



SPANISH LANGUAGE TEACHING IN MULTILINGUAL INDIA: THE UNKNOWN IMPLICATIONS OF EXPOSURES TO LOCAL LANGUAGES

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ABSTRACT

The multilingual surrounding of Spanish Language Teaching (SLT) in India has presented a unique linguistic principle. This principle relies upon the application of English language instructions (as FL1) to combine several methods for teaching-learning Spanish language (as FL2). However, the effectiveness and appropriateness of this linguistic principle, whereby English language instructions are used for SLT, remain undiagnosed. In fact, the technique of SLT in India needs to take into account the local linguistic or dialectal make-up of the actual or potential learners. As such, the process of Spanish Language acquisition in India as inspired by an exposure to local languages/dialects needs to be creatively explored. Furthermore, the recently increasing entries of specific Spanish words/terms in the Indian 'popular language usage', and their implications for SLT in India require to be sufficiently investigated. This article aims at filling in the above-mentioned lacunae. It draws the conclusion that the maximum flexibility in the process of eclectically mixing various pedagogical methods of SLT could go a long way in motivating and benefitting both the teachers as well as the students, thereby enhancing the overall efficiency of SLT in multilingual India.

Keywords: Spanish Language Teaching, Multilingualism, Indian local dialects, Linguistics

Introduction

The multilingual backdrop of Spanish Language Teaching (SLT) in India has presented a unique linguistic principle. This principle relies upon the application of English language instructions (as FL1) to combine several methods for teaching-learning Spanish language (as FL2). However, the effectiveness and appropriateness of this linguistic principle, whereby English language instructions are used for SLT, remain undiagnosed. In fact, the technique of SLT needs to take into account the local linguistic or dialectical make-up of the actual or potential learners. The process of Spanish Language acquisition in India as inspired by an exposure to local languages/dialects needs to be creatively explored. Furthermore, the recently increasing entries of specific Spanish words/terms in the Indian ‘popular language usage’, and their implications for SLT in India require to be sufficiently investigated. This article aims at filling in the above-mentioned lacunae in the existing literature by attempting to respond to the following two queries related to the process of SLT in India: (i) how do the references made to local Indian languages/dialects simplify the process of SLT for teachers?; (ii) how do the prior familiarity with selected Spanish words/terms transform the process of SLT for learners? The article examines these two questions before drawing the conclusion that a systematic understanding of the transformed Indian teaching-learning environment – wherein SLT proceeds through a casual but frequent reference to ‘popular local language usage’ and ‘vocabulary enrichment resulting from new Spanish terminological entries’ – can go a long way in inspiring a fresh imagination of the general principles of Foreign Language Teaching (FLT). The article is divided into four sections. The first section throws light on the historical evolution of the present linguistic make-up of India – it demonstrates how English has eventually emerged as the first foreign language in India. The second section highlights the distinctive features of English (as the local Indian language) which are used as a referential point for teaching Spanish Language to learners, thereby establishing ‘popular language usage’ as an important variable for mapping the technique and process of SLT in India. The third section then sets out to examine how the recently increasing incorporation and usage of some Spanish terms/words in the local Indian vocabulary/language usage – ‘vocabulary enrichment’ – has affected the process of SLT in India. Finally, the fourth section offers suggestive measures to enhance the efficiency of SLT in India’s multilingual set up.

The Linguistic Make-up of India: The Rise of English as the First Foreign Language (FL1)

The methodology of FLT is based on some fundamental principles of didactics: the principle of conscious approach; communicative approach; differentiated and integrated instruction; audio-visual activity; accessibility and durability; individualization; consecutiveness; heuristics and others. However, the central question surrounding the principles of a successful imparting of foreign language is: Which language should be used as the ‘referential guide’ or ‘medium’ for acquisition of a target foreign language? It is obvious that the language that becomes the referential guide/medium is L1 and the targeted foreign language is L2. The academic field of FLT seems to be divided along an array of disputes on the possible use of vernacular language (L1) as a referential point or medium for teaching a foreign language (L2).

C. E. Turner (1938) argues that it is entirely feasible to conduct literature courses in a ‘foreign language’ without detriment to ‘culture’ where instructor and students are properly qualified ; whereas Elizabeth S. Alexandrov (2014) observes that the ‘conscious approach’ to FLT advocates the comprehension of linguistic phenomena by the medium of learners’ vernacular language. While Turner’s argumentation in defense of ‘foreign language’ as L1 was presented in the 20th century, Alexanderov’s emphasis upon the usage of vernacular as L1 was presented in the 21st century. The past hundred years have witnessed a sea-change in the environment and techniques of foreign language teaching-learning. The ever-intensifying process of globalization resulting from the revolution in information and communication technologies has at least two implications for FLT: (i) The student-composition in classrooms are likely to become more multicultural/multilingual; (ii) There are a variety of audio-visual tools that enhance the speed and experience of foreign language teaching-learning. In this transformed environment that characterizes the ‘space’ of foreign language teaching-learning in the 21st century, the usage of vernacular language as L1 has become not only demanding, but also challenging.

However, the character of vernacular languages in a multicultural and multilingual country like India is myriad. In fact, the origin of Indian vernacular languages has long and intensely been debated among prominent linguists. A majority of them correlate the origin with large-scale tribal migratory movements to India from outside, such as the Negrito, Austrich, Kiratas, and Aryans etc. According to their opinion, the progression of Indian languages from Sanskrit, Pali, Prakrit, and Apbhransha to modern Indo-Aryan languages in north India was an outcome of

cross-influences of specific dialects with which these tribes had migrated to India. Similarly in south India, another set of migrants, that is, the Dravidians, laid the foundation of languages such as Tamil, Telugu, Kannada, and Malayalam as major along with a host of other minor languages¹. It is clear that the Indian foreign language teaching-learning environment is essentially marked with the presence of a group of teachers-learners who possess multiple vernacular languages (not a single vernacular language).

Despite the multiplicity of vernacular languages that constitute the basis of the Indian teaching-learning environment, it is likely that the diverse linguistic backgrounds of the group of teachers-learners find a meeting ground in the English language. The prolonged encounters with English language during the 200 years of British Colonial rule led to the acceptance (if not promotion) of English as one of the official languages in India. As such, English has come to acquire the status of the second language for a majority of the Indians living in the present world. Justifying the status of English as the second language in India, V. Venkata Rao comments:

¹ Some form of language, as a means of communication, might have existed in India in pre-Harappan age. However, the first definite evidence of a script and writing comes from the Harappan civilization. Various seals, found at different Harappan sites, bear some syllables. Historians believe these to be a part of a well-crafted Harappan script. Unfortunately, till date, historians are not able to decipher this script. The bulk of the earliest deciphered literature pertains to the Vedic age (1500-600 B.C.). Commonly termed as the Vedic literature, it includes the Vedas, Brahmanas, Aryanakas and Upnishads. It was followed by an era of classical Sanskrit masterpieces - the Ramayana, Mahabharata and a series of the Puranic literature. Simultaneously, plenty of literature was written in other languages such as Pali, Prakrit, Tamil etc. In fact, one can find continuity and proliferation of literature in various languages. Some of the prominent linguists have tried to search the roots of the north Indian vernaculars in the large scale tribal migration from West Asia from about 2500 B.C., to different parts of Asia and Europe. One of its branches migrated to North Asia and laid there the foundation of Semite group of languages. The other migrated to Europe and developed there languages such as Greek, German, French, English and others. Yet another branch migrated to South Asia, entered the North-Western India around 1500B.C. and developed Sanskrit, the oldest of known Indian languages. On the basis of common roots of origination, dialectic and phonetic similarities, these languages are put in the family of Indo-European languages. For a detailed discussion on the historical evolution of Indian vernacular languages, see "Origin and Development of Vernacular Languages in India", Culture in Indian Subcontinents. School of open Learning, University of Delhi. Available at <https://sol.du.ac.in/mod/book/view.php?id=1616&chapterid=1651> [Accessed April 16, 2017]

The multiplicity of languages is no bar to nationhood. A polyglot state may have more than one language. Switzerland is a classic example. There are three official languages: French, Italian and German. In Canada there are two official languages: French and English. Britain has three languages: English, Welsh and Gallic. Similarly there are more than one language France, Spain, the [erstwhile] USSR, China, Mexico, and in the states of Central South America, South Africa, Czechoslovakia, Belgium, Eire and Afghanistan. It is true, that in India there are as many as 179 languages and 544 dialects and therefore it is argued that it is necessary to have one language. But we need not be afraid of them²...For literature, for education and for public life, we have just 15 major languages – Hindi, Bengali, Marathi, Gujarati, Oriya, Assamese, Punjabi, Urdu, Kashmiri, Sindhi, Nepali, Telugu, Kannada, Tamil and Malayalam...Of the 15 languages, which of them has a greater claim to become the Lingua Indica? At one time English occupied a place of pride and continue to be so...Even today, it is the language of administration and higher education...A vast majority of the books in our libraries, both collegiate and university are in English...It has become the second language with most of the intelligentsia in this country (read India)³.

As per the current statistics, more Indians speak English than any other language, with the sole exception of Hindi⁴. What's more, English speakers in India outnumber those in all of Western

² Out of the 179 languages, as many as 116 are small tribal speeches belonging to the Tibeto-Chinese speech family which inhabit the north-Eastern fringe of India and constitute a minority of the total population of the country.

³For a detailed discussion on this issue, see Rao, V. Venkata (1970) "Language Politics in India", The Indian Journal of Political Science, Vol. 31, No. 3, pp. 203-221. Also see, Friedrich, Paul (1962) "Language and Politics in India", Daedalus, Vol. 91, No. 3, pp. 543-559. Available at www.jstor.org/stable/20026727 [Accessed April 17, 2017]

⁴ Indians' linguistic prowess stood revealed with as many as 255 million speaking at least two languages and 87.5 million speaking three or more. In other words, about a quarter of the population speaks more than one language. The only language that had more speakers was Hindi with 551.4 million. This includes 422 million, who list it as the primary language, 98.2 million for whom it was a second language and 31.2 million who listed it as their third. The rise of English puts Bengali, once India's second largest language in terms of primary speakers, in distant third place. Those who spoke Bengali as their first, second or third language add up to 91.1 million, far behind English. Telugu with 85 million speakers in all and Marathi with 84.2 million retain their position behind Bengali as does Tamil with 66.7 million and Urdu with 59 million. Gujarati now falls behind Kannada though it has a sizeable number of primary speakers

Europe, not counting the United Kingdom. And Indian English-speakers are more than twice the UK's population. These facts emerge from recently released census 2001 data on bilingualism and trilingualism in India. The census 2001 reports that English was the primary language for barely 2.3 lakh Indians at the time of the census, more than 86 million listed it as their second language and another 39 million as their third language. This puts the number of English speakers in India at the time to more than 125 million⁵. It is interesting to notice that India presents a peculiar teaching-learning environment wherein despite the presence of multiple vernacular languages as L1, English emerges as the most popular and widespread first foreign language (FL1).

English in ‘Popular Language Usage’: An Unexplored Variable for Spanish Language Teaching in India

Given the status of English as the most popular second language in India, one can easily derive the inference that it is normal to evoke English as FL1 (first foreign language) for teaching FL2 (second foreign language) in India – wherein FL2 is presumed to be any other non-English foreign language including Spanish. How does the process of SLT in India utilize the popular language usage of English? In other words, how is English as FL1 used as a referential point or medium for teaching Spanish as FL2? The following well-known foreign language teaching

— 6.1 million — compared to Kannada's 37.9 million. Karnataka's linguistic diversity means that many list other languages as their first and Kannada as a second language. This adds 11.5 million to the ranks of Kannada speakers and another 1.4 million use it as a third language. In total, Kannada had 50.8 million speakers in 2001 compared to Gujarati's 50.3 million. Oriya overtakes Malayalam thanks to the 3.3 million people who listed it as their second language and 3.2 lakh who said it was their third language. The total number of Oriya speakers was 36.6 million against 33.8 million who spoke Malayalam. Punjabi, with 31.4 million speakers, and Assamese with 18.9 million are among India's most spoken languages. Unfortunately, the census asked people to list a maximum of three languages, so it is not known how many speak more languages. The data covers only those over five because the census assumed that younger children would only know their mother tongue. As expected, urban Indians are more likely to be multi-lingual but as many as 136.7 million rural Indians speak at least two languages. See 2001 *Census* data on bilingualism and trilingualism in India.

⁵See, “Indiaspeak: English is our 2nd Language”, March 14, 2010, *Times of India*. Available at <http://timesofindia.indiatimes.com/india/Indiaspeak-English-is-our-2nd-language/articleshow/5680962.cms> [Accessed April 16, 2017]

methods utilize the popular language base of English (as FL1) for teaching Spanish (as FL2) in India:

- Grammar-Translation Method
- Direct-Natural Method
- Audio-Visual Method
- Cognitive Method
- Communicative Method⁶

Grammar-Translation Method

The Grammar-Translation Method, also known as the Classical Method, is a traditional teaching technique that was used to teach Latin and Greek and was particularly in vogue during the 17th, 18th and 19th centuries. The focus at this time was on the memorization of vocabulary, grammar rules and translation of texts. There was no emphasis on speaking and listening comprehension because Latin and Greek were taught more as academic subjects rather than as a means of oral communication. This teaching method is still common in many countries and institutions around the world, and still appeals to those interested in languages from an intellectual or linguistic perspective.

The process of SLT in India is heavily reliant upon the Grammar-Translation Method as the learners of Spanish are made to memorize the grammar rules, verb paradigms and vocabulary of Spanish Foreign Language (FL2) with reference to (or in connection with) the rules, paradigms and vocabulary of English Foreign Language (FL1). In other words, the structural similarities and differences in the grammar and vocabulary of both the foreign languages (read Spanish and English) are made clear in order to facilitate a better understanding. Though the use of Grammar-Translation Method has been successful to some extent in enhancing the reading and writing abilities of the learners of Spanish in India, it has done little to improve their ability to use the Spanish language for oral communication.

⁶For a detailed discussion on various methods of Foreign Language Teaching in the American context, see Long, Donna Reseigh (1999) *Methodology and the Teaching of Spanish in the Twentieth Century: Retrospective and Bibliography*, *Hispania*, Vol. 82, No. 3, pp. 383-396.

Direct-Natural Method

The Direct method, also known as the Natural Method, originated around the 1900s as an alternative to the traditional Grammar-Translation Method. At this time teachers of foreign languages were starting to experiment with teaching and educational models as previous techniques were failing to improve oral communication. This method focused upon good pronunciation, with spontaneous use of the language, no translation, and little grammar analysis.

The Direct Method is used to a limited extent for SLT in India in order to introduce the learners to phonetic symbols of Spanish before they see standard writing examples. However, the very nature of Direct Method of SLT cannot depend on the prior knowledge of English or any vernacular languages possessed by Indian learners. As such, it has proved out to be a rather difficult method for pursuing SLT in Indian classroom situations. While the Direct Method requires small classes and high student motivation, the Indian classes are more often than not larger in size with high students' strength. In this scenario, the artificial environment created in Indian classrooms falls short of the natural situations that could guarantee sufficient oral practice of Spanish Foreign Language for each student.

Audio-Visual Method

Inspired by the Army Method – an Army Specialized Training Program (ASTP) initiated in the US in the 1940s – the Audiolingual Method stressed the importance of memorizing dialogues and patterns drills with correct pronunciation. This method advocated a teaching process whereby speaking skills were not evaluated objectively but on the basis of personal opinion. With the advancement in technologies, the audiolingual approach was combined with the visual aids for FLT. As phonograph records were the primary vehicles for listening and recording in ASTP, the teachers began to use the motion pictures to awaken the visual imagery of Spanish speaking countries and their culture in the classrooms.

The Audi-Visual Method is increasingly used as an effective method for facilitating SLT in Indian classrooms. The featuring of Spanish songs, folk music, piano selections, operettas and motion pictures/movies have not only proved to be important sources for authentic linguistic inputs for Spanish instruction, but they have also considerably contributed towards an improvement in the formulaic speech and a greater familiarity with the Spanish culture. The

prior knowledge of English as the first foreign language for Indian learners especially prove helpful in this context of learning Spanish, as many of the Spanish motion pictures have English subtitles and therefore they instantly make sense to the Indian learners.

Cognitive Method

Cognitive Method of FLT is chiefly based on meaningful acquisition of grammar structures followed by meaningful practice. The ultimate use of this method is to promote creative use of language. Cognitive theory assumes that linguistic responses are also the result of insights or intentional patterning. These insights can be directed to (i) the concepts behind language i.e. to traditional grammar. It can also be directed to (ii) language as an operation - sets of communicative functions. A variety of activities practiced in new situations will allow assimilation of what has already been learnt or partly learnt. It will also create further situations for which existing language resources are inadequate and must accordingly be modified or extended - "accommodation". This ensures awareness and a continuing supply of learning goals as well as aiding the motivation of the learner. Cognitive theory therefore acknowledges the role of mistakes.

In 1968, Chastain and Woerdehoff compared the relative effectiveness of the 'audio-lingual habit theory' and 'cognitive code learning theory' in SLT to conclude that the cognitive group had higher reading and writing scores, whereas the audio-lingual group had higher imitative capabilities. If these conclusions are tested in the context of Indian Spanish teaching-learning environment, it leads to the inference that the imitative capabilities enhanced by the audio-lingual methods are good at improving the pronunciation skills, however, the actual progress in reading, writing and speaking abilities depend mostly on the extensive internalization of the cognitive code learning theory. In this regard, the Spanish language teachers-learners count on the comparability of Spanish with English in order to have a deeper understanding of the grammatical structure of Spanish language.

Communications Method

The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on orality. To other teachers,

communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach. However, what is common in the various interpretations of the CLT is the emphasis upon the need to create a realistic context for language acquisition in the classroom. They focus on functional language use and the ability of the learners to express their own ideas, feelings, attitudes, desires and needs.

Following the emphasis laid down by the Communications Method, the textbooks writers for SLT in India have begun to design materials which are more capable of allowing the learners to communicate their own thought-process: these materials included open-ended questions, problem-solving activities, and exchange of personal information. Since many Indian learners follow the same Communications Method while learning English as their first foreign language (FL1) in schools, they are able to easily connect to the same method while learning Spanish as a second foreign language (FL2).

It is obvious that English as the first foreign language (FL1) plays a significant role in facilitating the process of SLT in India. Almost all the methods of SLT (except the Direct-Natural Method) make use of English as the foundational core for designing various materials and courses while imparting the knowledge of Spanish language. As Spanish as a foreign language is gradually ageing in the Indian socio-cultural milieu, it is becoming more popular than ever before. This line of argumentation is substantiated by the increasing incorporation of certain selected Spanish words/terms in the Indian linguistic palette. The next section highlights this recently evolving trend and its implications for SLT in India.

The Enlarging Space of Spanish Terminologies: A Case of Indian ‘Vocabulary Enrichment’

Though India is already rich in terms of its linguistic heritage, the recent era of globalization has induced a more intense encounter between the Indian languages and the foreign languages used in India including English and Spanish. As the Indians (especially those who undergo a formal training in Business Process Outsourcing Centres called BPOs) are exposed to variations in English language – primarily the variations in American and British English – they are better able to link these variations to the nuanced understanding of Spanish as a foreign language. A

recent report entitled “Is Spanish New language of BPO?” published in the Times of India observes: ‘With Information Technology (IT), Bio-Technology (BT) and the Business Process Outsourcing (BPO) industry thriving and coming out in a big way in India, the knowledge of one other language that will make a difference in the world market, will be Spanish, which is spoken in 24 countries. Indian MNCs are entering Latin American countries aggressively. Spanish is the official language in 20 countries with over 400 million people, including 30 million in the US, speaking the language. Also, Spanish is the second official language of the US. The Phillipines, which is also attracting the outsourcing business, being a direct competition to India, knowledge of the Spanish language seems to be critical (Sreenivas, 2004)’. The surge in the demand for Spanish language speakers has certainly made Spanish a popular foreign language in India.

However, the popularity of Spanish language and its ever-increasing space in Indian linguistic usage can also be accredited to the kind of movies and music which are being produced by the Bollywood – the Indian film industry – in the presently globalizing world. As the process of globalization has paved the way for easy (read speedy and comparatively inexpensive) movement of people, ideas, culture and money across borders, Indian film-makers can afford to explore more into the hitherto untouched aspects of Spanish locations, thereby bringing heavy doses of Spanish elements back home even for an average Indian citizen who is neither directly nor directly engaged with the teaching or learning of Spanish as a foreign language⁷. As such, one of the major reasons behind increasing popularity of Spanish language and culture in Indian socio-cultural milieu is the Bollywood movies that showcase the Spanish way of life. For instance, the Bollywood movie ‘Zindagi Milegi Na Dohara’ has not only create excitement in Indian minds about the natural beauty of Spanish spots like Costa Brava – a stretch of rocky coastline north of Barcelona which has lured many foreign and local luminaries such as Rock Hudson, Elizabeth Taylor, Marc Chagall and Pablo Picasso – but also about the flamenco music and dance of Andalucía which have a strong presence of Spanish lyrics.

In a similar direction, a huge step has been taken by the Zee Entertainment Enterprises Limited (ZEEL) as it has announced the launch of the first-ever Spanish-language Bollywood channel for

⁷ See “Bollywood in Spain, A Country with Diverse Landscapes that Stir the Soul”. Available at <http://www.bollywoodpresents.com/bollywood-in-spain.html> [Accessed April 20, 2017]

U.S. Hispanic pay-TV audiences, making its debut on DishLATINO⁸. ZEEL is one of the world's largest producers and aggregator of programming with \$2.9 billion in revenue and a reach of nearly one billion viewers in 169 countries. ZEE MUNDO will bring ZEEL's exclusive, major studio quality HD movie titles to Latino audiences across the U.S., meticulously dubbed in Spanish, crossing five genres (action, romance, suspense, drama and comedy) and featuring some of the world's biggest Bollywood-based movie stars including Priyanka Chopra (Quantico), Anil Kapoor (Mission Impossible: Ghost Protocol), and Irrfan Khan (Life of Pi). According to the channel, a research conducted in key markets shows that ZEE MUNDO's programming crosses over with storylines and themes that are embraced by Hispanics who experience their top-rated, worldwide blockbusters for the first time.

While an increase in the space occupied by Spanish words/terms in the Indian vocabulary is already visible, the above-mentioned developments clearly indicate that the potential Spanish input to Indian 'vocabulary enrichment' is likely to grow in near future. If all these developments are taken into account while carrying out SLT in Indian classrooms, it would create a greater curiosity among the learners to become familiar with its grammatical structures and every-day use. The next section demonstrates how the pursuance of certain suggestive measures in this regard could improve the overall process of Spanish Language teaching and learning at three levels of the multilingual educational environment in India, namely world schools, foreign language institutes, and corporate houses.

The Measures for Improving SLT in India: A March toward Alternative Pathways

A modification in the level of techniques can help to resolve to some extent the existing dilemmas generally related to the teaching of Spanish language through the India-based IB world schools (e.g. G. D. Goenka and Pathways), foreign language institutes, and corporate houses. In one way or another, all areas of the IB must be improved. In order to overcome obstacles in the way of effective application of IB in teaching Spanish, certain corrective measures must be taken. These measures can be discussed and applied at two levels: in the field of education; and at

⁸See "First Ever Spanish-Language Bollywood Movie Channel Debuts on DishLatino". Available at <http://www.prnewswire.com/news-releases/first-ever-spanish-language-bollywood-movie-channel-debuts-on-dishlatino-300328132.html> [Accessed April 19, 2017]

the level of course design. In the field of teaching, the following steps can be taken to improve the effectiveness of teaching the Spanish language through the IB:

First, teachers must undergo an essential training session before formally joining their respective colleges. Teachers should be familiar with the background of learning the languages of students in India. Given the variety of languages / dialects spoken in different parts of the country and previous knowledge of English as a foreign language in most cases, English is taken as a relative language to teach Spanish. Therefore, teachers should know well how to teach Spanish, making judicious use of English as the base language⁹.

Second, the IB guidelines should be modified to ensure that teachers could pay more attention to the actual teaching of the Spanish language rather than following the technical requirements emphasized by the IB. The time consumed in adhering strictly to the technical aspects of teaching and assessment / punctuation must give way to create more space for language learning.

Third, teachers should be trained in such a way that they can create enough interest in students to learn the Spanish language. It is often seen that students enrolled in the ab-initio IB course take it very casually, while students enrolled in the IB Language B course postponed it in classes and act as if the course were a break from their Busy study charge, as they find it easier than other subject groups. This lack of seriousness on the part of the students can be eliminated if the teachers are able to clarify the importance of the language learning in a more systematic way.

Fourth, there should be a separate Department Head for each foreign language taught under the IB scheme and the Department Heads must have experience in their respective language to ensure a fair assessment of the student's performance¹⁰. Despite the clear division of labor

⁹India has two national languages for central administrative purposes: Hindi and English. Hindi is the national language, official and the main liaison language of India. English is an official language partner. The Constitution of India also officially approves twenty-two regional languages for official purposes. See, *English as a National Foreign Language in India*. Available at <http://www.usingenglish.com/comprehension/9.html> [Accessed July 22, 2017]

¹⁰ Up-to-date Cambridge University Press resources for the IB Diploma are based on an unparalleled level of experience. Not only are all IB Diploma teachers with extensive experience, but in order to ensure a true breadth of experience and international understanding, IB has appointed an Advisory Board to guide it with key decisions. Each member of the Advisory

between department heads, coordinators and teachers, one faces the conflict of views, particularly during the assessment of student performance. The HOD (Head of Department), coordinator, and teachers should be flexible enough to accommodate comments, comments from each other so that their disagreement does not adversely affect the student's performance / results.

Fifth, teachers should be directed to use specific textbooks for teaching the Spanish language to facilitate a uniform method and the quality of learning Spanish in all IB international colleges. Although IB has a large number of its own publications on all the subjects it offers, an increase in the number of publications on didactic aspects and the execution of foreign language programs would be greatly appreciated.

In addition to making efforts in the field of teaching, the design of the IB course must be modified to be more successful in the context of the learning environment in India. As IB is considered one of the most expensive curricula, its accessibility in a developing country like India must be increased by reducing the price of the course. In fact, the reduction in course fee would attract more Indian students to opt for IB. In addition, the IB should be more popularized in India. Greater awareness and embrace of IB would automatically lead to its greater acceptance at the university level. Jayshree Periwal, director of an IB and CBSE school called Step by Step said:

The advantages of studying in IB schools are many: students are taught to question teachers at elementary level, teaching methodology is Interactive and most importantly, higher education becomes easier for IB students. However, the part with limitations is that International Baccalaureate (IB) as a curriculum is only gaining recognition among elitist parents who wish to send their children abroad for higher education (Khan, 2011).

Indeed, the IB course taught in colleges in India should be designed according to curricula followed in different colleges of India. This would ensure that students who passed with IB programs will easily adapt to the requirements of higher education institutions in India if they do

Board has in-depth knowledge of the different IB regions, but also knows what teachers want and how IB schools operate. For details, see Our IB Advisory Board. Available at <http://education.cambridge.org/media/894272/cambridge-university-press-ib-advisory-board-meet-our-authors.pdf> [Accessed July 22, 2017]

not meet deadlines in foreign universities, as in many cases(Mathai, 2011). Plus, the timing of the initiation and completion of the IB Diploma program should be in sync with the opening and closing of the Indian universities calendar. The results of the IB must be declared together with the declaration of the results of the CBSE and ICSE councils. Timely reporting of results would allow IB-approved students to seek admission to Indian universities on time.

Besides, the IB rating scheme needs major reform. The methodology of the subjective classification system has to be altered to mitigate the bias of any type at the implementation level. In theory, the IB classification scheme provides all teachers with a clear criterion that they should follow for standardized tests¹¹. The reality is very different, the criteria are so vague that they turn out to be useless. For example, to get the highest score from an essay, the rating scheme might say something corresponding to 'the candidate uses the argument in an effective and convincing manner'. To some extent one would admit that someone has an effective argument even if they disagree. However, beyond that point, very few people will agree that the argument is "effective" if they disagree with themselves. So in the end, the grade could represent to what extent the examiner agreed with the student, not the actual consistency of the arguments presented by the student¹².

In spite of existing gaps, The Educational Policy Improvement Center (EPIC) announced the results of its report 'International Baccalaureate Standards Development and Alignment Project', which analyzed the adaptation of the standards of the IB Diploma Program and the Knowledge and Skills for University Success (KSUS) college-ready standards. The report found the IB standards "highly alienated by KSUS standards"¹³. In particular, the key cognitive strategies emphasized in the Diploma - the skills of critical thinking, intellectual curiosity and interpretation - were totally alienated from the expectations of university professors. Although

¹¹ A detailed description of the IB scoring scheme is available at <http://freepdfdb.org/pdf/mark-scheme-ib> [Accessed July 25, 2017]

¹² I Believe - A much needed criticism about the IB Diploma, November 11, 2012. Available at <http://miryr.wordpress.com/2012/11/11/ib-diploma/> [Accessed July 25, 2017]

¹³ *Study finds IB Diploma graduates well prepared to succeed in college.* Available at <http://www.ibo.org/announcements/succeedincollege.cfm> [Accessed July 25, 2017]

the report rightly points out the benefits of IB, modifying certain aspects, maintaining the overall matrix is essential to improve its viability in the context of India.

As for the SLT at foreign language institutes, the teachers need to remain especially careful about the specific aspirations of the students/learners who are more clear about the purpose of learning and applying Spanish language than school students. While the Instituto Cervantes has its own syllabus which establishes the appropriate foundations for the teaching of universal, well-spoken Spanish, while respecting the variety found among the diverse Spanish-speaking communities¹⁴, it pays more attention to maintain consistency with the levels established by the Common European Framework of Reference for Languages (CEFR) than to devise methods to ‘correlate’ and ‘adjust’ the specific multilingual makeup of Indian teachers and learners to the broad levels of CEFR. In fact, a good job is done in this direction by Instituto Hispania which works with the Indian educational institutions to introduce Spanish language as part of their curriculum. It allows the students of a specific program to opt for Spanish language courses that could complement their basic degree and get an additional certification while they study at the institution¹⁵. Instituto Hispania also trains faculty to teach courses based on the specific needs of learners – general Spanish, business Spanish, tourism Spanish, corporate training, specialized training etc.

While SLT at corporate houses are based on tailored-made Spanish language courses for executives and travellers from business firms at their premises, it is important to design those courses in such a way that even those employees who have no prior knowledge of Spanish language get an opportunity to brush their language skills. Though Rosemary Salomone (2010) argues that ‘it is necessary for Spanish language teachers in India to acknowledge that the habit of relying solely on English as the language of global communication, might result in risking the world’s talking over our heads as we become more culturally trapped’. However, it is significant for the Spanish language teachers engaging with corporate training in India-based corporate houses to test the prior language skills/levels (English or other foreign and/or local

¹⁴See http://nuevadelhi.cervantes.es/en/spanish_courses/spanish_courses.htm [Accessed July 25, 2017]

¹⁵See <http://www.institutohispania.com/courses-offer.php> [Accessed July 25, 2017]

languages/dialects) of the employees and then set the goals for the Spanish language course to be imparted. The SLT in corporate houses must focus on key terminology, jargon and vernacular used in the particular field of employee's specialization (e.g. automobile, Travel and Tourism, IT, etc.).

Concluding Remarks

In India, the apprehensions with regard to the use of English as first foreign language (FL1) for learning Spanish as the second foreign language (FL2) are still far from over. Most of the methods of SLT in India – Grammar-Translation Method, Audio-Visual Method, Cognitive Method, and Communicative Method – mainly utilize the prior knowledge of English language of Indian learners as the referential point or medium. As such, the multicultural/multilingual backdrop of Indian classrooms has presented a unique linguistic principle which relies upon the utilization of English instructions for combining various methods of Spanish Language Teaching. Though a more or less exposure to English language helps Indian teachers-learners to develop uniform instructions for teaching and learning Spanish language courses in Indian multilingual learning environment – as English more often than not remains the known first foreign language (FL1) in multilingual India (thanks to its prolonged history of British colonial rule) – the effectiveness and appropriateness of method(s) adopted for SLT must be determined on case by case basis. Since the psychological orientation of teachers and students located at different levels of India's multilingual environment – schools, language institutes, and corporate houses – vary considerably, it is significant to accordingly design courses and train faculty before letting them interact with the learners or students of Spanish language in classrooms. It is easy to recognize that no one method is fit for all classrooms or all students situated in a single classroom. The maximum flexibility in the process of eclectically mixing various pedagogical methods of SLT could go a long way in motivating and benefitting both the teachers as well as the students, thereby enhancing the overall efficiency of SLT in multilingual India.

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