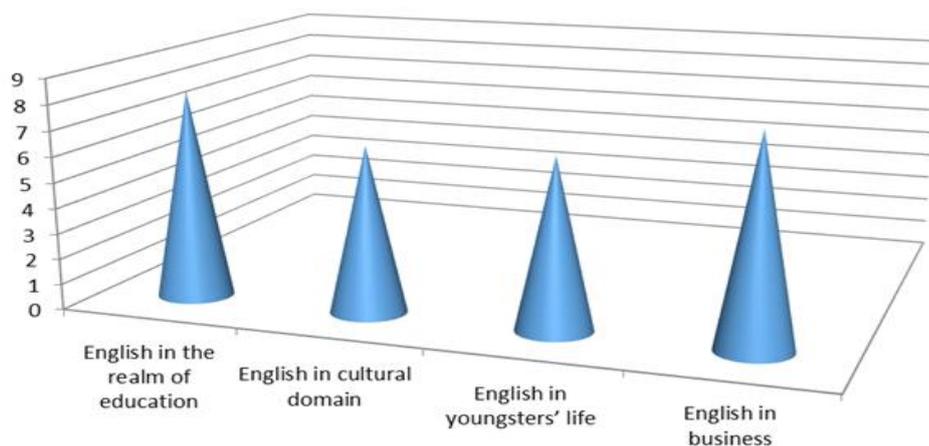


Figure-1. Statistical representation of the status of English in the post COVID 19 world.

6. CONCLUSION

The post COVID-19 world will see a hike in the usage of the English language. English will be used vastly in the realm of basic education. Next one is the relevance of English in the business world. Intercultural business dealings and cross-cultural communications in the business scenario can be easily conducted with the help of the English language. Although English will not displace other languages in the world, it will become the language of cultural advancement. The set of values that come with English will not destroy other cultures but to be up-to-date,

people will have to gain a thorough in the usage of the English language. The post COVID 19 world will also witness an increase in the usage of English in the lifestyle of youngsters and in the cultural domain. As a whole, the English language will corroborate a novel space of its own in every sphere of life in the post pandemic era.

7. LIMITATION AND STUDY FORWARD

In spite of the important contributions of the study, the results must be viewed in the light of its limitations. First the quantitative data in this study were collected from young customers who have completed under graduate programs from different universities in India. The total number of youngsters participated in this survey was 200. The samples are collected from two cities in Tamil Nadu state, namely Chennai and Coimbatore. The youngsters marked their opinion based on subjective evaluation. More comprehensive objective indicators can be employed for the proposed research model for future studies. There is also another limitation for this study. The data collected is confined to only two prominent cities in Tamil Nadu state, namely, Coimbatore and Chennai. The behavior of individuals may differ in other states or countries. Researchers may choose to conduct similar research considering certain other prominent cities in Tamil Nadu or India and can examine the similarities and differences.

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Appendix-A. The relevance of English in the post Covid-19 world.

Factors				
	The Status of English in the Cultural Domain	Weighted Mean	Range	Opinion
1	English will displace other languages in the world	5.6	[4-6]	Disagree
2	English skills will become more common in the world	7.52	[6-8]	Agree
3	The set of values that come with English will destroy other cultures	4.77	[4-6]	Disagree
4	English will become the language of advancement	8.21	[8-10]	Strongly Agree
The Usage of English for Business Purposes				
1	The importance of English will increase in the post COVID 19 world	9.56	[8-10]	Strongly Agree
2	To be up-to-date, people will have to function in English	7.18	[6-8]	Agree
3	English skills will add to mutual understanding on a global level	7.72	[6-8]	Agree
4	English should be used as the internal language of the organisations	7.86	[6-8]	Agree
English in Youngsters' Life				
1	People with English skills are more tolerant than	6.23	[6-8]	Agree

	those who cannot speak English			
2	Using English is as natural to me as using my mother tongue	7.52	[6-8]	Agree
3	Using English is easier with native speakers than non-native speakers of English	5.28	[4-6]	Disagree
4	I always use English when I have an opportunity to do so	7.21	[6-8]	Agree
5	When using English, it is important for me to sound fluent	6.99	[6-8]	Agree
6	I use English only when it is absolutely necessary	6.58	[6-8]	Agree
English in the Realm of Education				
1	The importance of English in the field of education will decrease in the post COVID 19 scenario	5.06	[4-6]	Disagree
2	There will be more English lessons in basic education than now	9.14	[8-10]	Strongly Agree
3	All youngsters will need to know English	8.58	[8-10]	Strongly Agree
4	Theoretical subjects will be taught in English more than today	8.67	[8-10]	Strongly Agree
5	English will be more visible in the urban environment than it is now	9.41	[8-10]	Strongly Agree

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